

# Report on EDU-Port Symposium FY2024

EDU-Port Symposium FY 2024 “Further Development of Japanese-style Education in Africa” was held on Tuesday, March 4, 2025.

The EDU-Port Symposium is held to bring together education stakeholders, including relevant government ministries or agencies, government-affiliated organizations, universities, education service providers, and NGOs/NPOs, to review project achievements and confirm the future direction of EDU-Port Japan. Held for the eighth time, this year’s symposium focused on Africa in light of the upcoming Ninth Tokyo International Conference on African Development (TICAD 9), which will be held in Japan this August. The status of EDU-Port initiatives in Egypt and other African countries where Japanese-style education is being actively rolled out, was reported by officials from the organizations implementing EDU-Port projects and the embassies of relevant countries in Tokyo. Additionally, participants exchanged views on the further development of Japanese-style education in Africa.

The symposium was held in a hybrid format, both face-to-face and online, with over 370 participants from Japan and abroad.



## ■ Opening remarks and Introduction of EDU-Port Japan initiatives in Africa

KITAYAMA Koji, Deputy Assistant Minister/Director for International Affairs Division, Minister’s Secretariat, Ministry of Education, Culture, Sports, Science and Technology (MEXT)

(Summary) EDU-Port Japan engages in two types of initiatives: “research projects”, in which companies and organizations are commissioned to carry out projects, and “supported projects”, in which companies and organizations receive assistance for implementing projects abroad. Since its launch in 2016, EDU-Port Japan has adopted 123 projects in a total of 53 countries and regions worldwide. 43 projects, or approximately one-fifth of the total, have been implemented in Africa, led by Egypt with 11 projects. When comparing the trends of projects implemented worldwide and in Africa, by educational stage, Africa features a high proportion of teacher education projects, and by field, music education, school health, and teacher training rate highly, suggesting a strong demand for Japanese-style education in these areas. EDU-Port Japan will set out a booth at TICAD 9 to promote the introduction of Japanese-style education in Africa jointly by the public and private sectors, thereby attracting interest in Japanese

education among the participants, including heads of state and government from African countries, strengthening relations between MEXT, JICA, and private education providers, and contributing to the further development of Japanese-style education in African countries in the future. As EDU-Port Japan 2.0 approaches its final year in FY2025, we will conduct further reviews based on the discussions at today's symposium, ensuring continued support for the overseas rollout of Japanese-style education.



### **【Session 1: Implementation of Japanese-style Education in Egypt】**

#### **■ Introduction of holistic education (Japanese-style education) in Egypt**

IWASAKI Rie, Director, Basic Education Team 2, Basic Education Group, Human Development Department, Japan International Cooperation Agency (JICA)

(Summary) The Egypt-Japan Education Partnership (EJEP) was launched in 2016 to provide comprehensive support for the entire Egyptian education system by leveraging the merits of Japanese education. In the field of basic education, “tokkatsu” (extracurricular activities) was introduced in model schools to promote holistic education. Rather than simply exporting Japan’s tokkatsu as is, the aim was to introduce activities suitable for Egyptian society and culture, thereby ensuring their long-term implementation and dissemination. Currently, 55 Egypt-Japan Schools (EJS) with approximately 16,000 students and 500 non-EJS public schools with around 400,000 students are implementing tokkatsu. In schools where tokkatsu is practiced, teachers and parents have provided positive feedback, noting that non-cognitive skills among students have improved compared to schools where tokkatsu is not practiced. Going forward, we will work with our Egyptian counterparts to strengthen the organizational structure to ensure sustainable implementation and dissemination of tokkatsu, develop human resources, promote the implementation of tokkatsu in junior high schools and public schools, and investigate and analyze children’s behavioral changes and the impact of tokkatsu on non-cognitive skills.



### ■ Inquiry-based mathematics education project in Egypt

KUMADA Taro, General Manager, Strategic Planning Department, Educational Solution Division, Casio Computer Co., Ltd.

(Summary) Casio Computer Co., Ltd. has developed teaching materials using scientific calculators to achieve the educational goals set out in each country's curriculum, and provides them to various countries together with teacher training. Many countries separate the calculation learning phase from the inquiry-based learning phase where problem-solving skills are acquired, with scientific calculators used in lessons in the latter phase. Egypt's curriculum emphasizes fostering critical thinking skills and a proactive attitude toward learning, and the penetration rate of scientific calculators in secondary education is high. A trial teacher training program was conducted at private schools and Universities' education faculties, using teaching materials that addressed real-life issues, to teach the significance and usage of scientific calculators, as well as how to conduct and monitor inquiry-based lessons. This led to lively discussions among teachers about how to conduct lessons, as well as greater student engagement and peer learning. Casio plans to proceed with a pilot project using its own instruction package (teaching materials, training materials, and scientific calculators) in public schools once a memorandum of understanding (MOU) has been signed with the Egyptian Ministry of Education and Technical Education.



## ■ Introduction of Japanese-style music education in primary education in Egypt

NARITA Yuki, Supervisor, Music Popularization Group, Asia-Pacific Sales Division, Yamaha Corporation

(Summary) Yamaha Corporation is working to popularize music lessons in public education in countries where music classes are not yet established, through curriculum development support, teacher training, and the sale and provision of teaching materials and musical instruments. Yamaha currently provides the opportunity for music education to 4.2 million children in nine countries. In Egypt, since 2020 Yamaha has implemented music education with recorder instrumental activities for third and fourth grade students at 50 Egypt-Japan Schools (EJS). To realize the “disciplined and collaborative” human resource development outlined in Egypt’s new education policy EDUCATION 2.0, Yamaha is developing a program that incorporates pair and group work. In addition to developing teaching materials in collaboration with Tokyo Gakugei University Children’s Institute for the Future, Yamaha has also created and distributed digital teaching materials that include lesson examples to help Egyptian teachers who are accustomed to lecture-based classes adapt to mutual learning among students. The company also conducts regular teacher training sessions, which have strengthened peer networks among teachers and encouraged active participation. The main challenges in expanding the program beyond EJS include an inadequate national curriculum and shortages in both the number and quality of music teachers. Drawing on the knowledge gained in Egypt, Yamaha is also working to expand its music education initiatives to Colombia, the Philippines, and other countries.



## ■ Verifying the results of academic ability development and non-cognitive skills development through digital arithmetic learning and teacher training

FUJIIHARA Tomoko, Executive Officer, SuRaLa Net Co., Ltd.

(Summary) SuRaLa Net provides “personalized learning” to students in Japan and eight other countries through its ICT-based teaching material, Surala Math. The company has been involved in EDU-Port Japan since its early stages. Currently, SuRaLa Net is working on verifying the effectiveness of strengthening basic academic skills in arithmetic and math by “personalized learning” through digital education in Indonesia, Sri Lanka, and Egypt, verifying the improvement of non-cognitive skills, and organizing international math contests to promote student learning and broaden global perspectives. In Egypt, a trial digital math class was held once a week for four months at four Egypt-Japan Schools (EJS). Teacher training was provided when the program was introduced to change the mindset of the teachers from traditional group-based learning to individual learning. A comparison of the test results before and after the trial showed that individualized learning was effective at EJS, where students had already acquired such a learning



habit through the introduction of tokkatsu, suggesting a positive synergy between tokkatsu and digital learning.



■ Improve the quality of vocational (monozukuri or manufacturing) education in Egypt and Japan and promote mutual understanding

TANABE Hitoshi, Teacher, Osaka Prefectural Jyoto Technology High School

(Summary) Jyoto Technology High School, located in Higashiosaka City, a hub for small and medium-sized enterprises, provides manufacturing-focused education closely tied to the local community. El-Araby Secondary School, on the other hand, is jointly run by a private company and the Egyptian Ministry of Education and Technical Education, and students learn practical skills while working at an adjacent factory, where many of them secure employment after graduation. A former teacher who supports El-Araby's initiatives to introduce Japanese-style technical education contacted Jyoto Technology High School, saying that the school was interested in exchanging information with a Japanese technical high school, leading to the launch of an exchange program. The two schools exchanged instruction manuals, lesson plans, and syllabi, and engaged in online discussions. It was found that while Egypt emphasizes skills acquisition, Japan places importance on cultivating "knowledge and skills," "thinking, judgment and expression," and "attitude toward active learning." Additionally, online lesson study and student interaction were also conducted. In the pre-interaction study at Jyoto, a Japanese teacher with overseas experience gave talks on "Japan from a Global Perspective" and "Egypt Through the Eyes of the Japanese." Through the interaction, students from both schools gained a deeper appreciation for the importance and fun of acquiring technical skills and realized that the knowledge and skills they acquire can transcend national borders.



■ Improving the quality of learning through Fukui-style education: Collaborative development project between Japan and the African region

YANAGISAWA Shoichi, Professor for Teacher Education, United Graduate School of Professional Development of Teachers, University of Fukui

(Summary) The mission of the Graduate School of Professional Development of Teachers in Education at the University of Fukui is to serve as a center that supports local school reform through the enhancement of teachers' competence. In cooperation with JICA to conduct professional development training sessions in Japan, the University of Fukui has accepted over 600 teachers from Egypt-Japan Schools (EJS), and arranged their participation in teacher professional development programs at its affiliated schools. Through this program, the university has recognized the immense power of international partnerships in public education reform and the difficulty in reforming the domestic system without international support. Amid the global shift from content transmission to competency-focused inquiry-based learning, the role of teachers is evolving, and therefore a transformation in the content of teacher training is also inevitable. The EJS professional development program, which was designed in line with these trends, is conducted mainly through group discussions with the aim of encouraging teachers to engage in inquiry-based learning themselves. Since results are not forthcoming in the short term, the formation of a professional learning community is essential to support long-term learning. This initiative has the potential to serve as a model case for education reform around the world.



■ Egypt's journey with Japanese-style education

Professor Mahmoud M. Sakr, Science and Culture Counsellor, Embassy of Egypt in Tokyo

(Summary) Egypt has shown great interest in Japanese-style education due to Japan's holistic approach to education. The primary goal of the educational partnership between Egypt and Japan (EJEP) is to incorporate Japanese-style education into Egypt's education curriculum. The curriculum of the 55 Egypt-Japan Schools (EJS) across the country is gradually spreading to other public schools, and many Egyptian teachers have participated in training programs in Japan. This educational collaboration has been a great success. In higher education, the Egyptian Japanese University of Science and Technology (E-JUST) is an unprecedented example at the international level as the first Japanese university outside Japan. Although E-JUST was established relatively recently, it has already been ranked the top

higher education institution in Egypt. Additionally, more than 65 international exchange agreements (MOUs) have been signed between universities in Japan and Egypt. By 2030, the African youth population, including Egypt, is expected to represent about 75% of the world's youth, making human resource development programs in Africa a top priority for both Africa and the world. Accordingly, promoting the Japanese-style education concept, adopted by Egypt, across Africa through TICAD 9 is crucial. Our message to TICAD 9 is that Africa needs Japan, and Japan needs Africa.



## 【Session 2: Implementation of Japanese-style education in other African countries】

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

MIYOSHI Kentaro, Senior Vice President, Corporate Strategy Planning and Promotion Division, Vice President, Licensing Operations Promotion Department, Kumon Institute of Education Co., Ltd.

(Summary) The Kumon education method is based on the standpoint of a study method where children follow a self-learning program under instructors' guidance. Through continuous learning, children acquire academic skills and the ability to study independently. The Licensing Operations Promotion Department is working with various partners to deliver the Kumon method to those who cannot attend Kumon centers. In Uganda, Kumon was introduced into the 'Terakoya' program which offers basic educational support at Rainbow House, a facility for orphaned children, through a partnership with the Ashinaga Foundation and Ashinaga Uganda (NGO). Thanks to the support provided by Ashinaga overseas training program students sent from Japan (Ashinaga scholarship students) to local teachers, the program has now become self-sustaining. Positive learning effects are evident in test scores and problem-solving abilities. The children no longer see math as something they cannot do, and their willingness to take on challenges have significantly increased. Additionally, this initiative has contributed to the growth and development of local teachers and students. The success of this model suggests it can be implemented in other countries.

■ Education for international understanding through collaborative learning for well-being  
KUMADA Moe, CEO, EDU-Mo Co., Ltd.

(Summary) In the 2022 EDU-Port Japan supported project, an international understanding education initiative was carried out between elementary and junior high schools in Senegal, Koriyama High School in Fukushima, and Hiroe Juku private cram school. First, the students from Senegal and Japan exchanged self-introduction videos via an app. After that, the Japanese students participated in a study session for international understanding led by a Senegalese teacher living in Japan. The Japanese and Senegalese students then created videos on social problems in their respective countries and shared them with each other. After watching the videos, the students explored possible solutions to the problems in the other country from their own perspective. In 2025, they plan to actually work on solving the problems. On the Japanese side, these activities resulted in the students learning from their peers instead of just being taught by adults, and even students in rural areas were able to have an international experience. On the Senegalese side, the activities aroused students' interest in Japan, and tablets were used in lessons for the first time. In 2025, Koriyama High School plans to establish a new study course "Inquiry-based Learning" where this project will be continued.



■ **Panel Discussion: Educational Cooperation with Africa: Role of EDU-Port Japan**

<Panelists>

SUZUKI Kan, Professor, Graduate School of Public Policy, University of Tokyo

KITAMURA Yuto, Professor, Graduate School of Education, University of Tokyo

7 speakers (presenters of reports)

A panel discussion was held on the theme of "Educational cooperation with Africa: The role of EDU-Port Japan." The panel featured two experts who have been deeply involved with EDU-Port Japan, and seven presenters from EDU-Port project implementing organizations.

(Summary)

Project rollout in Africa

- Simply introducing successful cases from other countries lacks persuasiveness, so we are striving



to create success stories in the target country.

- Rather than emphasizing the excellence of our own programs, we try to focus on aspects that will contribute to realizing the education that the target country wants.
- In math, many children struggle with basic academic skills such as the concept of numbers and calculation, areas in which Japan's education can leverage its strengths in reading, writing, and calculation.
- It is difficult for private companies in Japan to access schools in the target countries, but being selected as an EDU-Port Japan project makes it easier to gain the trust of stakeholders, especially in the early stages.

#### What next for EDU-Port Japan?

- Africa is very diverse, with collaboration required at various educational stages and in various educational fields. We need to develop country-specific strategies for effective implementation.
- When Japanese boards of education participate in EDU-Port Japan activities, we can not only communicate a great deal about Japanese-style education to schools in other countries but also provide new learning opportunities to schools in Japan. We aim to get boards of education involved. Additionally, some Japanese schools overseas have limited resources and face difficulties. It would be good to work together.
- There is an urgent need for high-quality teachers all over the world. The possibilities for educational collaboration between Africa and Japan are endless. We hope to make education a central theme of TICAD 9.



#### ■ Poster Session

After the symposium, a poster session was held at the venue by the implementing organizations of this year's ongoing EDU-Port Japan projects. Participants were seen engaging in lively conversations with the project managers in front of the posters, creating a vibrant atmosphere.



In the follow-up survey, the participants shared feedback such as: “As well as being reminded of the challenges facing schools, I gained a renewed appreciation of the usefulness and necessity of this project, which provides a model for future education,” “As a private company involved in education, it was a valuable opportunity to learn about the realities of rolling out Japanese-style education abroad,” and “More than anything, it was great to be able to share information directly.”