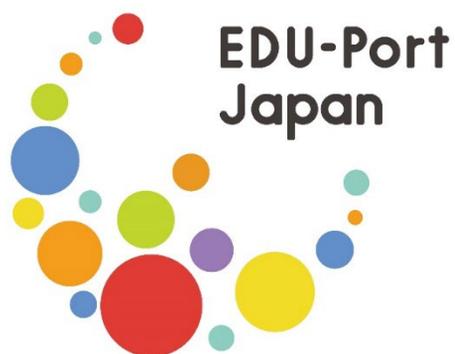


EDU-Port Japan

List of Projects

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



February 2026

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), and the Japan International Cooperation Agency (JICA) and 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”.



145 projects have been implemented in a total of 57 countries and regions since 2016. This leaflet summarizes 31 projects which are implemented in Fiscal year 2025 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.

February 2026

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

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2025 Supported Projects

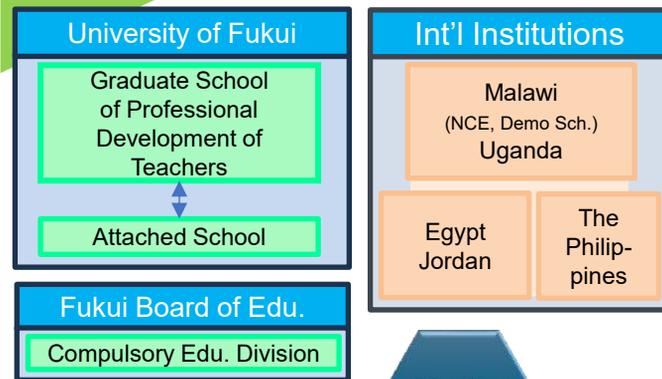
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Aiming to promote teacher education worldwide and to build a new international collaborative model for teacher education that will support regional school reform and collaborative practices among teachers in the 21st century, this project will engage 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, 112 reports from EDU-Port Japan 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

- Collaborative lesson and lesson study with Nalikule College of Education and Nalikule cluster schools, Makerere University and its affiliated secondary schools, and the University of Fukui and its affiliated compulsory education school [①②]
- Formation of a professional learning community (PLC) network through Fukui university Roundtable [③]
- Development of the Fukui Model of International Collaborative Teacher [Figure on the right], and policy recommendations for the next phase of EDU-Port Japan



① Lesson study collaboration with Malawian and Japanese teachers in Malawi



② Collaborative lesson by Ugandan and Japanese teachers in Uganda



③ The symposium on Malawi Lesson study network at Fukui university Round Table 2025 July

Way Forward & Message from the Project

● Way Forward

- Development of the EDU-Port project through participation of EDU-Port stakeholders
- Advancement of the next phase of EDU-Port based on research findings on the internationalization and qualitative Improvement of Japanese-style 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, USA]

At Catholic University of Santa Maria (UCSM; Republic of Peru) and Romanian American University (RAU; Romania), four existing courses focusing on foods characteristic of Japan—Sake Studies I, Sake Studies II, Japanese Tea Studies, and Taste and Aroma—were continuously offered, while a new course titled “Washoku Studies” was newly developed. At Indiana University (United States), versions of these courses tailored for students majoring in the social sciences will be developed in order to broaden the range of enrolled students. Through the development of a model curriculum on the production, consumption, and cultural contexts of traditional Japanese foods and its implementation in overseas educational settings, this project contributes to enhancing the international applicability of Japanese educational curricula while simultaneously deepening global 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.

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”



Tea sensory evaluation (Ippodo tea company)



Tea studies (Tea and Health Seminar) (Chicago)



Fucha-style Buddhist vegetarian cuisine at Manpuku-ji Temple (Uji, Kyoto)



Entrance of Kikunoi Restaurant (Higashiyama, Kyoto)



Traditional kaiseki cuisine at Kikunoi (Kyoto)

Implementation Structure



- 3) “Taste and Aroma”
 - 2024: “Taste and Aroma” (UCSM)
- 4) “Japanese Confectionery Studies”
 - 2024: Develop a new course at Shioyoshiken (Kyoto)
- 5) Washoku Studies
 - 2025: Development of the course “Washoku Studies”
- 6) Long-term Learning Program Implementation
 - 2024: “Science of Tea”(Chicago)
 - 2025: “Tea and Health” Insight from Clinical Trials

Way Forward & Message from the Project

Moving forward, the project will continue the offering of existing courses while further advancing the development of new courses, and will strengthen partnerships with overseas universities, particularly in the Latin American region. In parallel, building on collaborative frameworks between Indiana University and universities in Japan, the project will pursue the acquisition of external funding to ensure its long-term sustainability and growth. Through these efforts, the project aims to promote Japanese-language and food education grounded in scientific perspectives, while contributing to a deeper international understanding of Japanese food culture and its broader cultural contexts.

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

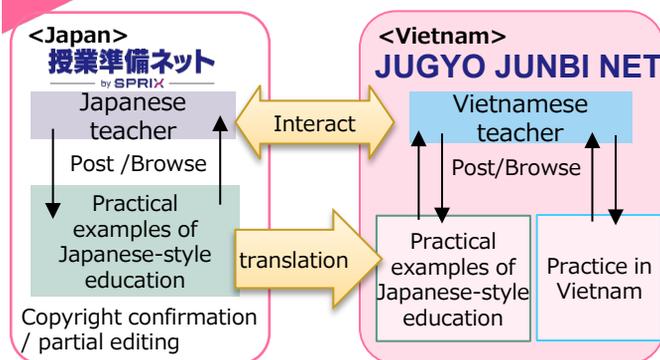
(1) System maintenance/repair

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.



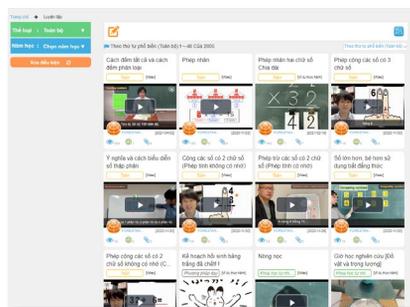
Vietnamese version JUGYO JUNBI NET

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 Japanese-style educational practices stored in the Japan Edition Lesson Preparation Network, the accumulation of content has progressed beyond initial expectations. Going forward, we aim to enhance awareness of Japanese-style education by promoting broader dissemination and introducing these initiatives to the local Ministry of Education.

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 1,100 international exchange lessons will be conducted in 10 target countries during FY 2025.
- ② Approximately 40,000 participants from Japan and other Asian countries joined the international exchange lessons, engaging in foreign language learning and deepening their understanding of different cultures. (As of December 2025)
- ③ Local branch was established in Taiwan. In addition, in the Philippines, the program has been certified through an official advisory issued by the Department of Education and is currently being introduced to schools nationwide.



MTG with Foreign 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.

HelloWorld Inc. Representative of Global Business Development

COIZUMI Taiga

TEL : 050-1743-2566, Email : biz_mgr@hello-world.city

Contact

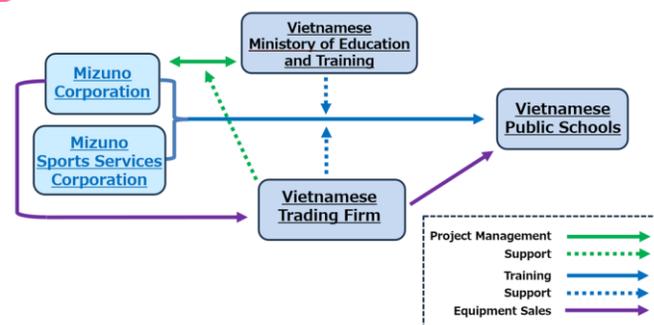
Through the meetings with Ministry of Education and Training in Vietnam, training for PE teachers, and demonstration experiments, Mizuno aspire to introduce unique PE program “Hexathlon” to all the public primary schools in Vietnam. Mizuno believe this program, focusing on RUN, JUMP, and THROW, will 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. We are planning to continue conducting training program to primary school PE teachers.

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

We believe that fostering familiarity with physical activity from early childhood is essential for improving children’s physical fitness and motor skills. Through Mizuno Hexathlon, a play-based exercise program that helps children acquire fundamental movements necessary for motor development while having fun, we contribute to promoting children’s health.

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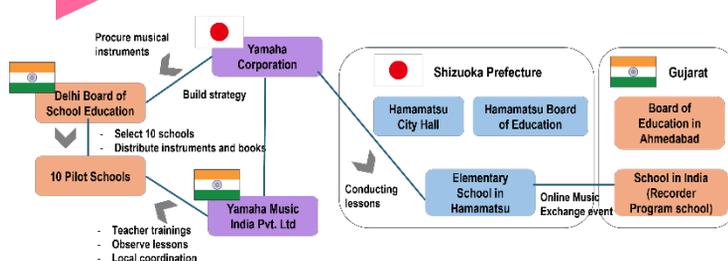
myhashim@mizuno.co.jp

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 To improve the quality and content of education in India through the introduction of Japanese-style music education.
- ② To contribute to the internationalization of Japanese education through conducting an “intercultural understanding program” and online music exchange event at a Japanese elementary school and a school in India.

Implementation Structure



Activities & Outputs

- **Signing of a MoU with the Education Department of Nagaland State in Northeast India:** An agreement was reached to begin a pilot program of music education using recorders and teacher training in 40 public elementary schools in the state. The Memorandum of Understanding was signed in September 2025.
- **Implementation of Japanese-style music education using recorders:** Following the previous year, music education using recorders were conducted.

■ Implementation of an "intercultural understanding program" in a Japanese public elementary school:

Conducted a comprehensive program at a school in Hamamatsu City, where 60 fifth-grade students participated in inquiry-based lessons once a month for a total of seven lessons. Students learned about Indian culture, festivals, and history. The program ended with an online music exchange session with a school in Ahmedabad, where students interacted through playing music, performing local dances, and speaking to each other. Hamamatsu and Ahmedabad signed a friendship city agreement in August 2025.



Signing of MoU (Nagaland, September 2025)



Students experiencing traditional Indian musical instruments (July 2025)



Students creating castanets and learning about instruments made from wood around the world (October 2025)



Group photo after the online music exchange event (January 2026)

Way Forward & Message from the Project

This year, the “School Project” initiative expanded to another state, in addition to the previous year’s collaboration with an education board in Delhi. We will continue to collaborate with each stakeholder to launch a high-quality music education program in the public schools. In addition, we will analyze the effects of the mid-long term activities with the elementary school in Japan and consider the development of the program in the following years.

Contact

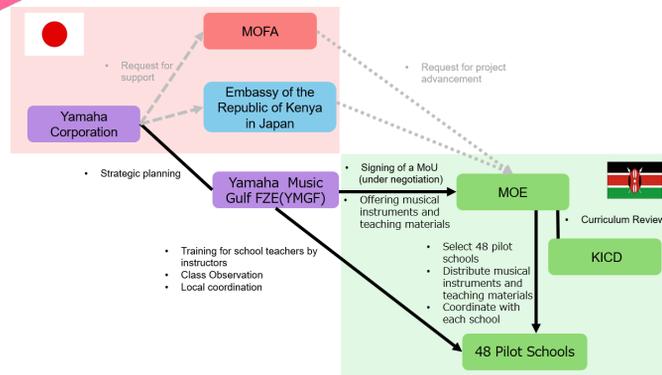
Music Popularization Group, Sales Company Management Division,
Yamaha Corporation TOKORO Risako
Email : inquiry-school-prj-SMB@music.yamaha.com

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

◆ Strengthening Relationships with Senior Government Officials through TICAD 9

Explained the School Project and requested support from H.E. Dr. Mudavadi, Prime Cabinet Secretary and Cabinet Secretary for Ministry of Foreign and Diaspora Affairs → Contributed to the establishment of a working group to examine Yamaha's teaching material "Music Time" at Kenya Institute of Curriculum Development (KICD).



← 202508 Meeting with P. Cab. Secretary during TICAD9

◆ Holding meticulous hearing with KICD

Engaged in discussions regarding specific improvement measures with all the members of the Creatibe Arts examination board including KICD staffs → Agreed to revise "Music Time" alignment with the Kenyan Curriculum. As of January 2026, awaiting the result of the review of the revised "Music Time".



← 202512 Meeting with the working group at KICD

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. Despite uncertainties arising from the political situation, we will continue to move forward with launching the pilot classes to implement the curriculum, which already includes recorder activities.

Contact

Yamaha Corporation, Sales Company Management 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 college-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. Operating a Private Lab School** Providing classes in 4 subjects to 120 students in Siem Reap. Using this as a model to promote teacher training and collaborative learning.
- 2. Training at Teacher Education College (TEC) Affiliated Schools** Conducting participatory observation training at PTEC/BTEC affiliated schools. An MOU with the Ministry of Education, Youth and Sport (MoEYS) is currently under application.
- 3. Trilateral Joint Training** Teachers from Japan and Cambodia visited leading schools in Vietnam known for school reform through Lesson Study to conduct trilateral joint training.



Lesson Study in Art at our Private Lab School



PTEC Affiliated Secondary School agrees to continue partnership



Training session at BTEC Affiliated School



Trilateral joint training in Bac Giang Province, Vietnam

Way Forward & Message from the Project

The ownership of training is shifting to schools, showing signs of sustainable integration. We plan to deepen our partnership with PTEC Affiliated Middle School and expand this model to surrounding schools. By leveraging ICT, we aim to build a support system that empowers teachers to grow autonomously.

Specified Nonprofit Corporation SALASUSU

Contact

Corporate Planning Department SUGAWARA Hiroe

TEL : +81-3-6277-2419, Email : info@salasusu.com



Laos is currently considering introducing practical experiment lessons. This project will build an extracurricular education model that foster "children's own power of science" through fun, interest in the nature around them, and hands-on activities involving observation, recording, thinking, and communication. Through these activities, the project aims to help children develop the ability to relate what is written in textbooks to what is happening around them, and to raise the next generation to appreciate the local natural environment by providing numerous opportunities for awareness and discovery.

Project Purpose

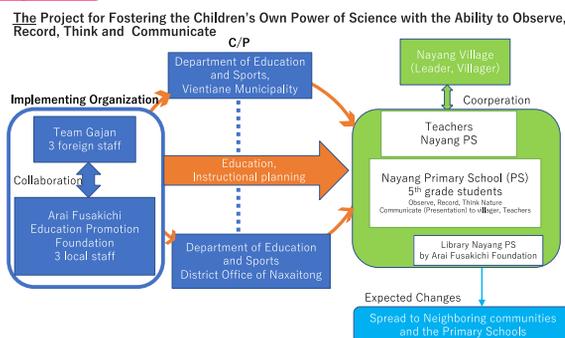
The aim of this project is, through activities, to foster "children's own power of science" to relate what is written in the textbook to what is happening around them; and, by providing numerous opportunities to notice things and make discoveries, to cultivate a love of the local natural environment.

Activities & Outputs

- (1) Workshop
- (2) Extracurricular activities
- (3) Activities leading to presentation FY2024
- (4) Community-oriented activities – creation of teaching materials
 - a. Butterflies are our friends: the butterflies of Nayang Village
 - b. Guide to practical lesson planning for teachers
- (5) Schoolchildren in Ogimi Village Okinawa and in Nayang Village
Remote exchanges by elementary schoolchildren

FY2025

Implementation Structure



- (1) The one-year post-workshop evaluation conducted in December 2024 revealed that all teachers (100%) had adopted interactive teaching practices, and 90% had implemented methods emphasizing praise and positive recognition.
- (4) Seven hundred copies of (a) and five hundred copies of (b) were produced and presented to all elementary schools in Vientiane Capital.
- (5) The presentation of each other's cultures and nature, in particular the introduction of butterflies, led to deeper understanding and friendship.



(4) The teaching materials are ready!



(4) The children were eager to begin reading the newly-completed book about the butterflies of Nayang Village



(5) The third remote exchange session: hopefully the butterflies will strengthen our interactions.



Project Closing and Book Donation Ceremony
This marked the first time that books were donated to each school in Lao PDR. Microscopes were also donated.

Way Forward & Message from the Project

In this project the children experienced for themselves the joy of learning, and developed the ability to think for themselves, make discoveries and to pass on what they have discovered to the others. To carry these outcomes into the future, we published a guide to practical lesson planning as well as teaching materials based on local natural environments, thereby establishing a foundation on which both teachers and children can build on what they have learned. We hope that the small insights gained by children through this project will contribute to their future learning.

Survey of needs for individualized math learning and educational tools and measurement of the effectiveness in improving basic academic abilities [Ghana]

This project will conduct a needs survey regarding “individualized math learning” in schools where whole-class instruction is the main form of teaching, and “learning opportunities using educational tools” in a variety of settings, including homes and local community facilities. It will also examine whether such approaches can help improve academic skills (mainly calculation ability) as well as non-cognitive abilities such as motivation, self-control for learning and self-esteem.

Project Purpose

- 1) Assessments will be conducted to assess the students’ current academic ability and non-cognitive skills.
- 2) Examine if provision of personalised study would enhance both academic ability and non-cognitive skills such as self-esteem.
- 3) Verify the effectiveness of programmes utilising educational tools to improve children’s number sense.

Activities & Outputs

1. Implementation of assessments measuring students’ cognitive and non-cognitive abilities

Assessments measuring academic ability and non-cognitive abilities were conducted on approximately 100 students in Years 3, 5 and 7. (About 40 of the Year 3 students will undergo the same assessment after three months of Kumon study for comparative verification.)

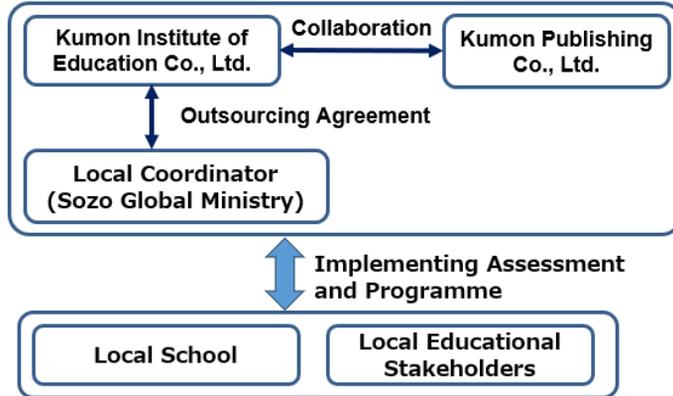
2. Implementation of Kumon Method of learning (mathematics) using tablets

About 40 of Year 3 students engaged in Kumon Method learning five times weekly for approximately three months. Reports indicate that through personalised learning tailored to each student’s academic level, they developed abilities such as mental arithmetic without using fingers, improved concentration and writing speed across all subjects, and cultivated habits of independent thinking and action.

3. Implementation of learning programmes utilising educational tool

A programme using a “number board” will be implemented for Year 2 and Year 3 students, aimed at enhancing their understanding of number sequences. Daily engagement will be monitored to assess whether it improves their number sense.

Implementation Structure



Students studying using tablets



A student working on the number board

Way Forward & Message from the Project

Through this initiative, we aim to provide studying opportunities to a wider range of students.

Contact

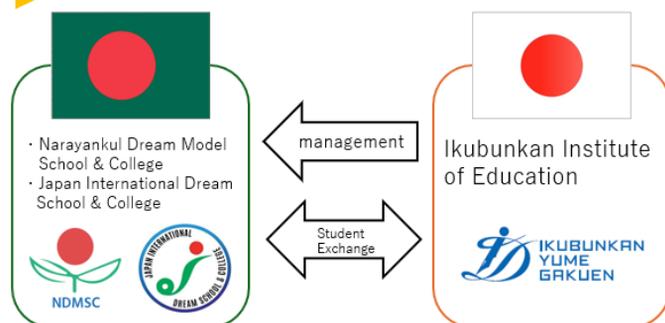
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We run a model school for Japanese-style education in Bangladesh, where we have introduced initiatives such as school lunches, cleaning activities, club activities, sports days, and cultural festivals, all grounded in a holistic education approach. By accepting school visits from education professionals, providing training in Japanese-style education for Bangladeshi teachers, and participating in community cleaning activities, the project aims to promote understanding and expand Japanese-style education, thereby raising the overall standard of education throughout Bangladesh.

Project Purpose

1. Operating model schools of Japanese-style education
2. Introducing holistic education, including Japanese-style school lunch, cleaning activities, club activities, sports day, and cultural festival
3. Hosting study visits from educators and officials at the model schools
4. Through ①–③, contributing to improving the overall education quality in Bangladesh

Implementation Structure



Activities & Outputs

- ① **Special Activities**: Regular student exchanges, club activities, Sports Day, and the Cultural Festival strengthen students' discipline, cooperation, and initiative. These events also serve as learning opportunities for visiting educators.
- ② **Teacher Capacity Building**: Ongoing training on teaching methods, assessment, and classroom management, along with research lessons, introduces Japanese-style education to public schools. Teachers' skills improve, and student-centered, collaborative learning spreads across the region.
- ③ **Cleaning Activities**: Daily cleaning duties and twice-monthly community cleanups ("Zero-Garbage Campaign") foster responsibility, public-mindedness, and teamwork. These efforts have earned strong trust from the local community.



Sports Day



Japan-Bangladesh Student Exchange



Teacher Training



Cleaning Activities

Way Forward & Message from the Project

Through the implementation of Japanese-style education at our sister schools in Bangladesh, we have seen clear and positive changes in students' attitudes and in the overall school culture. Moving forward, we will further strengthen a training system that enables local teachers to lead these practices independently, and we will expand the model to surrounding schools and communities. We will continue working closely with government agencies, schools, and local communities to contribute to improving the quality of education across Bangladesh.

ESD Initiatives Based on Dialogic Learning and Exchange: Exploring Shifts in Youth Perspectives

[Taiwan, South Korea, Cambodia, Jordan]

In collaboration with our partner schools— National Fongshan Vocational High School in Taiwan and Koshigaya Kita High School in Saitama—as well as with experts, local governments, and private companies, this project promotes interactive, two-way learning through the use of ICT. Through collaborative activities that address issues such as the refugee crisis and poverty, the project contributes to the achievement of the SDGs while fostering a strong sense of self-worth among young people. In an era of uncertainty, the global expansion of interactive learning aims to cultivate the ability to continue learning and to demonstrate a commitment to contributing to the international order.

Project Purpose

To contribute to peace in the international community through ICT-based interactive two-way learning and exchanges as well as refugee support in collaboration with experts, while fostering a global citizen perspective and enhancing the self-esteem of participating students

Activities & Outputs

Activity (1): Contributing to international peace through collaborative support for impoverished communities in Cambodia
 Donating swings, hand-washing stations, and horizontal bars to schools
[Output] Fostered a sense of global citizenship and raised awareness of international goals such as the SDGs



International charity support activities in Taiwan and Japan

Public elementary school visit in extremely poor region, and joint donation of horizontal bars (Puok District, Siem Reap)

Activity (3): Learning about the world through online dialogue with local experts and high school students, and bringing their inquiry-based educational activities to public notice
[Output] Face-to-face dialogue did not remain a temporary activity, but evolved into inquiry-based learning, leading to dialogue with experts and partner schools. Students developed a mindset toward seeking a just and peaceful society.



Dialogue with UNESCO World Heritage Genocide Museum (Taiwan, Japan, Tuol Sleng)

Online exchange conducted in Amman with students from Gaza (Taiwan, Japan, UNRWA refugee camp in Jordan)

Way Forward & Message from the Project

Face-to-face peace activities with experts (activities aimed at coexistence, based on a deep understanding of partner countries' circumstances and contributing to their well-being) not only enhanced students' self-esteem but also created an opportunity for supporters (Japan, Taiwan, Korea) and supported (Jordan, Cambodia) to learn from each other on an equal footing. Furthermore, collaborative international support activities with other countries led to better understanding of: 1) multiculturalism (cultural equality), 2) cultural relativism (no cultural hierarchy), and 3) global citizenship (awareness as global citizens). In addition, teachers from Japan and Taiwan learned about each other's curricula and teaching guidelines, shared commonalities in their ideal human resources and educational goals, and engaged in dialogue and co-creation, deepening trust between the schools.

Implementation Structure

Activity (2): Implementing support for refugees in Jordan through UNRWA, UNHCR and public-private collaboration, thereby promoting understanding of international cooperation

[Output] Students' perception shifted from seeing global issues as someone else's affair to something that concerns them through experiencing international collaboration and support they could take part in



Visit to UNRWA refugee camp
 School equipment support by students from Taiwan and Japan (Refugee camp in Amman, Jordan)

Support for Syrian and Palestinian refugee women
 Dialogue with women producing fair trade products (TRIBALOGY Amman Office)

Activity (4): Implementing joint in-person report session and face-to-face dialogue, leading to mutual learning and reflection toward achieving a just and more peaceful world (ESD)
[Output] Through people-to-people international support, students realized they can contribute to the world, leading to enhanced self-esteem and sense of social contribution.

Self-Worth Survey (AIAI Monkey)
 *MEXT "Support project for drastic improvement and enhancement of moral education"

Development of educational materials using biological resources unique to Japan and implementation of science education using ICT [USA, Portugal, Dominican Republic]

Educational researchers from the United States and Japan will jointly develop teaching materials using Japanese morning glories (Asagao), a plant species characteristic of Japan's biological resources, and the materials will be used to implement science education. The project aims to provide high-quality science education using ICT to students in Portugal and the Dominican Republic who attend schools with limited opportunities for the experiments and observations required in science education, as well as students who study in non-mainstream learning environments such as homeschooling.

Project Purpose

Through educational practices utilizing biological resources unique to Japan, this initiative aims to deepen science education and promote the international dissemination of Japan's educational and research resources.

Activities & Outputs

- 1) Cultivation of morning glory (Asagao)
Five Asagao strains provided through the Ministry of Education, Culture, Sports, Science and Technology (MEXT) National BioResource Project (NBRP) Morning Glory, with Kyushu University serving as the lead institution, were cultivated.
- 2) Observation of Asagao growth
The processes of growth, flowering, embryogenesis, and seed formation in Asagao were systematically observed.



Online class in collaboration with Kyushu University



Cotyledon identification data from participants



Checking flower conditions with students (Kyushu University)



Q655 (Willow-leaf morphology)



Q655 (Filamentous-leaf morphology)



Cross-breeding teaching material development (Kyushu University)

Implementation Structure

- Bloomington Japanese Language School

As the implementing body of the project, the school was responsible for instructional design, delivery of online classes, and learner support.

- Kyushu University (Collaborating Institution) Provided expertise related to Asagao genetic resources and contributed to the delivery of online classes.
- Indiana University (Collaborating Institution) Provided advice on educational research and was responsible for dissemination of project outcomes.

- 3) Learning of genotype–phenotype relationships using Asagao
Using the Q655 and Q662 strains, students learned early identification of genotypes based on cotyledon morphology.
- 4) Cross-breeding experiments with Asagao
Cross-breeding experiments were conducted using the Q1065 strain crossed with the Q2022 and Q1028 strains.
- 5) Online classes
A total of seven online classes focusing on Asagao were conducted.

Way Forward & Message from the Project

Through hands-on experimental learning that combines the cultivation of diverse Asagao strains with online classes, this project demonstrated that inquiry-based science education can function effectively even in overseas settings. Building on the National BioResource Project (NBRP) Asagao, which is highly regarded internationally, we aim to further expand learning into multiple fields of science and to disseminate the value of Japan-originated educational and research resources globally.



Our school has been selected for the Ministry of Education, Culture, Sports, Science and Technology's High School DX Acceleration Program, through which we promote ICT-enhanced personalized learning and English-medium immersion education. In collaboration with secondary schools in the Philippines and India, we conduct online joint inquiry-based learning through the practice of "Learning Mathematics and Programming in English." By working together across borders, students engage in international project-based learning (PBL) that cultivates creative and logical thinking.

Project Purpose

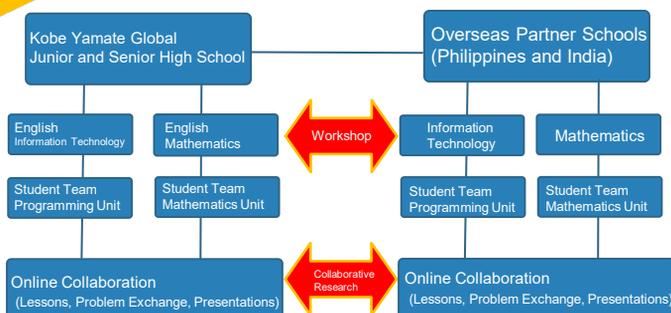
Under the EDU-Port Project, which promotes international collaboration by sharing Japanese education with the world, our school aims to advance an international PBL program in collaboration with schools in the Philippines and India. Leveraging ICT and English immersion, students learn programming and mathematics in English, fostering inquiry-based learning as well as creative and logical thinking.

Activities & Outputs

English × Programming

Using Pepper and RoboBlocks, students engaged in programming activities conducted entirely in English. They created conversational interactions with AI and programmed robot movements, continually refining their work through trial and error within each school team. Through this process, students simultaneously strengthened their ability to express logical structures in English and their ICT skills, achieving creative learning suited to the AI era.

Implementation Structure



English × Mathematics

International collaborative learning was implemented, in which students learned mathematics in English and exchanged solutions with one another. By explaining problem-solving processes in English, students enhanced their logical thinking skills. Through online exchanges, students shared mathematical problems with peers from schools in the Philippines and India, deepening mathematical thinking from diverse perspectives. This integrated approach to mathematics and English also contributed to fostering understanding of multicultural coexistence.



① International Collaborative Project



② English × Programming



③ English × Mathematics



④ Online Joint Presentation

Way Forward & Message from the Project

Going forward, we will further develop mathematics and programming education taught in English and deepen international collaborative PBL. In programming activities using Pepper, we will improve recognition accuracy and interaction design, advancing toward more practical and applied learning. We will also expand collaboration with schools in the Philippines and India, promoting multifaceted partnerships that include inquiry-based learning, multicultural understanding, and teacher professional development. Through the integration of English, programming, and mathematics, we aim to cultivate students' ability to creatively shape the future.

Contact

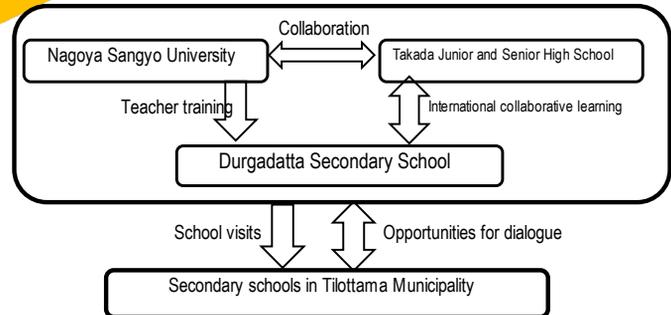
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With Tilottama Municipality in Lumbini Province, Nepal, as a model city, we will work with the local counterpart, Shree Shankarnagar Durgadatta Secondary School, to provide teacher training (group training and school visits) aimed at ensuring the self-sustainability of Zero Carbon School activities, which explore carbon neutrality in school life through activities such as greening and energy conservation.

Project Purpose

The purpose of this project is to promote the spread of “Zero Carbon Schools” that explore carbon neutrality in school life and to encourage international collaborative learning, by means of teacher-training (group training and school visits) at Durgadatta Secondary School and three other schools in Tilottama Municipality in Lumbini Province, Nepal.

Implementation Structure



Activities & Outputs

In Tirottama Municipality, we undertook teacher training (for group training) at Durgadatta Secondary School and visited three model practice schools (for demonstration classes). By teaching local schoolteachers how to provide instruction in supporting the activities of a “Zero Carbon School” we fostered a shared awareness leading to independent activities.

In our original plan we anticipated participation by 28 school teachers in the teacher training and 90 pupils in the demonstration lessons, but actual participation exceeded the plan, with participation by 55 school teachers and 331 pupils. In addition, 4 pupils and 3 teachers from Takada Junior and Senior High School took part in the remote exchange with Durgadatta Secondary School held as part of the teacher training program.



Participants from Durgadatta Secondary School



Demonstration lesson at a model practice school



Remote exchange with Takada Junior and Senior High School

Way Forward & Message from the Project

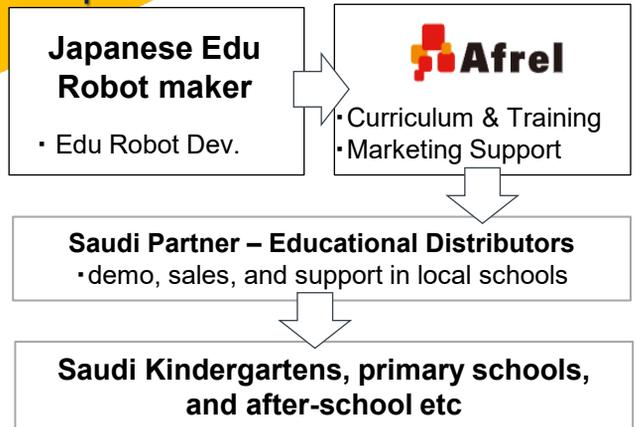
Going forward, a briefing session on past activities will be held for students and teachers of Takada Junior and Senior High School, which has an exchange agreement with Durgadatta Secondary School, with the aim of promoting international collaborative learning between the two schools. In addition, in Tilottama Municipality, support for the self-sustaining implementation of “Zero Carbon School” activities will be continued, with the goal of scaling up and sharing the outcomes with other local governments in Nepal.

This project implements Japan-style STEAM education for Saudi children using Japanese programming materials. Hands-on learning emphasizes inquiry, collaboration, and expression to foster creativity and problem-solving skills, while teacher training supports a sustainable educational framework.

Project Purpose

This project provides hands-on STEAM education for Saudi children using Japanese programming materials. It emphasizes inquiry and collaboration to develop creative and problem-solving skills, supported by teacher training and Japan–Saudi exchanges.

Implementation Structure



Activities & Outputs

Network Building

Participated in the Saudi Vision 2030 Forum and exchanged ideas with government and education stakeholders.

Curriculum Localization

Developed and piloted an Arabic version of the STEAM curriculum.

Official Briefing

Proposed the project to the Ministry of Education's Investment Department.

Ministry-Led Forum Participation

Presented the curriculum and education model to the Education Minister at the Education & Training Investment Forum 2026 and are coordinating with local partners for school pilot implementation.



Building global partnerships aligned with Saudi Vision 2030



Localizing curriculum into Arabic



Visit local partners in Saudi Arabia

Way Forward & Message from the Project

This project is highly anticipated by Saudi education stakeholders, who prioritize STEM talent development. It promotes Japan-style STEAM internationally and feeds insights from overseas pilots back into improving education in Japan.

Leveraging our educational network and track record across 67 countries, this project will connect schools in Japan with schools in Asian countries online to develop inquiry-based international collaborative learning. Students will be divided into teams according to their areas of interest in the SDGs and participate in a project-based learning (PBL) program designed to foster cross-cultural understanding, logical thinking, and problem-solving skills, leading to verification of the global applicability of inquiry-based learning and training for teachers and staff. Through international collaboration, the project aims to enhance the quality of education in both countries and contribute to sustainable development.

Project Purpose

By connecting schools in Japan with those in 67 countries online and developing inquiry-based learning, students of the same generation in Japan and abroad work together and cultivate cross-cultural understanding, logical thinking and problem solving skills.

After online exchanges, Japanese students visit the partner country and work with the international students and local governments, which helps deliver education globally.

Activities & Outputs

Through in-depth discussions with Indonesian students regarding various social issues, they successfully initiated collaborative actions that made a direct contribution to addressing these challenges. By presenting the outcomes of their efforts, they created an opportunity for more people to notice the issues and find possible solutions.

Action Plan

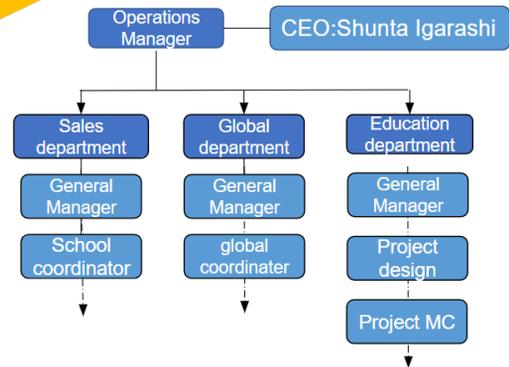
Action Plan(What to do)	Who does (In charge)	To who (Target)	by when
Look for companies and contact them			
Think questions for the interview			
Approve to companies to clean and business			
Translation and summarize			
Discuss about the solution			
Making the poster (give solution to the company)			

What Can We Do to Reduce Ocean Plastic (Summary Page)


Making an action plan with the group members.

Presentation on their collaboration work.

Implementation Structure



After online pre-session, Japanese students visited the partner country, met international students, and carried out face-to-face inquiry activities. Through collaborative workshops with local students and communities, along with fieldwork on social issues, they deepened their learning and fostered multicultural exchange,



Collaboration with Filipino students to solve social issues



Ideathon presentation

Way Forward & Message from the Project

Going forward, we aim to implement sustainable action plans through longer-term collaborative learning initiatives. At the same time, to raise awareness of social issues and encourage concrete action, we will collaborate with students from 67 countries as well as teachers, parents, and local partner companies from 500 schools worldwide. Through these efforts, we will socially implement the strengths of Japanese-style education and expand sustainable educational impact across the globe.

With The world inc

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Contact

Over the past eight years, we have worked with the Siem Reap Provincial Teacher Training College in Cambodia to improve ICT education, develop digital content, and create learner-centered English teaching materials for elementary schools. In this project, we will develop digital learning content focused on 21st century skills and conduct teacher training in both urban and rural areas. Through the training, we will create a “Cambodian version” of the interactive learning practiced in Japan while taking into account Cambodian traditions and culture.

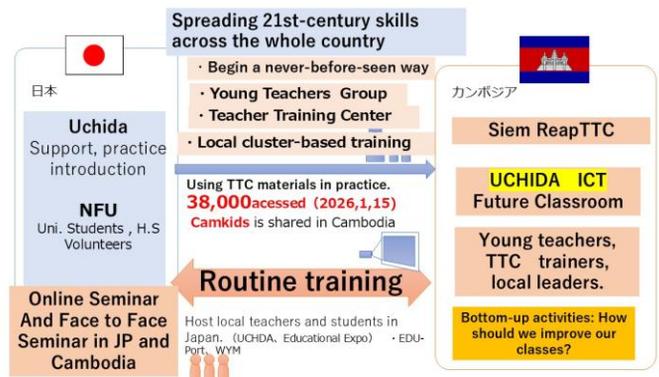
Project Purpose

- ① Create contents in collaboration with Japanese schools
- ② Improve the training motivation of young teachers
- ③ Bottom-up approaches to improve education
- ④ “Role substitution” in teacher training
- ⑤ Cambodian edition of elementary school English
- ⑥ Domestic internationalization in Japan by high school student volunteers

Activities & Outputs

- ① Cambodian counterparts visited Japan and advocated for cooperation in educational reform.
- ② Online teacher training is underway.
- ③ Results are on the “Camkids” site; usage is rising (38,000 accesses).

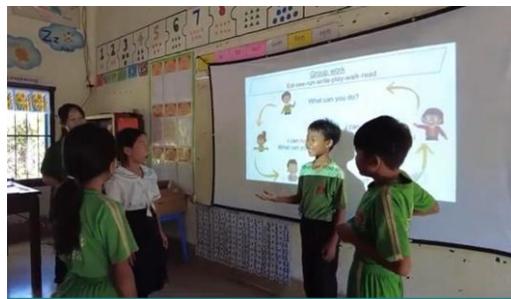
Implementation Structure



- ④ Japanese students visited Cambodia, joined exchanges, and acted as “students” in teacher training to demonstrate Japanese-style group work.



Acting like students in teacher training



Children speak most of the time



Local teacher training to build a new nation.

Way Forward & Message from the Project

- ① In March 2026, high school and university student volunteers from Japan will visit the local area and take part in teacher training.
- ② We will keep the project going with young teachers, Siem Reap Teacher Training Center and Local Cluster seminar system.

Contact

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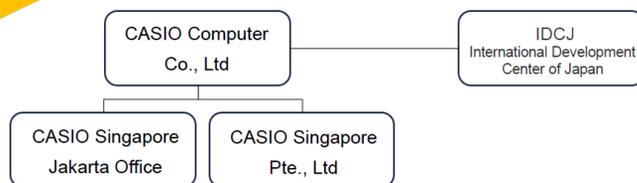
Following on from the previous year's efforts, this project will develop and verify inquiry-based lessons using scientific calculators, aiming to contribute to the development of human resources who can think for themselves and continue to learn, as advocated in Indonesia's education policies. In this phase, model schools will be selected from among those that have been targeted by the project so far, and teacher training will be conducted.

Project Purpose



Providing package teaching materials that include scientific calculators aims to increase the number of schools and teachers implementing inquiry-based mathematics classes that enhance higher-order thinking skills.

Implementation Structure



Activities & Outputs

■ Outline

- 2021~Trial School Project starts
- Targeted all General/Vocational high school, Jakarta
- Scientific Calculators are not regularly used, → in-school exams use as the solution's entry point
- In 2025, to create a success model, "Model school Project" launched, signed MOU with 13 schools

■ Action plan aimed at embedding the program

- Develop exam question proposals that emphasize thinking skills
- Secure agreement with principals, vice-principals
- Provide training (for teachers and for students)
- Follow-up (frequent school visits, online meetings and ongoing communication)

■ Results / Outcomes

Implemented consistent instruction using scientific calculators across classroom lessons and in-school exams at all 13 schools.

■ Feedback from participating teachers

While teachers rated the training content positively, they requested longer training durations and richer teaching materials to support greater classroom implementation.

■ Future plans

Achieve self-sustaining instruction at the 13 model schools
Promote rollout to other subjects such as physics and chemistry



Signing of MOU with Model School



Providing thorough support not only to teachers but also to students



Students using scientific calculator (fx-991CW)

Way Forward & Message from the Project

By focusing the program on 13 schools and providing intensive training and follow-up, we were able to create case examples demonstrating the process from classroom implementation through evaluation by examinations. However, challenges remain in establishing efficient methods for horizontal rollout; we will explore various approaches and aim to build mechanisms that enable self-sustaining implementation.

Contact

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Inquiry-based mathematics education project using scientific calculators [Egypt]

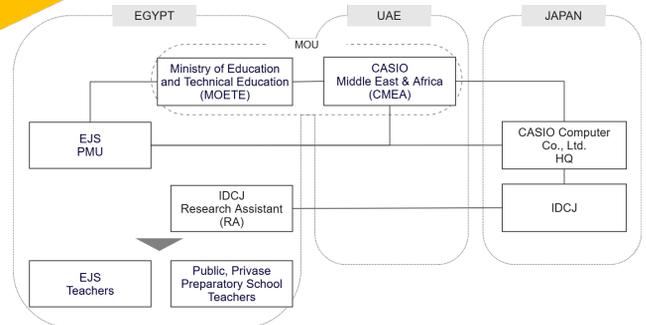
Curriculum reforms in Egypt have heightened the importance of inquiry-based teaching. Expanding the teacher training scheme developed in the first phase, training in inquiry-based teaching will be planned and conducted in collaboration with not only private schools but also public schools under the Ministry of Education and Egypt-Japan Schools (EJS). In addition, by providing support after the training until the teaching method is firmly established in the classroom, the ultimate aim is to realize inquiry-based lessons in which students can learn proactively using scientific calculators.

Project Purpose

Introduce to education stakeholders the scientific calculators used in Egyptian classrooms — together with practical methods — as an effective tool for promoting student-centered learning under the new curriculum, thereby contributing to the improvement of students' mathematical thinking skills.



Implementation Structure



Activities & Outputs

<Ministry of Education and Technical Education (MOETE)>

- An MOU was signed between the Minister and CASIO Middle East and Africa (CMEA).
- Following the MOU, a two-day pilot teacher training program was conducted for 34 mathematics teachers from 8 public schools.
- A two-day trainer training program was conducted with 10 General Supervisors from the Governorate Education Bureau and 100 trainers.
- It was agreed that trainer-led teacher training would be conducted for a total of 8,600 preparatory mathematics teachers belonging to public schools in 10 governorates.

<Egypt-Japan Schools (EJS)>

- Joint training was conducted for all preparatory-stage mathematics teachers, with 62 participants in total.



Signing of the MOU
Aug. 19, 2025



Circulating coaching by University professor and MOETE official at Trainer Training



Group-work Session at EJS-CASIO Joint Training



Use of the emulator (ClassPad.net) Scene of graph-plot trial at EJS-CASIO Joint Training

Way Forward & Message from the Project

In the second phase of the EDU-Port Support Project, we have successfully concluded a MOU with the MOETE. Following this, a large-scale training program for approximately 8,600 mathematics teachers in public schools is scheduled to take place. Together with EJS, we will continue to provide ongoing support—through additional online and in-person training as well as supplementary content—to ensure that student-centered learning using scientific calculators becomes firmly established.

Contact

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Kawaijuku Group has developed a broad range of educational services in Japan, including tutoring and preparatory school programs, testing services aimed at improving academic skills and assessing non-cognitive abilities, as well as the operation of kindergartens, junior high schools, and high schools. Building on this expertise, the Group aims to initially focus on Vietnam and, over time, expand its reach across Southeast Asia. By partnering with local educational institutions and companies, the Group seeks to provide educational services and establish schools that meet local needs, with the goal of enhancing education quality and expanding students' opportunities for future pathways.

Project Purpose

Leveraging the expertise in education, assessment, and school management that our group has cultivated in Japan, we are expanding our business across Southeast Asia, starting with Vietnam, with a focus on investment activities. Together with local partners, we deliver educational services tailored to local needs and contribute to the improvement of educational quality.

Activities & Outputs

■ Market Analysis & Sector Identification

Conducted in-depth analysis of trends, regulations, and needs in the K-12 and after-school markets. Identified specific investment sectors (Private Schools & Tutoring) where Kawaijuku Group's expertise can be maximized.

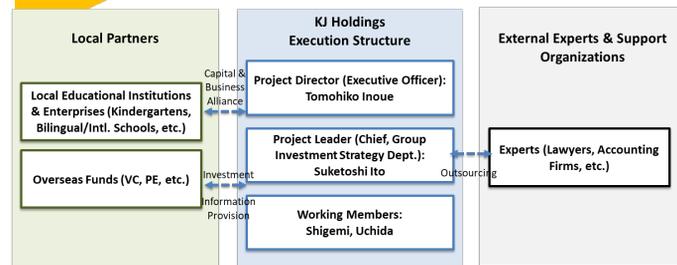
■ Strategic Partnership Dialogue

Held meetings and site visits with leading local schools and educational institutions in major cities. We are deepening discussions on capital and business alliances, proposing value-up strategies through the introduction of our educational programs and assessment systems.

■ Building the Investment Ecosystem

Established a network with overseas VC funds and local legal/financial experts. Built a robust foundation to facilitate investments that fuse local market know-how with our group's educational content.

Implementation Structure



Way Forward & Message from the Project

While this initiative is still at an early stage, we intend to steadily advance our efforts so as to contribute to educational activities in Vietnam. We would greatly appreciate opportunities to collaborate with relevant institutions and companies in Vietnam and Japan.



Improving information literacy is a global educational challenge, not limited to Japan. At Classroom Adventure, we focus on the Asia-Pacific region, promoting media literacy through gamification—using game design elements to make learning more engaging. Our flagship program Ray's Blog is a game-based learning tool that teaches fact-checking in a fun and interactive way. We also organize the Youth Verification Challenge, an international competition where young people collaborate and compete in verifying online information. Through these initiatives, we aim to create learning environments where students actively and sustainably build the skills needed to navigate today's digital world.

Project Purpose

1. Launch of the GenAsia Challenge

To establish media literacy education as a continuous and sustainable effort, we organized the *GenAsia Challenge*, a global fact-checking competition designed for young people.

2. Expanding gamified information literacy education across countries

We aim to spread information and media literacy education worldwide by leveraging the power of gamification.

Activities & Outputs

1. The *GenAsia Challenge*, a global competition measuring fact-checking skills, was held for young participants from five countries. More than **2,000 participants** took part in the program.
2. We participated in the *Asia Democracy Assembly* and conducted a workshop on the media literacy program "*Ray's Blog*" for students at **Thammasat University in Bangkok, Thailand**.



Implementation Structure



Our Programs



Partner Organisations



Way Forward & Message from the Project

Games, anime, and other forms of Japanese popular culture have a unique power to engage and inspire young people around the world. At Classroom Adventure, we aim to address a wide range of social challenges through gamification.

This project addresses the shortage of small animal veterinary education in Cambodia by providing practical training and exchange programs in collaboration with Japanese veterinarians and universities. It supports local veterinarians, students, and educators, strengthens the foundation of veterinary education, and promotes the development of small animal clinical medicine, while also contributing to the internationalization of veterinary education in Japan.

Project Purpose

In Cambodia, educational opportunities in small animal medicine are limited. This project supports capacity building for veterinarians, students, and veterinary educators through on-the-job training (OJT), training programs through various lectures, and study tours, with the aim of strengthening veterinary education systems. Through collaboration with Japanese universities and institutions, the project also promotes international cooperation and human resource development in veterinary medicine.

Activities & Outputs

[OJT and Lectures]

- About 20 Cambodian staff members receive daily on-the-job training (OJT) in small animal clinical practice, including examinations, treatment and surgery.
- Japanese veterinary professionals have provided regular online lectures and in-person training sessions in Cambodia.



Surgical OJT
for hospital staff



Lecture for Cambodian
veterinary professionals

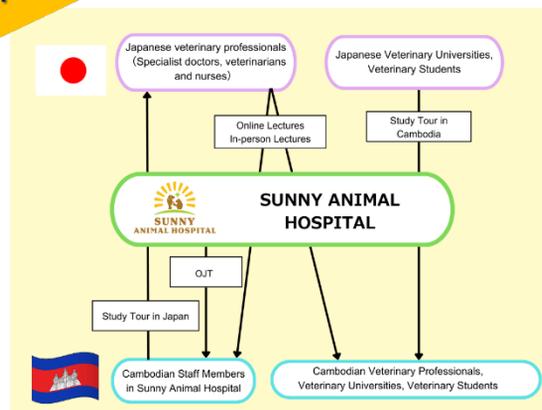


Veterinary study tour in
Japan for two Cambodian
veterinary staff members



Opening ceremony of the Animal
Diagnostic Center, attended by
the Embassy of Japan and the
Cambodian Ministry of Agriculture

Implementation Structure



[Mutual Study Tours]

- In February 2025, two Cambodian veterinary staff members participated in a study tour in Japan, visiting specialized animal hospitals, followed by a post-tour report session.
- A veterinary study tour in Cambodia for Japanese veterinary students is planned for March 2026.

Way Forward & Message from the Project

Through this project, we are contributing to the improvement of small animal veterinary education in Cambodia by engaging local veterinary staff, universities, and animal hospitals. We will continue these efforts and serve as a bridge to share Japanese veterinary expertise with Cambodia.

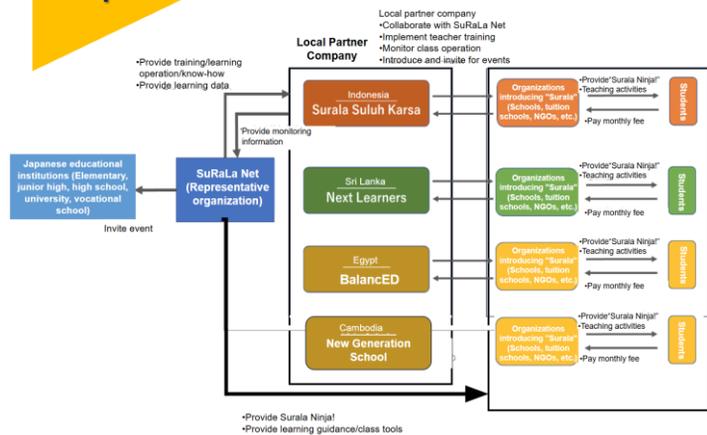
In 2025, we established an animal diagnostic laboratory and are advancing epidemiological research by accumulating clinical and laboratory data. We aim to further improve diagnostic accuracy and contribute to the advancement of veterinary medicine.

This project aims to contribute to the improvement of non-cognitive skills through digital learning in developing and emerging countries. In Sri Lanka, we will work with an NGO that has long been using SuRaLa teaching materials to verify the effect of learning using Surala Math on non-cognitive skills. Based on the results, we will explore more effective educational approaches and deploy the program to other countries. In addition, we will hold two international events in collaboration with countries where the project is being rolled out. As well as enhancing students' motivation to learn and self-esteem through the events, we will verify the effectiveness of the initiative and gain knowledge that can be used to implement highly effective educational projects in the future.

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, Egypt and Cambodia.
- Hold a joint arithmetic contest to enhance students' learning and broaden students' global perspective.

Implementation Structure



Activities & Outputs

Surala International Digital Math Contest

We planned and conducted the International Digital Mathematics Contest, which utilized digital learning materials based on Japanese-style mathematics education and challenged students in calculation accuracy, speed, and mathematical thinking skills. The contest was held from September to December 2025 and attracted participants from six countries: Japan, Indonesia, Sri Lanka, Egypt, the Philippines, and Cambodia, with a total of more than 3,400 participants. After national preliminary and final rounds in each country, top-performing students advanced to the international final. An online award ceremony and international exchange event were held in late November, providing participants with opportunities to celebrate achievements and engage in cross-cultural interaction.

Scene from the contest



Trial of a Non-Cognitive Skills Assessment

A trial study has been conducted in collaboration with an NGO in Sri Lanka, and concrete discussions are currently underway toward a full-scale study. The results of the trial suggest the possibility of a certain level of association and positive changes in the non-cognitive skills of students using SuRaLa.

Way Forward & Message from the Project

we plan to further expand into public education systems in other countries, building on initiatives such as the project currently implemented in Cambodia in collaboration with local Ministries of Education. In addition to our existing focus on mathematics education, we will also strengthen our efforts in Japanese language learning, responding to the growing adoption and demand for Japanese-language learning materials.

Contact

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This project aims to broadly introduce into Vietnam's public education system a curriculum developed and researched in Japan and tailored to various stages of development from primary to higher (including adult) education. This will be achieved through activities such as teacher training, curriculum evaluation, entrepreneurship workshops, and the publication of an entrepreneurship education workbook. In addition, the knowledge gained locally will be fed back into education in Japan, with the aim of promoting comprehensive development of education in both Japan and Vietnam.

Project Purpose

We aim to widely introduce the educational curriculum developed in Japan into schools in Vietnam through training programs and the development of teaching materials. By leveraging the outcomes gained in Vietnam and applying them back to education in Japan, we strive to contribute to the advancement of education in both Japan and Vietnam.

Implementation Structure

Organizer: SelfWing Co., Ltd.

- Provision of programs
- Dispatch of instructors
- Training for trainers
- Implementation and supervision of entrepreneurship programs

Main Implementing Team: Selfwing Viet Nam Co., Ltd.

- Engagement with partner institutions such as Danang University of Foreign Languages
- Coordination and liaison with local governments
- Student recruitment
- Arrangement and organization of training programs
- Translation of teaching materials

Activities & Outputs

- **Program Implementation:** Conducted instructor training and entrepreneurship programs at Danang University of Foreign Language Studies.
- **Local Impact:** Students earned awards at local pitch competitions and went on to teach the program to local primary and secondary students.
- **Capacity Building:** Trained local teachers to build a foundation for school integration.
- **Strategic Shift:** To streamline operations, we transitioned our partnership to FPT University. Due to licensing changes that resulted from administrative reforms, we shifted from publishing to directly providing translated materials.



Program for elementary students led by trained instructors



Leadership training for university students



Implementation of leadership training for teachers



Implementation of leadership training for teachers

Way Forward & Message from the Project

We are partnering with FPT Education to establish entrepreneurship programs tailored to different stages of growth. Negotiations have already begun, and going forward, we will focus on developing instructors and creating a scalable program model centered at the institution.

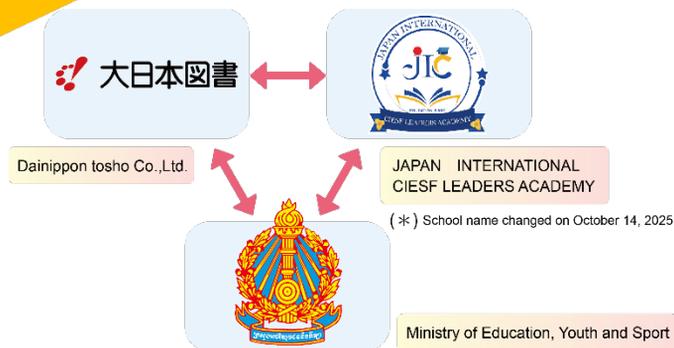
Project for Promoting High-Quality Digital Math Textbooks in Cambodia 【Cambodia】

In Cambodia, there is a need for high-quality textbooks with accurate content. With the cooperation of teachers from the CIESF Leaders Academy, established in Cambodia by the public interest incorporated foundation CIESF, we are working to improve the accuracy of the Khmer language translations in our digital math textbooks. While lobbying the Cambodian Ministry of Education, Youth and Sport for trial introduction and practical studies, we are also investigating the country's learning culture and environment, aiming to expand the adoption of high-quality digital textbooks.

Project Purpose

Our company is working to improve the accuracy of the Khmer language translation in our digital mathematics textbooks. While lobbying the Cambodian Ministry of Education, Youth and Sport (MoEYS) for trial introduction and practical studies, we are also investigating the country's learning culture and environment, aiming to expand the adoption of high-quality digital textbooks.

Implementation Structure



Activities & Outputs

① Improvement of Khmer Translation Accuracy

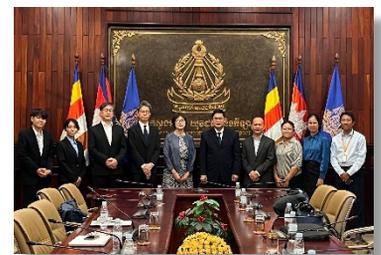
Since October 2024, our digital mathematics textbooks have been used at CIESF Leaders Academy (*) (CLA; a school established in Cambodia by the Japanese public interest incorporated foundation CIESF). In October 2025, thanks to the dedicated efforts of the teachers at CLA, work to improve the accuracy of the Khmer translations for all six grades of elementary school mathematics was completed. We are currently undertaking similar efforts for junior high school mathematics.



Scenes of third-grade students at CLA using digital textbooks

② Issuance of Test Accounts for Digital Textbooks to the MoEYS

On July 17, 2025, we visited the MoEYS and met with H.E. Dr. Om Romny, Secretary of State of the Ministry. In response to the intention of H.E. Minister of the MoEYS to "pilot the digital textbooks currently used at CLA in other schools as well", we held discussions regarding implementation. This initiative is currently ongoing.



Group photo taken after a trilateral meeting at the MoEYS

Way Forward & Message from the Project

During our visit to CLA, we were able to observe local children actively and enthusiastically using digital textbooks. Officials from the MoEYS have also shown strong interest in CLA's successful example of digital textbook utilization. We will continue our activities to support education in Cambodia.

In partnership with a licensed kindergarten in Australia, this project will implement Japanese-style early childhood education for children with Japanese roots, using Japanese language ICT-based learning materials. Feedback from this project will be used to improve both the materials and the curriculum. At a later stage, we will create English-language teaching materials so that children with no Japanese heritage also can participate in the same initiative.

Project Purpose

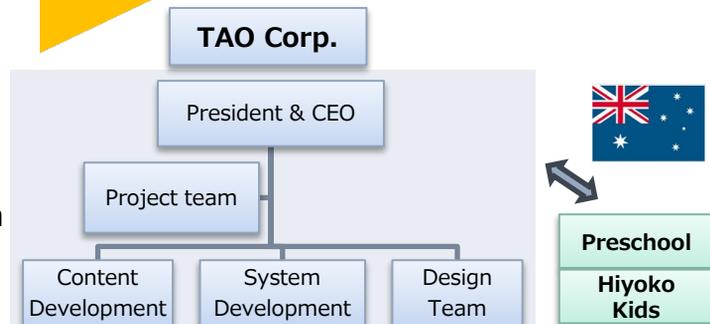
The goal is to improve Japanese language proficiency by providing an environment that allows Japanese children living overseas to engage with and learn Japanese during early childhood, a period of high language acquisition ability.

Activities & Outputs

- ◆ We created an environment in which children can engage in training in both the Japanese language and cognitive development by utilizing the ICT-based educational material “Tenjin” during childcare hours at the preschool.



Implementation Structure



- ◆ We held regular meetings with our partner preschools and, based on feedback from on-site staff, newly developed and added English-translated content.

Way Forward & Message from the Project

- By packaging this initiative as a scalable model, we plan to expand it to a wide range of educational institutions overseas. The project supports the early creation of an environment where children living abroad can develop Japanese language skills and a connection to Japan, helping to build a foundation for globally active futures.

By conducting Japanese-style physical fitness tests and lifestyle surveys using the web-based fitness assessment app ALPHA in schools in the Philippines, the project will create opportunities for local students and teachers to learn about physical exercise and health. We will also investigate students' current fitness levels and awareness of lifestyle habits, and propose measures for future disease prevention. On this basis, we will seek new partners aimed at expanding the use of fitness testing across the Philippines.

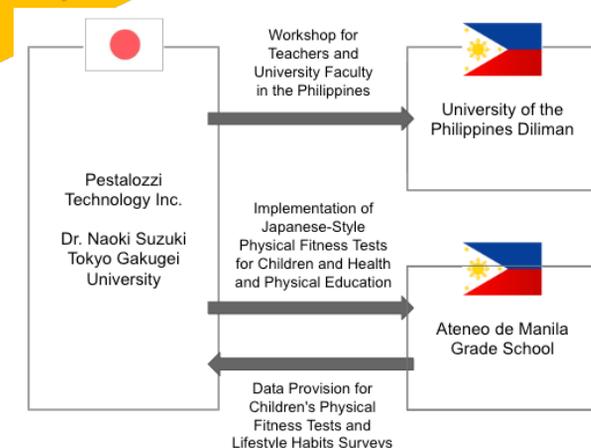
Project Purpose

- ① Sharing and hands-on practice of Japanese-style physical fitness testing and an ICT-enabled education model to local teachers.
- ② Contribution to health education and disease prevention through the visualization of students' physical fitness test results and lifestyle survey data, as well as comparative research with data from Japan.

Activities & Outputs

1. Conducted literature and data research on physical and health education as well as the education market in the Philippines, and produced a research report summarizing the evolution of the education system and the current status of physical fitness testing.
2. Conducted a workshop for 111 school teachers and university faculty members in the Philippines on Japanese-style physical fitness testing and the use of the web-based fitness testing application "ALPHA," thereby deepening mutual understanding between Japan and the Philippines regarding physical and health education practices.

Implementation Structure



3. Based on a post-workshop survey, carried out additional follow-up research to identify the current implementation status of physical fitness testing and institutional challenges in the Philippines, and compiled the findings into a summary report.



Participants experiencing sit-ups during the workshop



Group photo with workshop participants

Way Forward & Message from the Project

- Create opportunities for students and teachers in Philippine schools to learn about physical activity and health.
- Strengthen collaboration with local educational institutions and promote the development of new partnerships, with the aim of expanding the use of Japanese-style physical fitness testing and contributing to future disease prevention.

The new national curriculum, which has been introduced in the Philippines in stages since 2024, aims to equip students with 21st century skills. However, priority has been given to improving academic performance in science, social studies, and mathematics, resulting in the reduction of music classes and integration with other subjects in elementary school grades 1 to 3, and raising concern about a potential lack of the learning opportunities that contribute to the development of well-rounded human resources with 21st century skills, which the curriculum aims to foster. This project will contribute to the acquisition of 21st century skills by introducing Japanese-style music education, including the use of musical instruments.

Project Purpose

In Philippine primary education, there is an expectation for students to acquire skills such as creativity, critical thinking, collaboration, emotional intelligence, digital literacy, and competencies as global citizens. However, there is currently a shortage of well-qualified teachers and high-quality teaching materials, making it difficult to consistently implement lessons that effectively foster these skills.

This project will propose solutions aligned with local needs and educational goals in the Philippines, utilizing Yamaha's experience and know-how in instructor development and educational material creation.

Implementation Structure



Activities & Outputs

① Lobbying the Philippine Department of Education

In June 2025, we visited Manila and met with officials from the DepED to explain about project and our proposed plans for the Philippines. In July, we reached an agreement to conduct pilot lessons for Grade 1 and Grade 4 in 2026. The purpose of the initiative has been well understood, and a cooperative framework for future collaboration has been established.

② Providing the vision for “ideal music education” to DepED

Through the collaboration with JICA, we invited five officials from DepED to Japan and Indonesia (Nov 24–Dec 5, 2025). The program included information exchanges with MEXT/MOE, the university offering teacher training programs, and observations of elementary school music classes. Participants commented “we believe music education helps enhance non-cognitive skills.”

③ Planning Japan-style music education under the new Philippine curriculum

Through discussion with DepED, exchanges with experts, and observations of the ongoing recorder pilot lessons in Davao City, we have gained a multifaceted understanding of the goals of the new national curriculum and the needs of local educational settings. Based on these insights, we are currently developing new teaching materials that will enable the implementation of Japan-style music education.



DepED, JICA, Yamaha photo after meeting in Manila



DepEd Japan visit Observation of a music class at Kaba ES, Hamamatsu City



Recorder pilot class in Davao City

Way Forward & Message from the Project

In this fiscal year, through the recommendation letter from EDU-Port and collaboration with JICA, we have been able to steadily advance dialogue with the Philippine Department of Education, leading to the formulation of a plan for pilot lessons to be implemented next fiscal year

Yamaha Corporation continues to engage in collaboration and discussions with DepED and contribute to enhancing the quality of education in the Philippines and promoting the globalization of Japanese-style music education.

Contact

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Life is Tech-developed digital learning materials are designed to be completed entirely online, allowing students to work at their own pace without relying on teacher expertise. The materials will be restructured and adapted to suit the needs of teachers and students in Ghana, providing junior and senior high school students with learning opportunities that foster creativity and problem-solving skills.

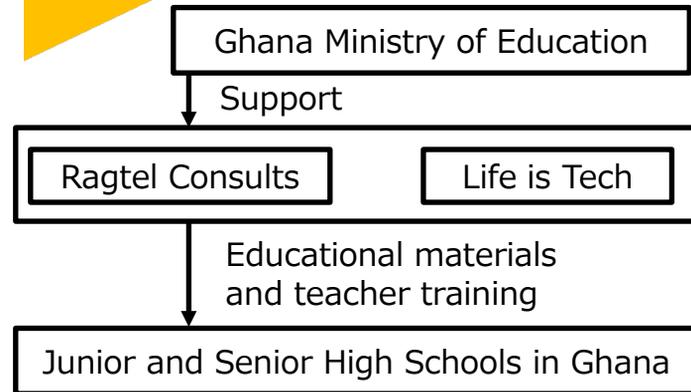
Project Purpose

Localize and deploy the Japanese digital education program “Life is Tech! Lesson” for middle and high schools in Ghana. In collaboration with the Ghanaian Ministry of Education and local IT partners, we will align the curriculum, train teachers, and begin with pilot model schools as the first step toward nationwide expansion.

Activities & Outputs

We discussed with University of Ghana educators the possible integration of digital education into their curriculum. We reviewed compatibility with local systems and teaching structures and clarified priority areas and implementation challenges.

Implementation Structure



We visited junior high schools to observe classes and assess internet and network conditions. We also reviewed ICT device availability and electricity stability to identify constraints for introducing digital learning materials.



Signing an MOU with the Minister of Education



Observing the camp program (Japan)



Practical activities at a local junior high school



Learning through the use of software

Way Forward & Message from the Project

In 2026, we will collaborate with the University of Ghana to develop a localized curriculum, while advancing teacher training and implementing the program in selected pilot schools across Accra and other regions.

Localization of Japanese-Style Education “SOUSAKU-DANCE” through the ‘SOUSAKU-DANCE CAMP’: Engaging Creatively with Open-Ended Challenges [South Korea, China, Romania, Lithuania, Estonia]

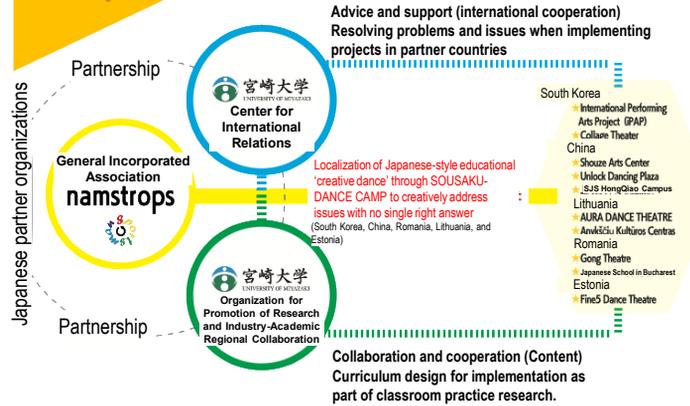


Working with countries that have a strong interest in interactive and non-verbal physical expression, we aim to localize the Japanese-style educational approach known as “SOUSAKU DANCE” (creative dance), which fosters non-cognitive skills such as creativity and empathy. The results will be fed back to Japan. Through an international network of arts and educational institutions, we will build a platform for two-way practice and interaction, while exploring and developing creative dance rooted in each country’s culture and educational background.

Project Purpose

This project aims to localize the Japanese-style educational activity “SOUSAKU-DANCE” to suit each country’s culture and educational setting, and to develop and share practices that foster non-cognitive skills internationally.

Implementation Structure



Activities & Outputs

(1) Korea (Jeju Island)

In July 2025, as a 60th anniversary event to commemorate the normalization of diplomatic relations between Japan and Korea, the Korea-Japan Children and Youth Dance Camp was held on Jeju Island in collaboration with iPAP and Jeju City Ballet. SOUSAKU-DANCE was internationally implemented and localized.

(Sponsor: Mera Group Corporation)

(3) Presentation and Promotion of Project Initiatives

We planned and hosted Miyazaki International Dance Forum in June 2025.

We participated in EU Japan Fest Meet Up ECoC –Face to Face- in July 2025.

(2) Lithuania (Kaunas, Anykščiai)

With the adoption of the 2025 subsidy program Japan Content Localization and Business Transformation Plus (JLOX+), we localized SOUSAKU-DANCE in Lithuania. Highly appraised, we have been invited back in 2026 (Lithuania and Estonia). We are currently applying for the 2026 subsidy.



Digest Movie/JLOX+



Group photo with participants at Korea-Japan Children and Youth Dance Camp



Children from Jeju and Japan interact through SOUSAKU-DANCE



SOUSAKU-DANCE performance at Japan Culture Week in Kaunas WA



Courtesy visit to the Lithuanian Embassy in Japan



Miyazaki International Dance Forum

Way Forward & Message from the Project

We would like to partner with platform member organizations interested in STEAM education, and co-create value by integrating “A” (Arts) into STEM.

namstrops / University of Miyazaki Venture Company

Akifumi Toyofuku, COO (Visiting Researcher, Center for International Relations, University of Miyazaki)

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MEXT

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CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN