

# **Project contributing to improving the academic skills of orphaned children in support facilities in the Republic of Uganda**

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**Promotion Department**  
**Kumon Institute of Education Co., Ltd.**

Company name	<b>Kumon Institute of Education Co., Ltd.</b>
Group Representative Director	<b>Hidenori Ikegami</b>
President	<b>Mitsunori Tanaka</b>
Establishment	<b>July 1958</b>
Capital	<b>4,418 million yen</b>
Consolidated net sales	<b>87,588 million yen</b>
Consolidated ordinary income	<b>18,329 million yen</b>
Number of offices	<b>48 (Japan), 67 (overseas)</b>
Number of employees	<b>3,371 (total of the Kumon Group)</b>



**As of March 2024; number of offices: as of July 2024**

Kumon offers learning opportunities in more than **60** countries and regions around the world.

**Europe (19)**

Andorra, Austria, Belgium, Bulgaria, Czech, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Netherlands, Poland, Portugal, Romania, Spain, Switzerland, U.K.

**North America (6)**

Canada, Costa Rica, Guatemala, Mexico, Panama, U.S.A.

**Asia (20)**

Bangladesh, Brunei, Cambodia, China, India, Indonesia, Japan, Korea, Malaysia, Myanmar, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand, Vietnam, Hong Kong, Macau, Taiwan

**Middle East (3)**

Bahrain, Qatar, U.A.E.

**South America (7)**

Argentina, Bolivia, Brazil, Chile, Colombia, Peru, Uruguay

**Africa (5)**

Botswana, Kenya, Namibia, South Africa, Zambia

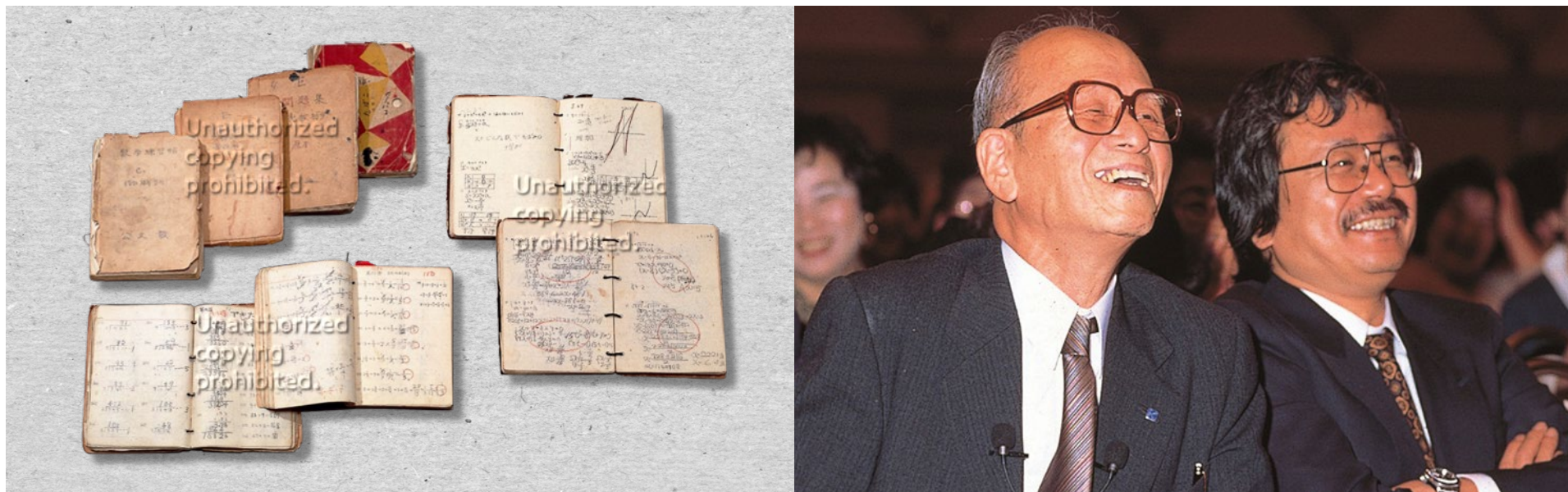
**Oceania (2)**

Australia, New Zealand

Number of enrollments across the world: 3.55 million

Number of centers: 23,300

(As of April 2024)



## One father's love for his son gave birth to the Kumon Method of learning.

- Toru Kumon, a high school math teacher, created hand-crafted worksheets for his son in 1954.
- Takeshi, the oldest son of Toru in his second year of elementary school, developed his ability through studying the materials for half an hour every day. He reached the level of differential and integral calculus when he was in sixth grade.
- Wishing to develop the potential of as many children as possible with this learning method, in 1958, Toru Kumon established the first office in Osaka to roll out the program.



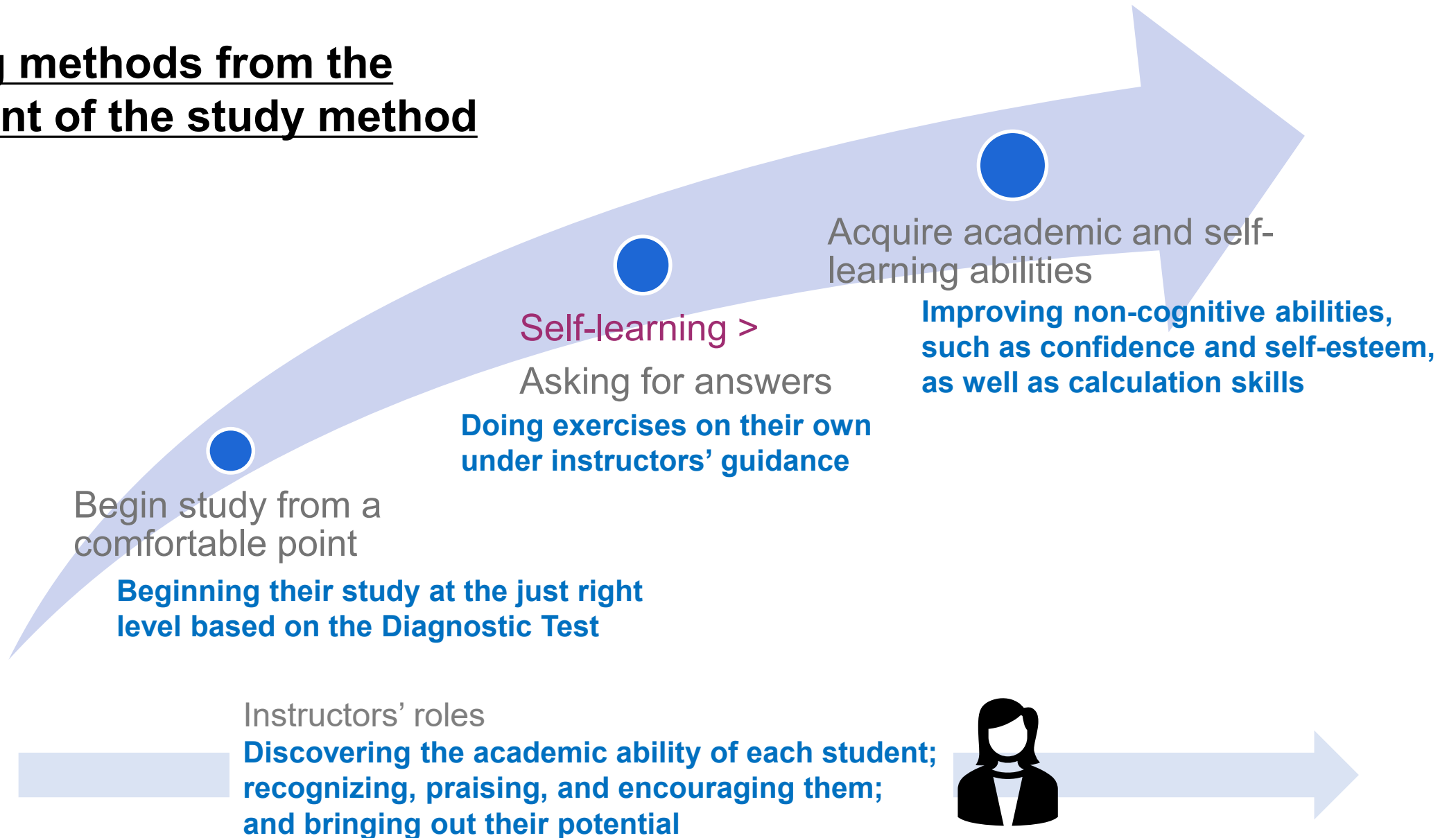
# Mission

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## **Kumon's Mission**

**By discovering the potential of each individual and developing his or her ability to the maximum, we aim to foster sound, capable people and thus contribute to the global community.**

## Teaching methods from the standpoint of the study method



## Arithmetic and mathematics (over 5,000 steps)

TABLE OF LEARNING MATERIALS I-1  
MATHEMATICS (6A-2A) / PENCIL SKILLS PROGRAMME (ZI-ZII)

The black mark (■) indicates Starting Points.  
SCT: Standard Completion Time (Min./Sheet)  
This is the time in which the student should complete each worksheet, including time taken for corrections (SCT is not used in Levels 6A-2A and ZI-ZII).

Pencil Skills Programme	6A	5A	4A	SCT	3A	SCT	2A	SCT
1- 10 Colouring 1	1- 10 Counting (Up to 5) 1	Number Reading Exercises (Up to 30) 1	Number Tracing Exercises 1	0.5-2	Numbers up to 100 Part 1	0.5-2		
11- 20 Colouring 2	11- 20 Counting (Up to 5) 2	Number Reading Exercises (Up to 30) 2	Number Tracing Exercises 2	0.5-2	Numbers up to 100 Part 2	0.5-2	Adding 4	
21- 30 Straight Lines 1	21- 30 Counting (Up to 5) 3	Number Reading Exercises (Up to 30) 3	Number Tracing Exercises 3	0.5-2	Numbers up to 100 Part 3	0.5-2	Adding 4	
31- 40 Straight Lines 2	31- 40 Counting (Up to 10) 1	Number Reading Exercises (Up to 30) 4	Number Tracing Exercises 4	0.5-2	Numbers up to 100 Part 4	0.5-2	Adding 5	
41- 50 Straight Lines 3	41- 50 Counting (Up to 10) 2	Number Reading Exercises (Up to 30) 5	Number Writing Exercises up to 10 Part 1	0.5-2	Numbers up to 100 Part 5	0.5-2	Adding 5	
51- 60 Curved Lines 1	51- 60 Counting (Up to 10) 3	Number Reading Exercises (Up to 30) 6	Number Writing Exercises up to 10 Part 2	0.5-2	Numbers up to 100 Part 6	0.5-2	Adding 5	
61- 70 Curved Lines 2	61- 70 Counting (Up to 10) 4	Number Reading Exercises (Up to 30) 7	Number Writing Exercises up to 10 Part 3	0.5-2	Numbers up to 120	1-2	Adding 6	
71- 80 Curved Lines 3	71- 80 Counting (Up to 10) 5	Number Reading Exercises (Up to 30) 8	Number Writing Exercises up to 10 Part 4	0.5-2	Adding 1 Part 1 (Up to 12+1)	1-2	Adding 6	
81- 90 Curved Lines 4	81- 90 Counting (Up to 10) 6	Number Reading Exercises (Up to 30) 9	Number Writing Exercises up to 10 Part 5	0.5-2	Adding 1 Part 2 (Up to 18+1)	1-2	Adding 6	
91-100 Curved Lines 5	91-100 Counting (Up to 10) 7	Number Reading Exercises (Up to 30) 10	Number Writing Exercises up to 10 Part 6	0.5-2	Adding 1 Part 3 (Up to 24+1)	1-2	Adding 7	
1- 10 Shapes and Pictures 1	101-110 Number Reading Exercises (Up to 10) 1	Sequence of Numbers (Up to 30) 1	Number Writing Exercises up to 20 Part 1	0.5-2	Adding 1 Part 4 (Up to 30+1)	1-2	Adding 7	
11- 20 Shapes and Pictures 2	111-120 Number Reading Exercises (Up to 10) 2	Sequence of Numbers (Up to 30) 2	Number Writing Exercises up to 20 Part 2	0.5-2	Adding 1 Part 5 (Up to 60+1)	1-2	Adding 8	
21- 30 Shapes and Pictures 3	121-130 Number Reading Exercises (Up to 10) 3	Sequence of Numbers (Up to 30) 3	Number Writing Exercises up to 30 Part 1	0.5-2	Adding 1 Part 6 (Up to 1000+1)	1-2	Adding 8	
31- 40 Shapes and Pictures (Stories) 1	131-140 Number Reading Exercises (Up to 10) 4	Sequence of Numbers (Up to 40) 1	Number Writing Exercises up to 30 Part 2	0.5-2	Adding 2 Part 1 (Up to 14+2)	1-2	Adding 8	
41- 50 Shapes and Pictures (Stories) 2	141-150 Number Reading Exercises (Up to 10) 5	Sequence of Numbers (Up to 40) 2	Numbers up to 50 Part 1	0.5-2	Adding 2 Part 2 (Up to 18+2)	1-2	Adding 8	
51- 60 Shapes and Pictures (Stories) 3	151-160 Number of Dots (Up to 10) 1	Sequence of Numbers (Up to 40) 3	Numbers up to 50 Part 2	0.5-2	Adding 3 Part 1 (Up to 32+2)	1-2	Adding 9	
61- 70 Back and Forth 1	161-170 Number of Dots (Up to 10) 2	Sequence of Numbers (Up to 50) 1	Numbers up to 50 Part 3	0.5-2	Adding 3 Part 2 (Up to 14+3)	1-2	Adding 9 and 1	
71- 80 Back and Forth 2	171-180 Number of Dots (Up to 10) 3	Sequence of Numbers (Up to 50) 2	Numbers up to 50 Part 4	0.5-2	Adding 3 Part 2 (Up to 21+3)	1-2	Adding 9	
81- 90 Corners and Curves 1	181-190 Number of Dots (Up to 10) 4	Sequence of Numbers (Up to 50) 3	Numbers up to 50 Part 5	0.5-2	Adding up to 3 Part 1	1-2	Adding 9	
91-100 Corners and Curves 2	191-200 Number of Dots (Up to 10) 5	Large Numbers	Numbers up to 50 Part 6	0.5-2	Adding up to 3 Part 2	1-2	Adding 9	

### Levels ZI & ZII (Shapes and Pictures)

ZI ZII  
Draw a line from the dots to the site.

tree

### Level 6A (Counting)

6A 1A  
Count the pictures about "1, 2" while pointing to each one.

1 2

### Level 5A (Reading Numbers)

5A 2A  
Read the numbers.

11 12 13

### Level 4A (Writing Numbers)

4A 10A  
Write the numbers.

11 12 13 14 15

### Level 3A (Adding 1)

3A 3A  
Add the number of fish to each tank.

3 + 1 =

(1) 4 + 1 = 5  
Add plus one each.

(2) 5 + 1 =  
Add plus one each.

(3) 6 + 1 =  
Add plus one each.

(4) 8 + 1 =

### Level 2A

2A 20A  
Add.

### Level G (Simplifying Algebraic Expressions)

G 145a  
Simplify.

(1)  $3x - 2(4x - 3) - 3x - 4x - 10x + 20$

(2)  $4x - 3(2x + 5) + 2x$

(3)  $5x - 2(3x + 4) + 3x$

(4)  $6x - 4(2x - 3) + 5x$

(5)  $7x - 5(4x - 2) + 6x$

(6)  $8x - 6(3x + 1) + 7x$

(7)  $9x - 7(2x + 4) + 8x$

(8)  $10x - 8(x - 3) + 9x$

### Level H (Simultaneous Equations)

H 35a  
Solve the following simultaneous equations.

(1)  $\begin{cases} 2x + 3y = 10 \\ 3x + 2y = 11 \end{cases}$

(2)  $\begin{cases} 4x + 5y = 20 \\ 5x + 4y = 19 \end{cases}$

(3)  $\begin{cases} 6x + 7y = 30 \\ 7x + 6y = 29 \end{cases}$

(4)  $\begin{cases} 8x + 9y = 40 \\ 9x + 8y = 39 \end{cases}$

(5)  $\begin{cases} 10x + 11y = 50 \\ 11x + 10y = 49 \end{cases}$

### Level I (The Pythagorean Theorem)

I 191a  
1. When two sides of a right-angled triangle are given, find the length of the third side.

2. When the hypotenuse and one side of a right-angled triangle are given, find the length of the other side.

### Level J (Root-Coefficient Relationships)

J 134a  
1. If the roots of  $x^2 + px + q = 0$  are  $\alpha$  and  $\beta$ , write down the following expressions.

(1)  $\alpha + \beta$

(2)  $\alpha\beta$

(3)  $\alpha^2 + \beta^2$

(4)  $\alpha^2 - \beta^2$

(5)  $\alpha^3 + \beta^3$

(6)  $\alpha^3 - \beta^3$

### Level K (Maxima and Minima of Quadratic Functions)

K 43a  
1. Draw the graph of  $y = x^2 - 4x + 3$  and find the maximum or minimum value of  $y$ .

2. Find the maximum or minimum value of  $y$  for the following quadratic functions.

(1)  $y = x^2 - 6x + 8$

(2)  $y = x^2 - 8x + 16$

(3)  $y = x^2 - 10x + 25$

(4)  $y = x^2 - 12x + 36$

### Level L (Relative Maxima and Minima)

L 66a  
1. Find the relative maxima and minima of the following functions.

(1)  $y = x^2 - 4x + 3$

(2)  $y = x^2 - 6x + 8$

(3)  $y = x^2 - 8x + 16$

(4)  $y = x^2 - 10x + 25$

(5)  $y = x^2 - 12x + 36$

TABLE OF LEARNING MATERIALS II-1 (Level G to L)

The black mark (■) indicates most suitable Starting Points.  
SCT: Standard Completion Time (Min./Sheet)  
This is the set time in which the student should complete each worksheet, including time taken for correction.

G	SCT	H	SCT	I	SCT	J	SCT	K	SCT	L	SCT
1- 10 Review up to F 1	3-5	Review of G 1	4-6	Review up to H 1	4-6	Expansion of Polynomial Products	5-8	Review of Linear Functions	5-8	Logarithmic Functions	6-12
11- 20 Review up to F 2	3-5	Review of G 2	4-6	Review up to H 2	5-7	Factorisation I	5-8	Review of Quadratic Functions	5-8	Graphs of Logarithmic Functions	7-14
21- 30 Addition and Subtraction of Positive and Negative Numbers 1	2-4	Simultaneous Equations with Two Variables 1	5-8	Square Roots 1	5-7	Factorisation II	5-8	Quadratic Functions and Graphs	6-12	Logarithmic Equations and Inequalities	8-18
31- 40 Addition and Subtraction of Positive and Negative Numbers 2	3-5	Simultaneous Equations with Two Variables 2	5-8	Square Roots 2	5-7	Factorisation III	6-10	Determining Equations of Quadratic Functions	7-14	Modulus Functions	8-18
41- 50 Addition and Subtraction of Positive and Negative Numbers 3	3-5	Simultaneous Equations with Two Variables 3	5-8	Square Roots 3	5-7	Factorisation IV	6-10	Maxima and Minima of Quadratic Functions I	7-14	Limits and Derivatives	8-18
51- 60 Addition and Subtraction of Positive and Negative Numbers 4	4-6	Simultaneous Equations with Two Variables 4	5-8	Quadratic Equations 1	5-7	Factorisation V	7-12	Maxima and Minima of Quadratic Functions II	7-14	Tangents	12-24
61- 70 Multiplication of Positive and Negative Numbers	3-5	Simultaneous Equations with Two Variables 5	5-8	Quadratic Equations 2	5-7	Fractional Expressions	6-10	Maxima and Minima of Quadratic Functions III	6-16	Relative Maxima and Minima I	15-30
71- 80 Division of Positive and Negative Numbers	4-6	Simultaneous Equations with Three and Four Variables 1	6-10	Quadratic Equations 3	5-7	Irrational Numbers I	5-8	Quadratic Functions and Equations	7-14	Relative Maxima and Minima II	15-30
81- 90 Four Operations with Positive and Negative Numbers 1	4-6	Simultaneous Equations with Three and Four Variables 2	6-10	Inequalities 1	4-6	Irrational Numbers II	6-10	Quadratic Functions and Inequalities	7-14	Maxima and Minima I	15-30
91-100 Four Operations with Positive and Negative Numbers 2	4-6	Application of Equations 1	5-8	Inequalities 2	5-7	Quadratic Equations I	5-8	Quadratic Functions and Solutions of Quadratic Equations	6-16	Maxima and Minima II	15-30
101-110 Values of Algebraic Expressions 1	4-6	Application of Equations 2	6-8	Linear Functions and Graphs 1	5-7	Quadratic Equations II	6-10	Higher Degree Functions	6-12	Applications to Equations and Inequalities	15-30
111-120 Values of Algebraic Expressions 2	4-6	Simplifying Monomials and Polynomials 1	5-7	Linear Functions and Graphs 2	5-7	Quadratic Equations and Complex Numbers	6-10	Higher Degree Equations and Inequalities	7-14	Indefinite and Definite Integrals	8-16
121-130 Simplifying Algebraic Expressions 1	3-5	Simplifying Monomials and Polynomials 2	5-7	Linear Functions and Graphs 3	5-7	Discriminant	6-10	Graphs of Fractional Functions I	7-14	Definite Integrals I	12-24
131-140 Simplifying Algebraic Expressions 2	3-5	Multiplication of Polynomials	5-7	Linear Functions and Graphs 4	5-7	Root-Coefficient Relationships	6-10	Graphs of Fractional Functions II	7-14	Definite Integrals II	12-24
141-150 Simplifying Algebraic Expressions 3	4-6	Multiplication Using Formulas	5-7	Quadratic Functions and Graphs 1	6-8	Simultaneous Equations	6-10	Fractional Equations and Inequalities	6-16	Areas I	15-30
151-160 Simplifying Algebraic Expressions 4	4-6	Factorisation 1	4-6	Quadratic Functions and Graphs 2	6-8	Dividing Polynomials	6-10	Graphs of Irrational Functions	7-14	Areas II	15-30
161-170 Linear Equations 1	5-5	Factorisation 2	5-7	Quadratic Functions and Graphs 3	6-8	Remainder Theorem	6-10	Irrational Equations and Inequalities	6-16	Volumes	15-30
171-180 Linear Equations 2	4-6	Factorisation 3	5-7	The Pythagorean Theorem 1	7-10	Factor Theorem	6-10	Exponential Functions	6-12	Velocity and Distance	15-30
181-190 Linear Equations 3	4-6	Factorisation 4	5-7	The Pythagorean Theorem 2	7-10	Proof of Identities	6-10	Graphs of Exponential Functions	7-14	Summary of Differentiation and Integration I	30-60
191-200 Linear Equations 4	4-6	Factorisation 5	5-7	The Pythagorean Theorem 3	7-10	Proof of Inequalities	7-12	Exponential Equations and Inequalities	8-18	Summary of Differentiation and Integration II	30-60

## Digital Kumon (KC)

### Student (tablet and stylus pen)



Receiving timely feedback, which helps increase motivation to study

Submit worksheets, which are immediately sent to the instructor



### Instructor (PC)

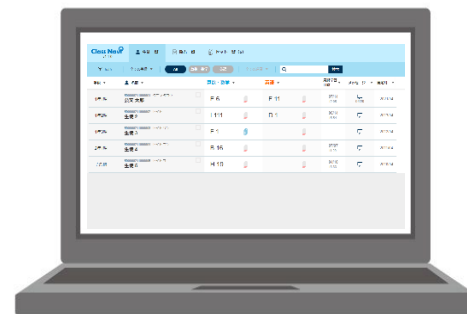


Building study history  
Worksheet management, grading, etc. all carried out on PC

Immediately grade and return the worksheets



### Kumon (PC)



Provide remote support

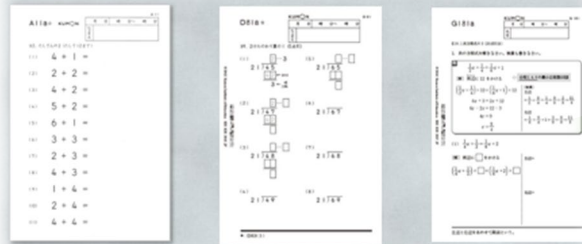
Enabling to remotely keep track of the student's study and to provide support



## One Package: how it works

- We have adopted ICT based on the standpoint that humans are the main actors in education.
- Based on this concept, we provide the all-inclusive package containing worksheets, instruction methods, training, daily support, and the student management system.

**Worksheets**



**Packaged services**

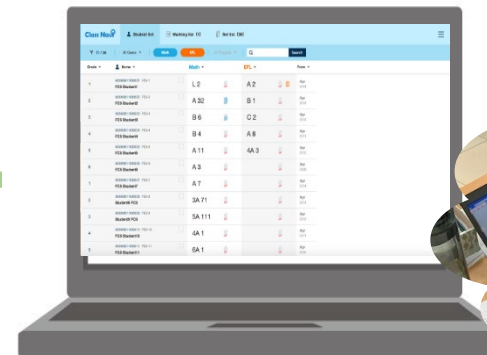


**Instruction methods**

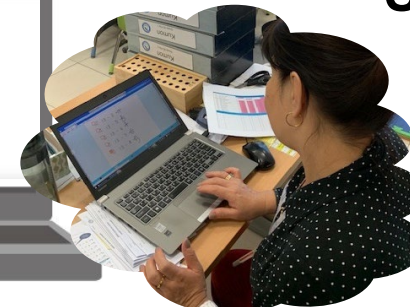
**Training**



**Support**

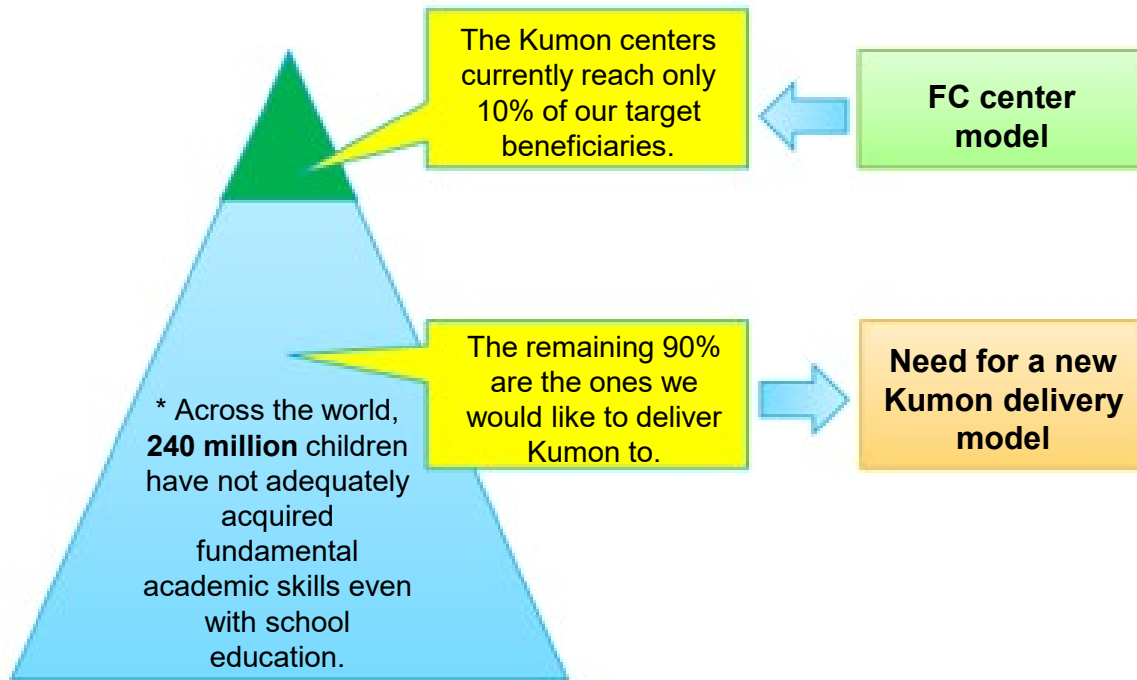


**System**



## Mission

Through collaboration with a variety of partners, our franchise (FC) center business aims to deliver the Kumon method to groups that would otherwise be unable to receive it.



Social  
×  
Partners  
×  
Digital



# Licensing Operations Promotion Department: What We Do

**Abu Dhabi:**



**Nepal: introduced at schools**



**Japan: introduced at juvenile training schools**



**Namibia:**  
educational support



**Japan: introduced at children's cafeterias**



**Bangladesh: introduced at centers, schools, and a facility**



**South Africa:**  
introduced at companies



**Uganda: introduced at facilities**





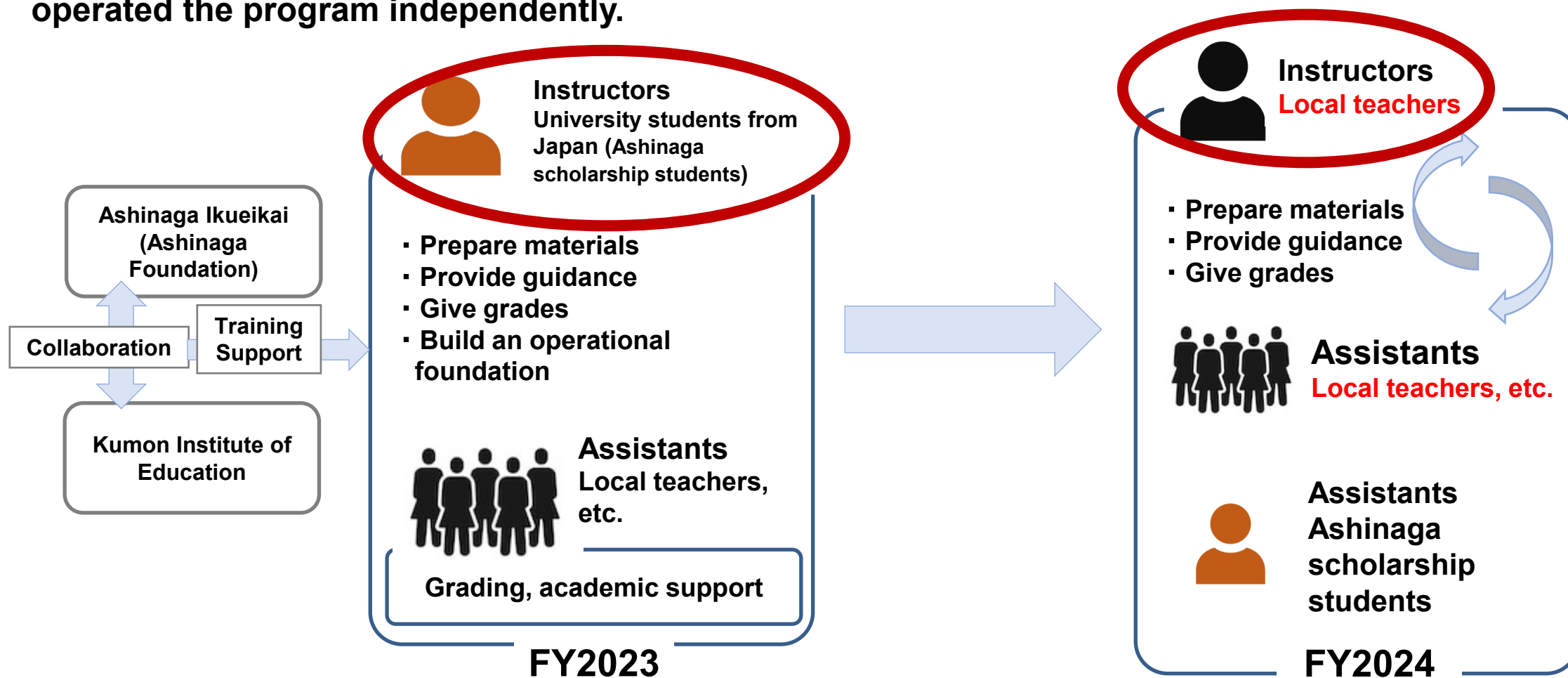
## What is Ashinaga Uganda Kumon Time?

- In May 2023, the Kumon learning method was introduced in the “Terakoya” program, which offers basic educational support at Rainbow House, a support facility for orphaned children run by Ashinaga Uganda.
- Forty students in grades 4 and 5 have studied arithmetic and mathematics using tablets for 45 minutes each time, three times a week.
- Terakoya teachers have prepared materials, provided guidance, and given grades with the support of university students sent from Japan on Ashinaga’s overseas training program (Ashinaga scholarship students).



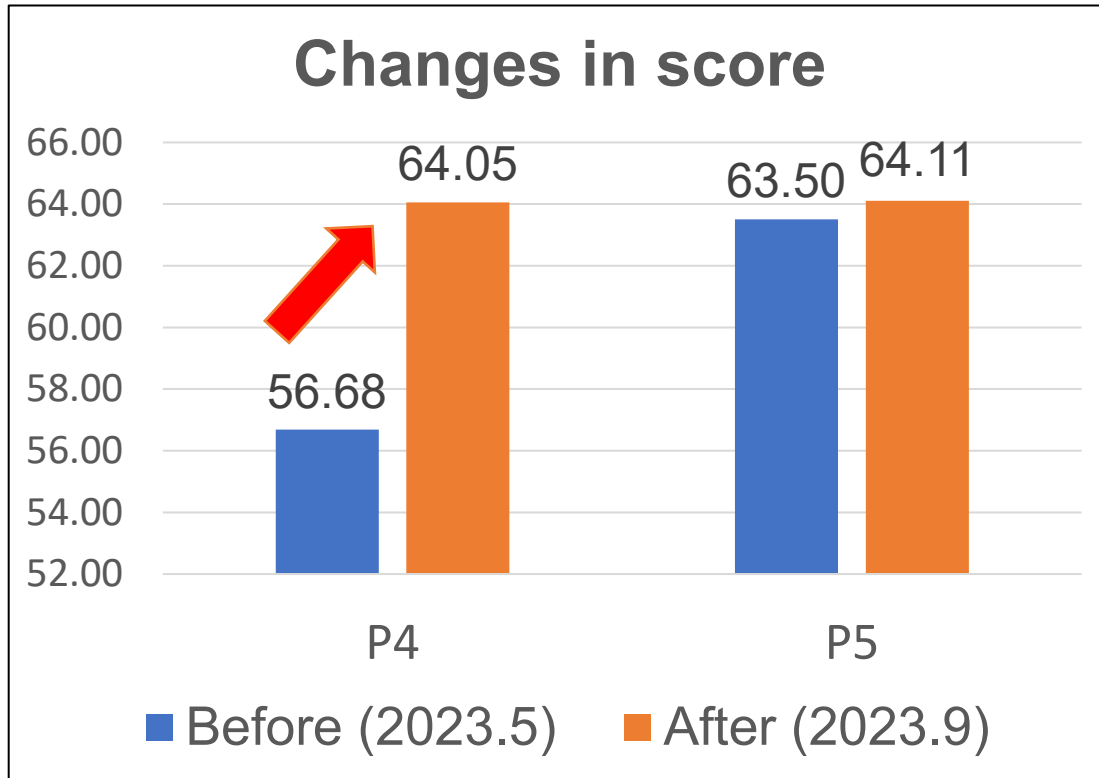
## Program scheme

Since FY2024, the Terakoya teachers have provided guidance and operated the program independently.



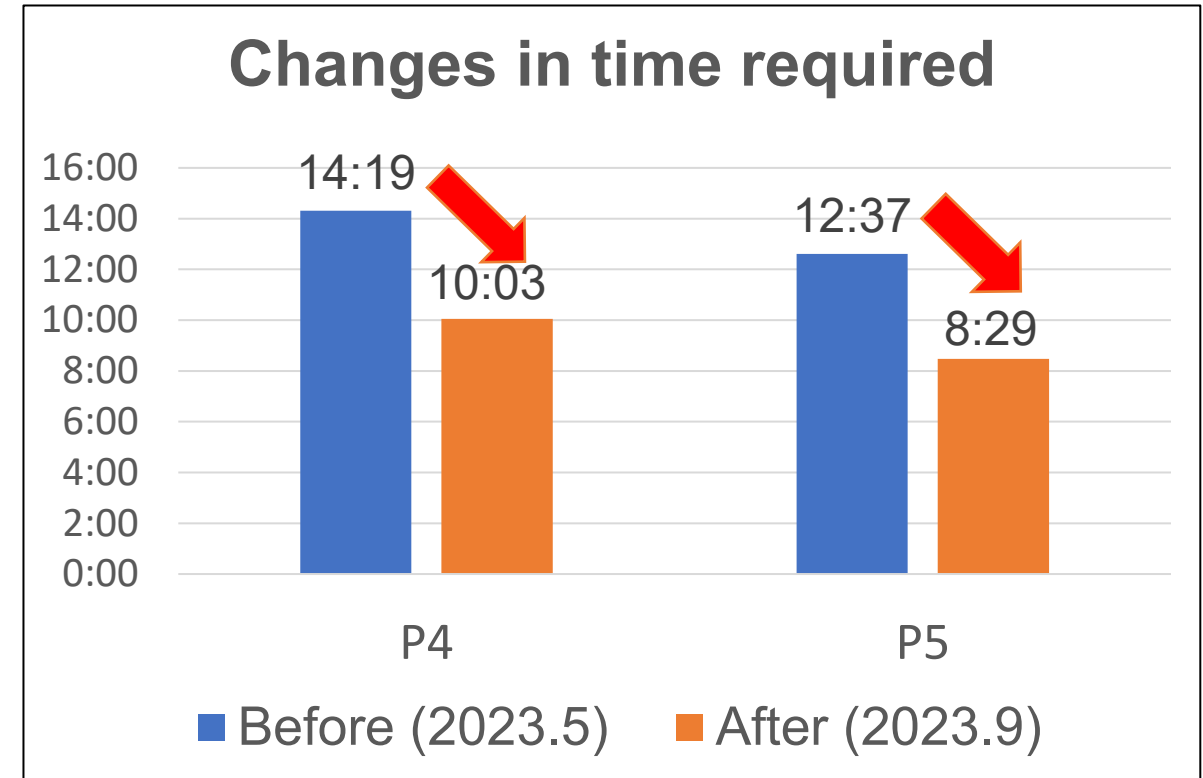


## Learning achievements (score and time)



### Changes in score

The P4 students showed a remarkable improvement. They have successfully acquired accurate calculation skills.



### Changes in time required

The students in both P4 and P5 required less time. They have successfully acquired skills to calculate fast.

## Learning achievements (problem-solving method)

(58)  $16 - 7 = 9$

(59)  $17 - 8 = 9$

(60)  $19 - 9 = 10$

(61)  $16 - 16 = 0$

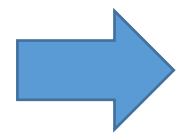
(50)  $7 - 3 = 4$

(51)  $9 - 6 = 3$

(52)  $10 - 4 = 6$

(53)  $11 - 5 = 6$

(54)  $12 - 7 = 5$



A 182a KUMON A 182

Subtraction 11 (From numbers up to 20)

Grade	A	B	C	D
Math	12	13	14	15

◆ Subtract

(1)  $14 - 2 = 12$

(2)  $14 - 5 = 9$

(3)  $14 - 4 = 10$

(4)  $14 - 7 = 7$

(5)  $14 - 9 = 5$

(6)  $15 - 1 = 14$

(7)  $15 - 4 = 11$

(8)  $15 - 6 = 9$

(9)  $15 - 8 = 7$

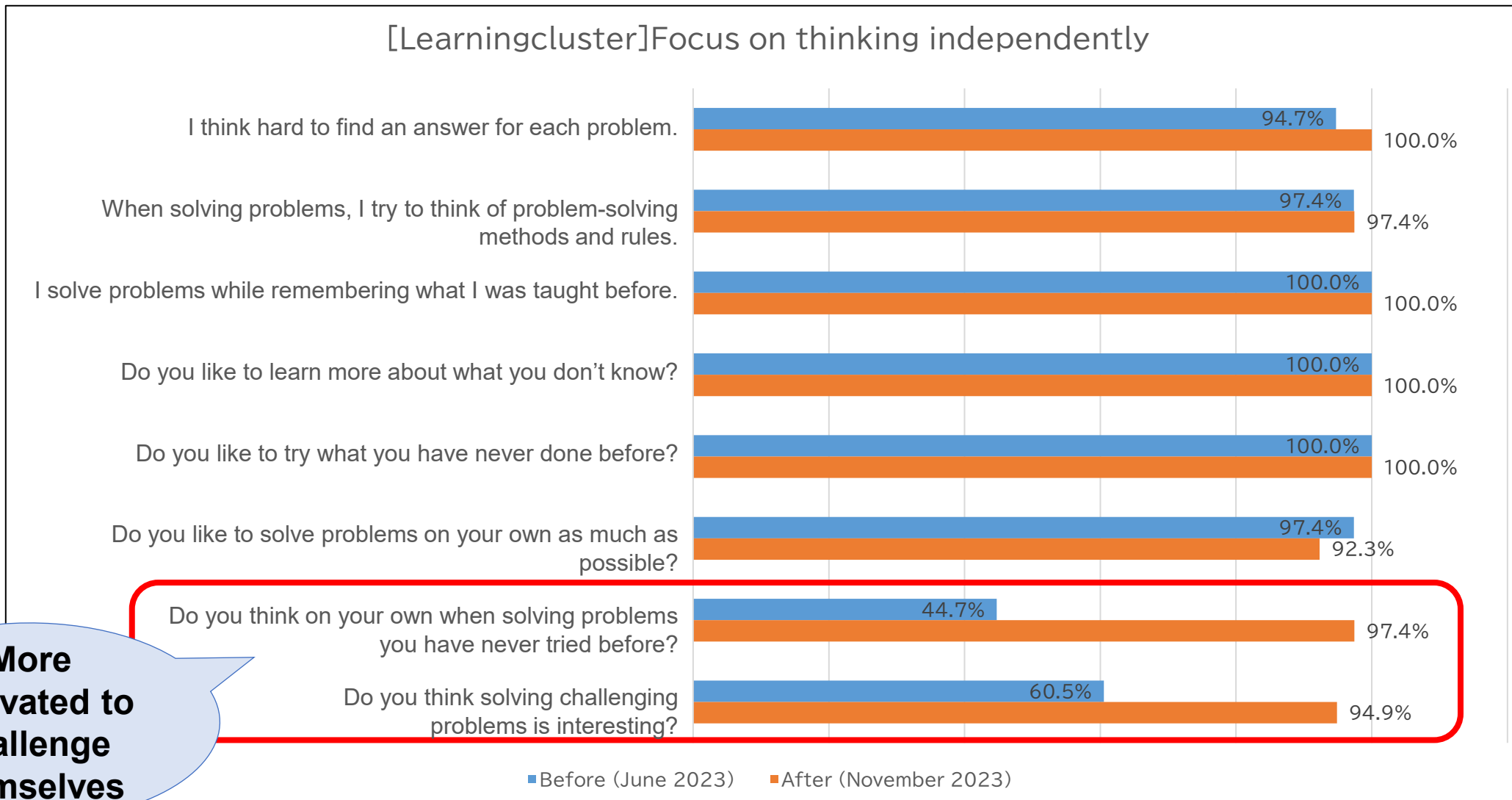
(10)  $15 - 7 = 8$

(11)  $15 - 9 = 6$

For subtraction problems, many students would draw and erase circles and bars to find answers.

They have acquired mental arithmetic skills.

## Learning achievements (non-cognitive abilities)



**More motivated to challenge themselves**

## Voices of the Terakoya teachers and children



I would like Kumon to help children not only acquire calculation and math skills but also develop **problem-solving skills and a willingness to take on challenge** in their daily lives.

Indeed, we are already seeing positive effects on the children's **life skills such as time management**.

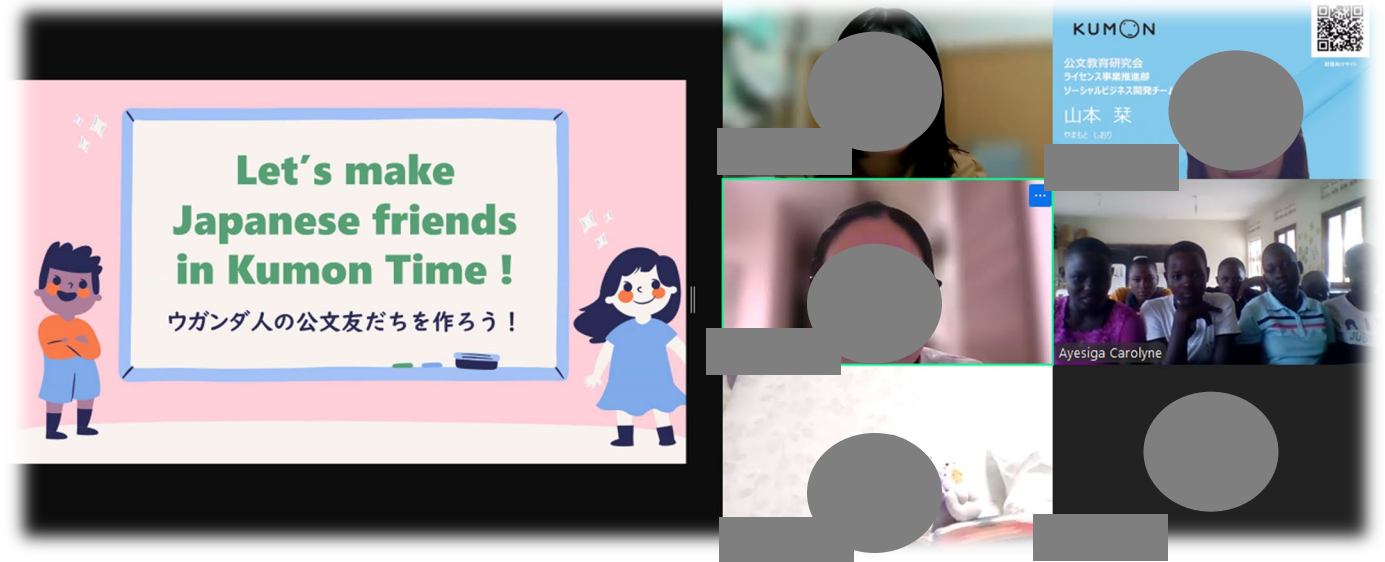
Through Kumon, I have gradually become able to calculate without using my fingers.

**Thanks to Kumon, math is no longer something I can't do.**



## Japanese training program students: their self-development and contribution within Japan

From FY2023 to FY2024, a total of three Ashinaga overseas training program students were involved in the local Kumon Time. Building upon their learning experience at Ashinaga Uganda, one of them has participated in Ashinaga Ikueikai's learning support program in Japan after returning to the country. Another student wrote a graduation thesis on the activity in Uganda and was selected as a representative case for their study group. They have been playing an active role also in Japan, leveraging the experience in Uganda.



▲ A social event, organized by the training program students, for Ugandan students and Japanese orphaned children supported by Ashinaga



## Learnings from the Uganda Project

- Enhancing **non-cognitive abilities** can also improve science and math skills.
- Recognizing and praising accomplishments through studying at the just right level suggests the **potential of student-centered education**.
- **Presence of people interacting with students and of partners** can maximize the impact of education.
- To establish education deeply and sustainably in the community, it is essential that **local people be enabled to independently** give guidance and operate the program.