The Horizontal Development of Japanese-Style Education in Africa

-Through initiatives to Improve Basic Academic Abilities in Ghana-

Kumon Institute of Education Co., Ltd.

Today's Agenda

1. Overview of Kumon's Business with Partners

2. Kumon Program Implemented in Schools

3. Findings from the EDU-Port Research Project

4. Insights from Practices in Africa

The Origins of the Kumon Method

- In 1954, a high school math teacher named Toru Kumon began creating math worksheets for his eight-year old son.
- Toru's son, Takeshi, self-studied the materials for half an hour every day, reaching differential and integral calculus in sixth grade.
- In 1958, Toru established an office in Osaka to offer more children the opportunity to study with his learning method.

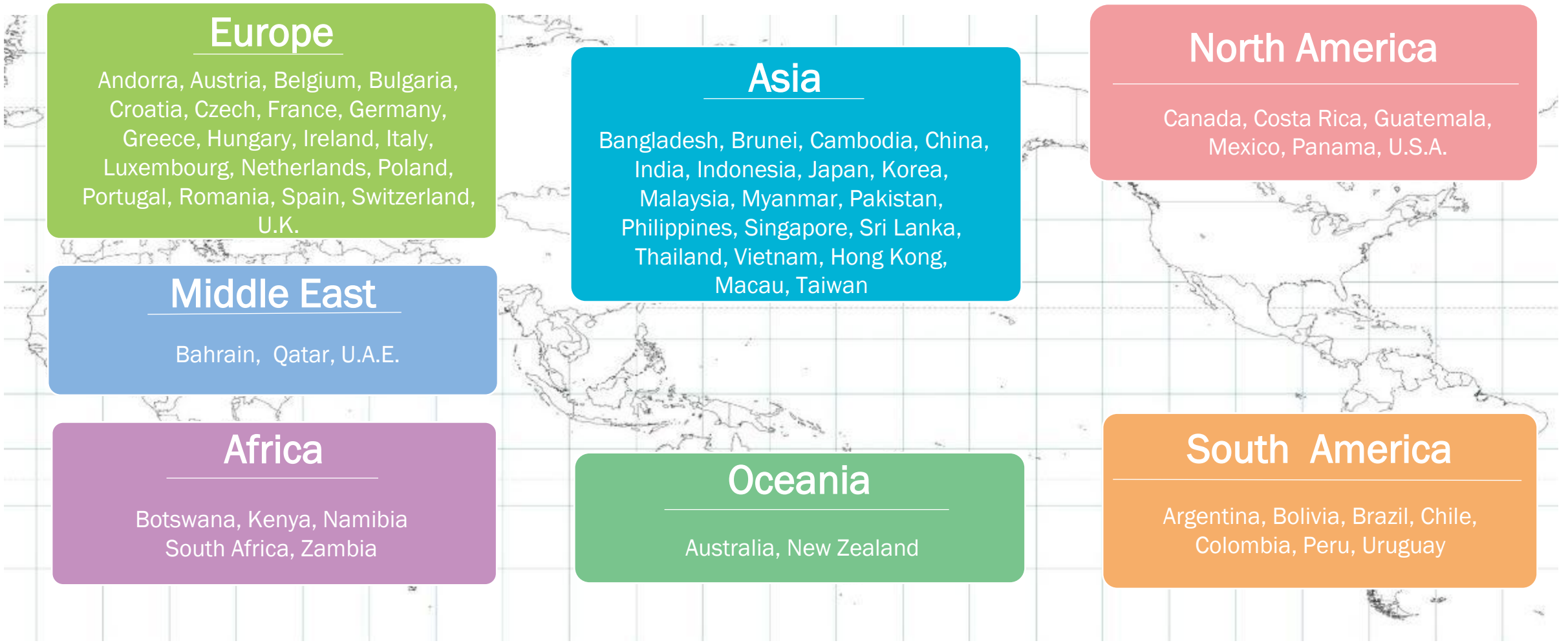
One father's love for his son gave birth to the Kumon Method

Company Profile

Company	Kumon Institute of Education Co., Ltd.
President	Mitsunori Tanaka
Establishment	July 1958
Capital	4,418 million yen
Consolidated net sales	94,039 million yen
Consolidated ordinary income	16,717 million yen
Offices	Japan 48, Overseas 67
Employees	3,626

*As of March 2025

Kumon Method of Learning Spreading Throughout the World



Europe

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

Asia

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

North America

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

Middle East

Bahrain, Qatar, U.A.E.

Africa

Botswana, Kenya, Namibia South Africa, Zambia

Oceania

Australia, New Zealand

South America

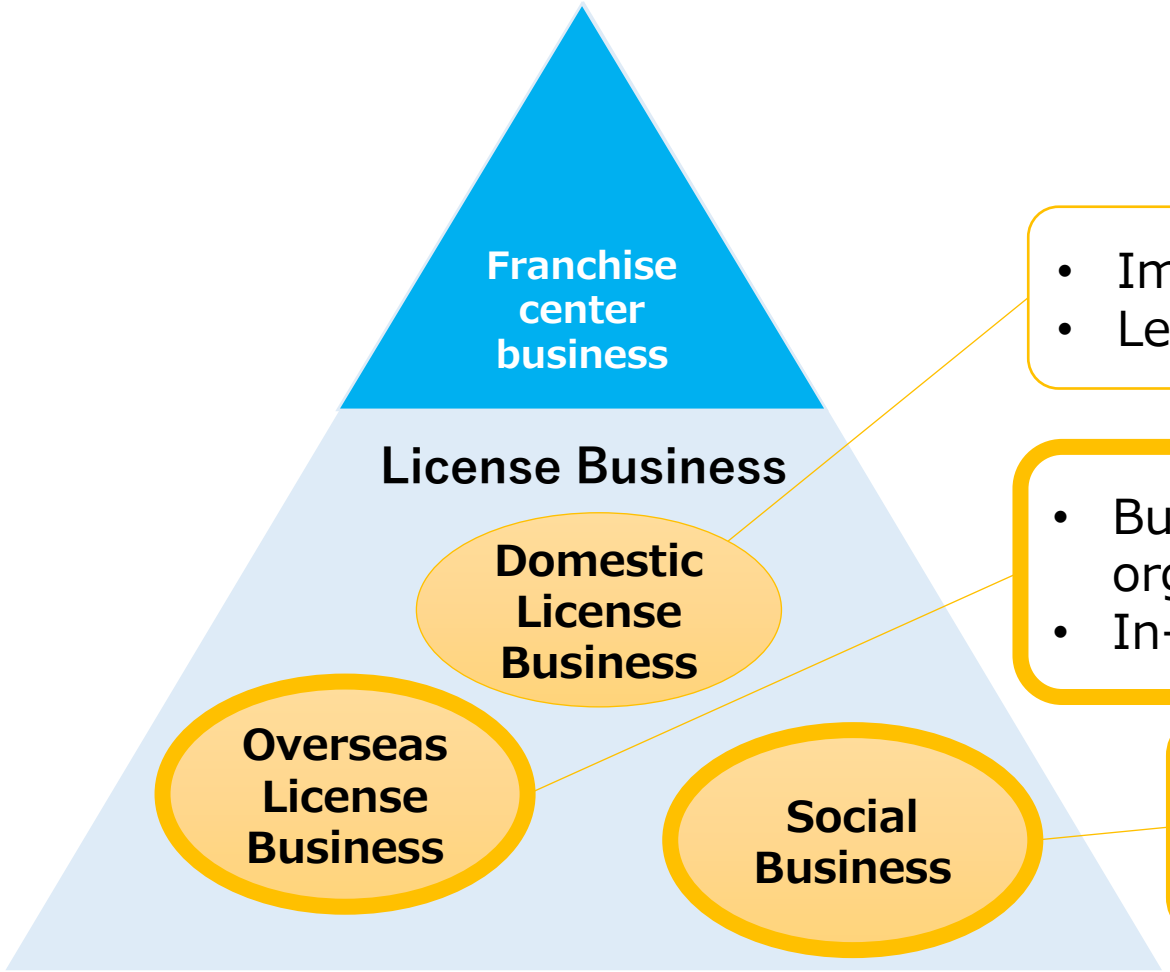
Argentina, Bolivia, Brazil, Chile, Colombia, Peru, Uruguay

World Total: 3,580,000 subject enrollments

In more than 60 countries and regions (as of September 2025)

Kumon's New Challenge

We aim to deliver the Kumon Method to groups that cannot be reached through franchise center business alone, by collaborating with various partners.



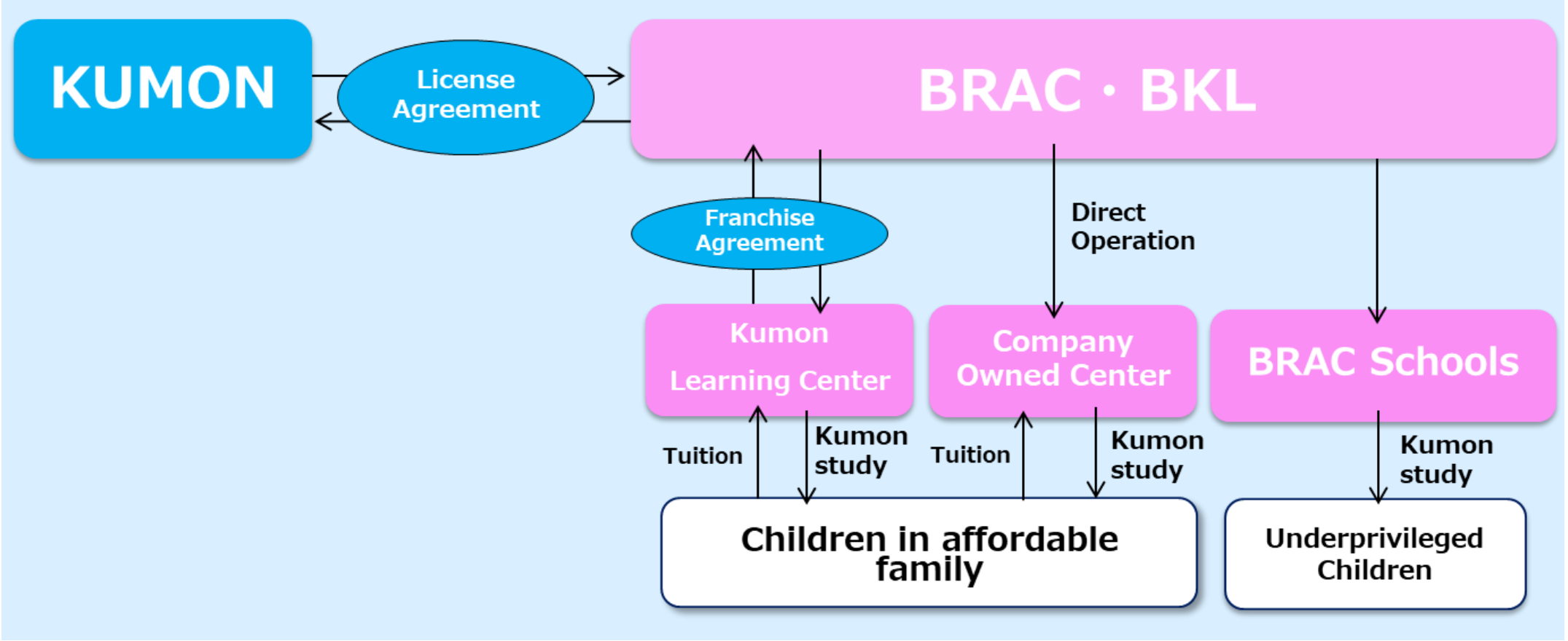
- Implementation in schools and facilities
- Learning Therapy and Healthy Brain Centers

- Business development in partnership with local organizations(e.g., Bangladesh, South Korea)
- In-school Program(e.g., Abu Dhabi, Nepal)

- Collaboration with governments or foundations

Example of Partner Co-Creation Business: Bangladesh

- KUMON has granted a license to the international NGO BRAC to provide the Kumon Method in Bangladesh.
- The program is delivered to all income levels in a sustainable manner.



Example of Partner Co-Creation Business: Abu Dhabi

- Kumon has introduced the Kumon Method to primary schools in partnership with ADNOC and JODCO, which is making social contributions in the Emirate of Abu Dhabi, and is working to help improve the academic standards of students.

Japan Oil Development Company（JODCO）

Activity support Fund

KUMON

Fund

Sponsorship Agreement

Abu Dhabi National Oil Company (ADNOC)

Partnership Agreement

・Materials provision
・Teacher training
・ Teacher support

Provide Kumon Learning

Primary Schools

※This initiative was selected as an EDU-Port Support Project in FY2021.

Initiatives supported by EDU-Port in Africa

Provided Kumon learning to employees at a South African garment factories. The potential for learning as vocational training was verified.

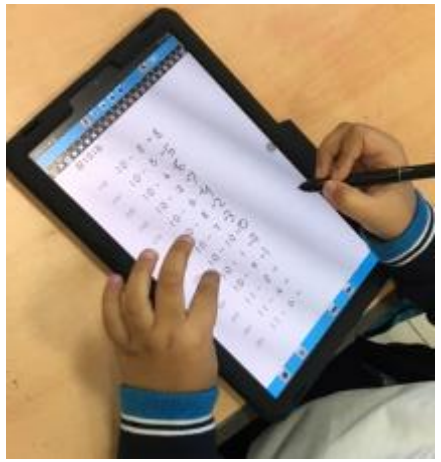
Introduction of the Kumon Method at an orphan support facility in Uganda operated by the Ashinaga Foundation. Improvements in academic ability and non-cognitive skills have been observed.

2. Kumon Program Implemented in Schools

‘Kumon in School’ Program

Digital Kumon（Tablet Study System）

Learners
(Tablet with stylus pen)

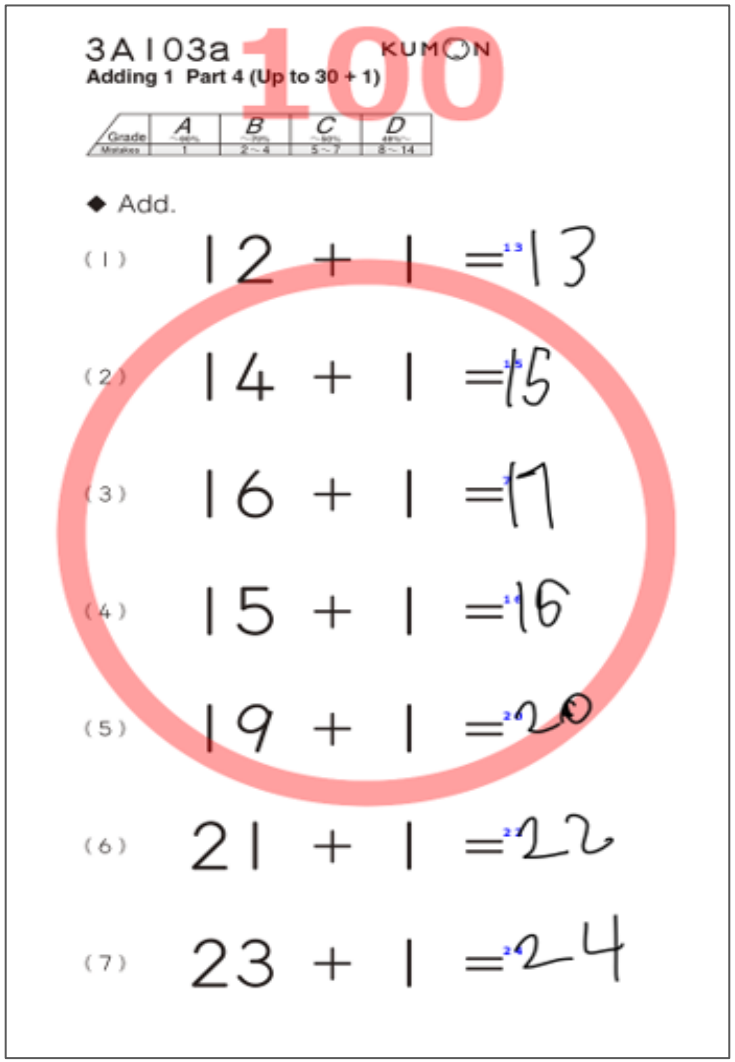


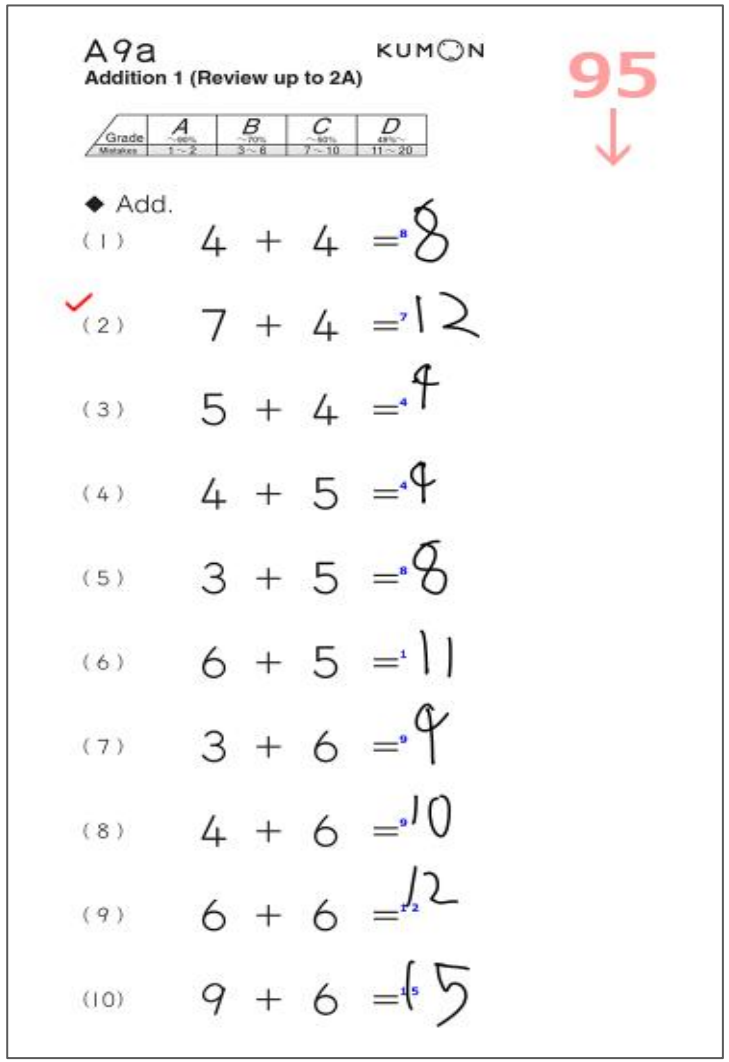
＊Need to be online when downloading and submitting worksheets. After downloading worksheets, they can study offline.

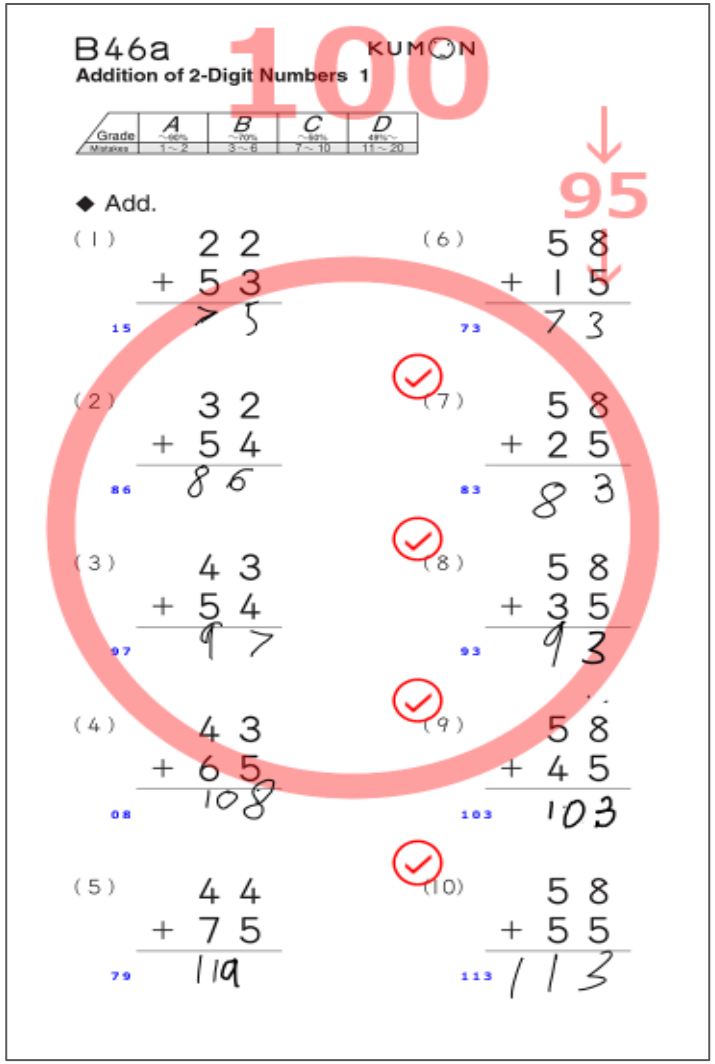
Teachers or Class assistant
(PC)

＊Need to be online during marking worksheets.

Digital Kumon（Tablet Study System）





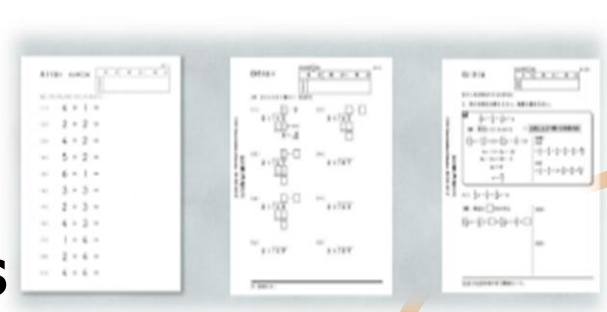


About ‘Kumon in School’ Program

■ **One package which includes various products/services**

・Kumon’s digitalization is based on ‘It is people who does education’

・Under the concept, materials, instruction method, training, support and system are integrated in a package



Materials

Instruction method

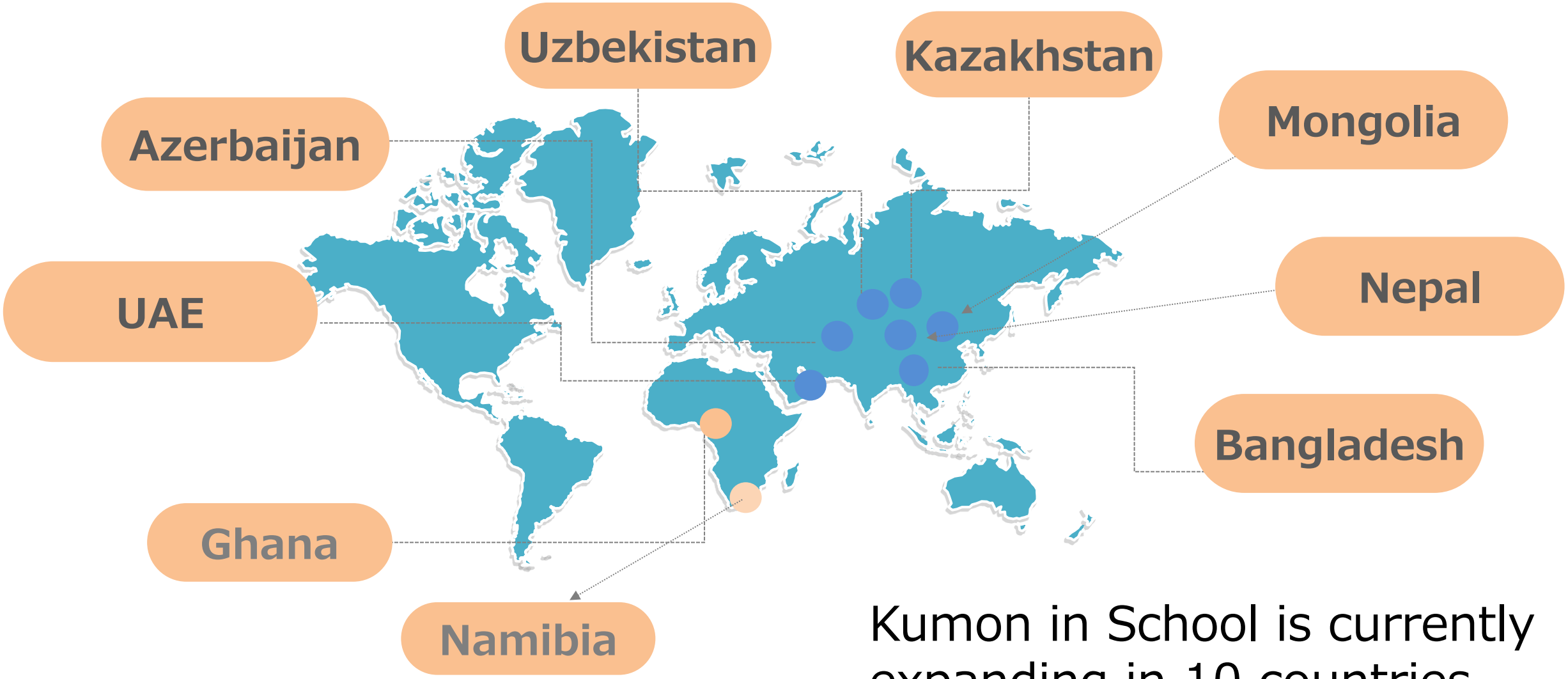
Package Service

Training

Support

System

Global Expansion of “Kumon in School”



Kumon in School is currently expanding in 10 countries and regions, including Japan.

3. Findings from the EDU-Port Research Project

Overview of the Research in Ghana

- ✓ Conducted assessments of Ghanaian children's cognitive and non-cognitive abilities to understand the current situation in Ghanaian primary schools.
- ✓ Examined whether, in schools where whole-class instruction is the norm, the use of individualized learning (Kumon Method) and learning with educational tools/toys can improve students' academic skills (particularly calculation skills) and non-cognitive abilities such as learning motivation and self-esteem.

<Main Activity Plan>
①Assessment for understanding the current situation
②Introduction of the Kumon learning program in schools (approx. 3 months)
③Measurement of learning outcomes

①Assessment for Understanding the Current Situation

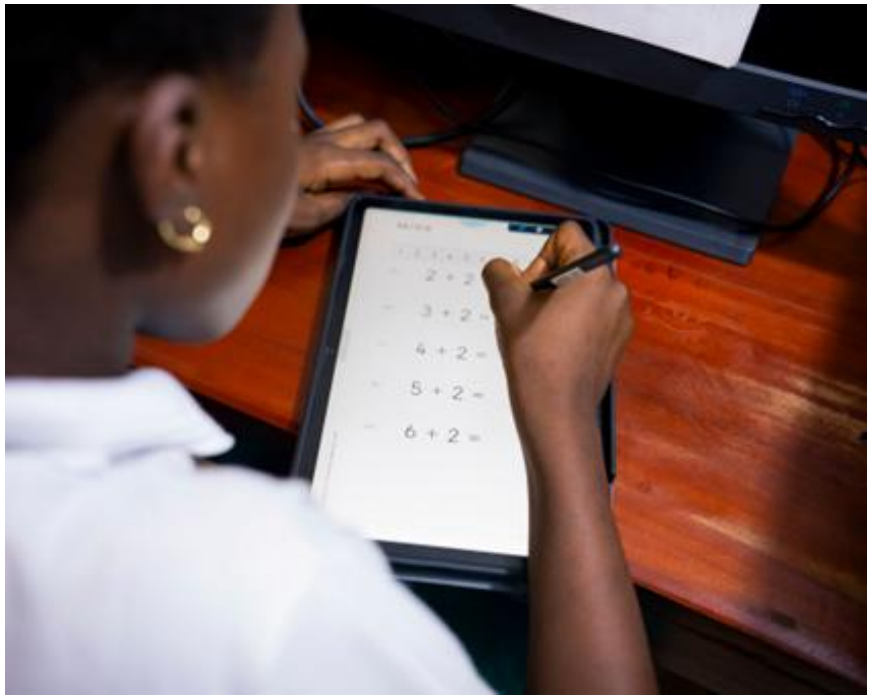
②Introduction of the Kumon Learning Program in Schools

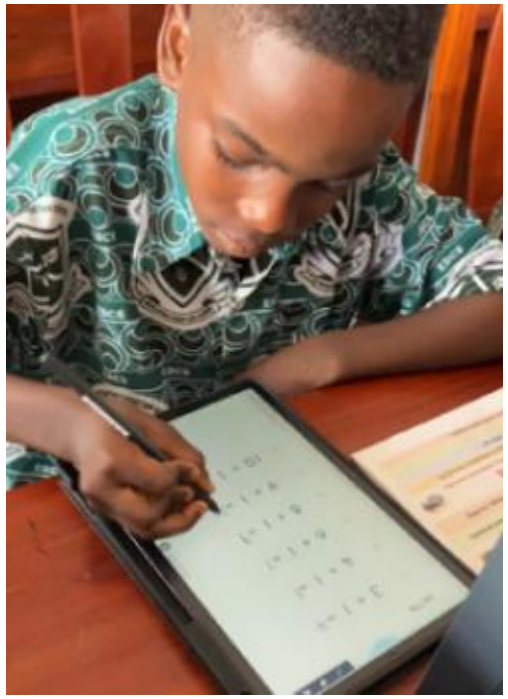
Overview of the Introduction of the Kumon Method in Schools

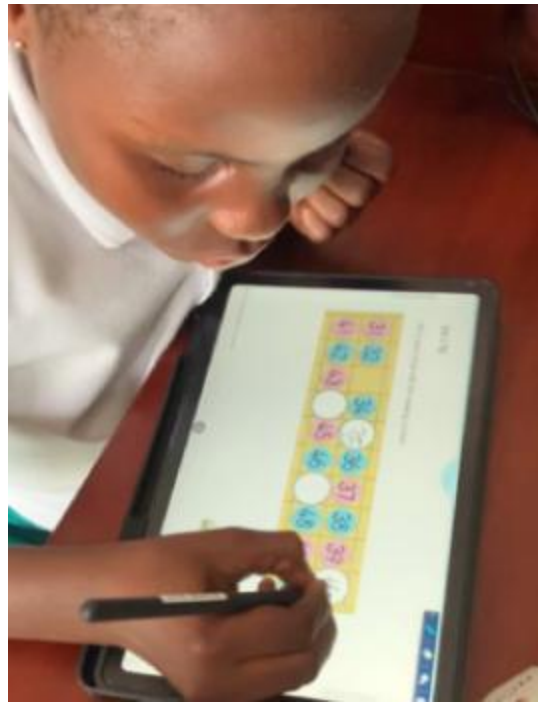
- Target: Grade 3 students (44 learners) at EBCS school (Low-fee private school)
- Frequency of Learning:5 days per week, 30 minutes per session, for 3 months
- Learning Support System:

①Grade 3 teachers received training and supported students' daily Kumon learning

②Remote support from Japan

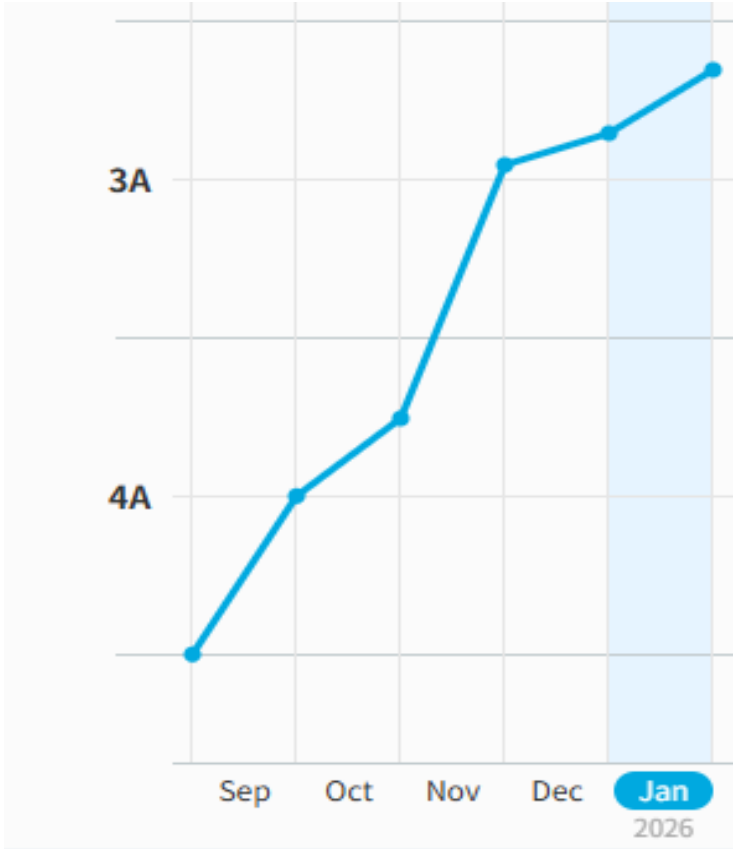




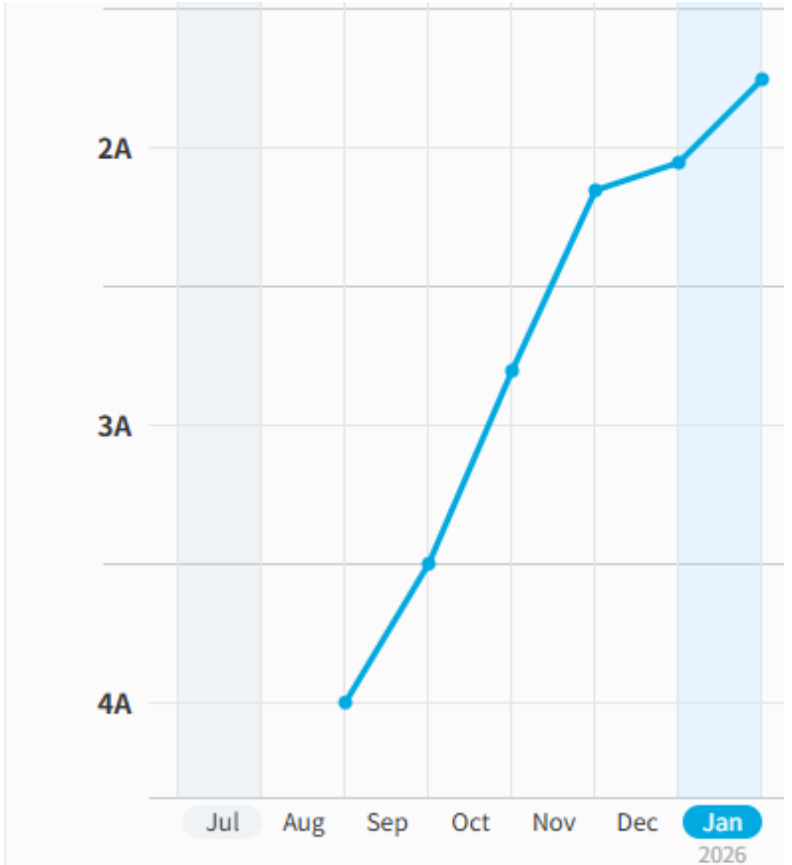


Remote support from Japan

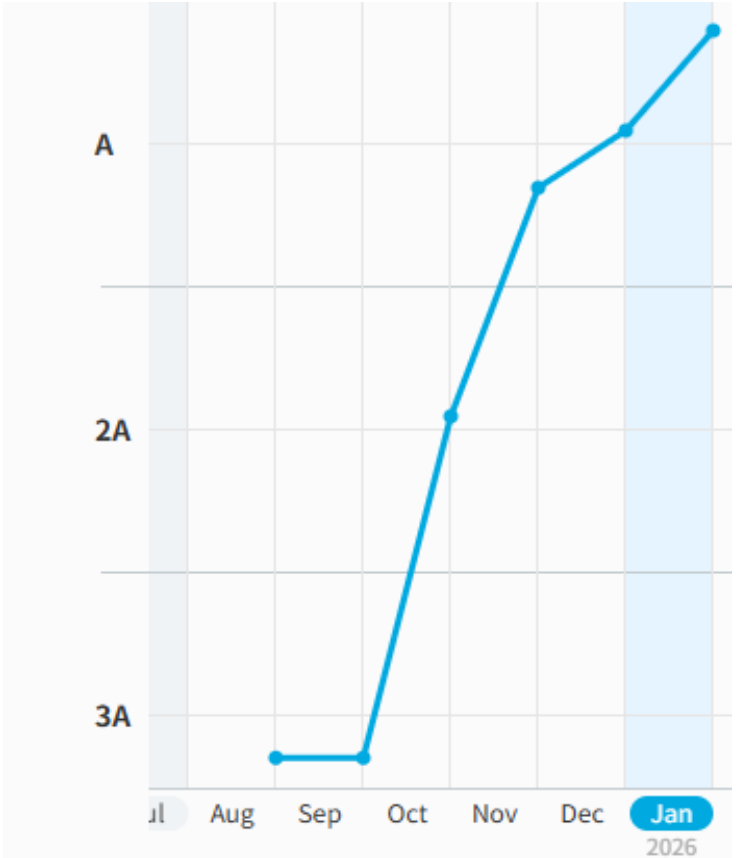
Since we can see the study record of each student from Japan, it is possible to provide support for individualized instruction based on data.



Progress	4A	4A	3A	3A	3A
	101	150	110	130	170
# of WS	8	152	169	20	51
# of Days	1	14	13	2	6



Progress	4A	3A	3A	2A	2A	2A
	101	1	140	70	90	150
# of WS		9	271	170	34	106
# of Days		1	22	18	4	10

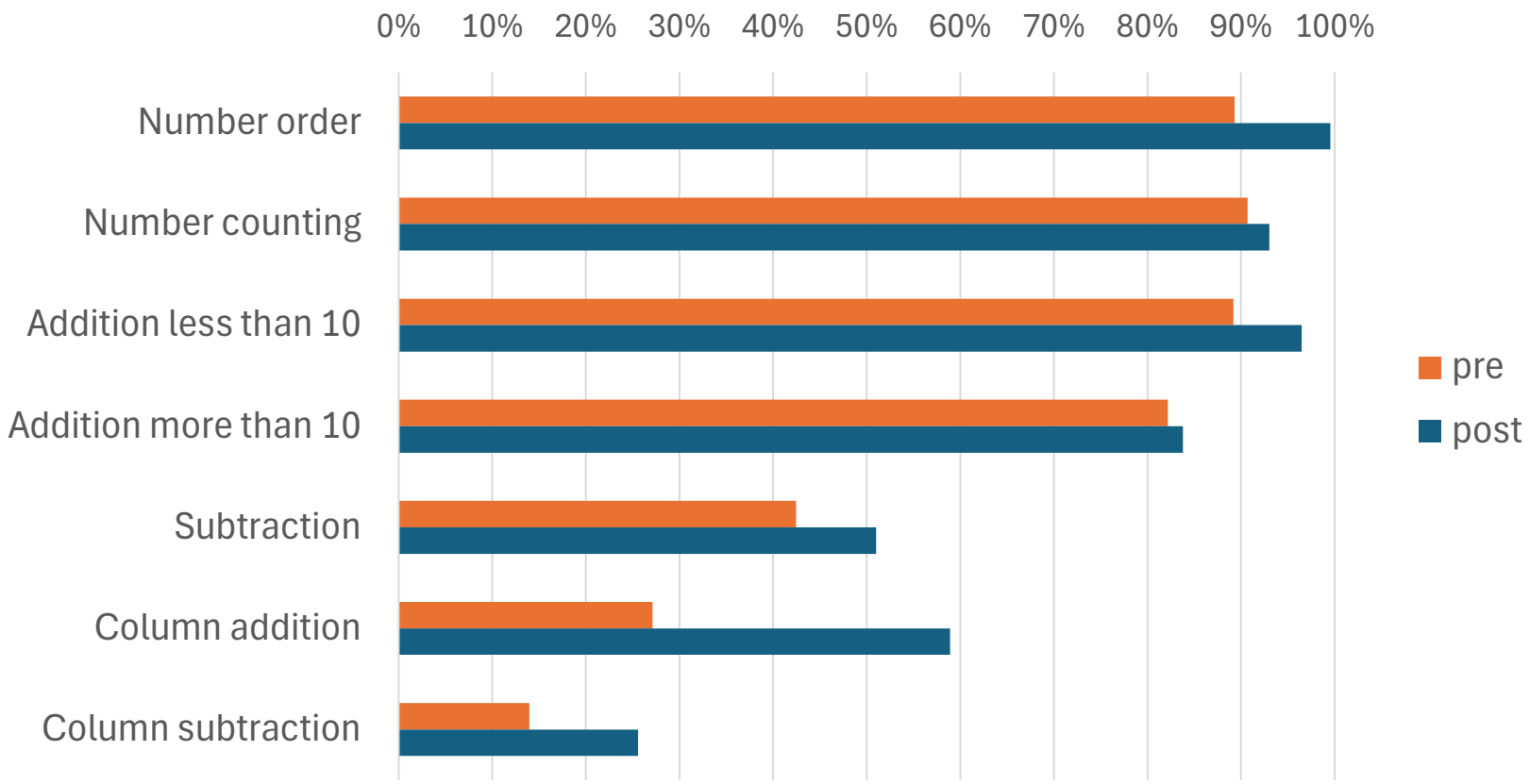


Progress	3A	3A	2A	A	A	A
	71	71	110	70	110	180
# of WS		9	250	177	43	101
# of Days		1	22	19	4	11

③Measurement of Learning Outcomes

Changes in Academic Ability

- When comparing results before and after the learning period, students' mastery improved across all units.
- The number of students who could not complete the assigned questions within the allotted time decreased to less than half, indicating that students became able to solve basic calculations faster and more accurately.

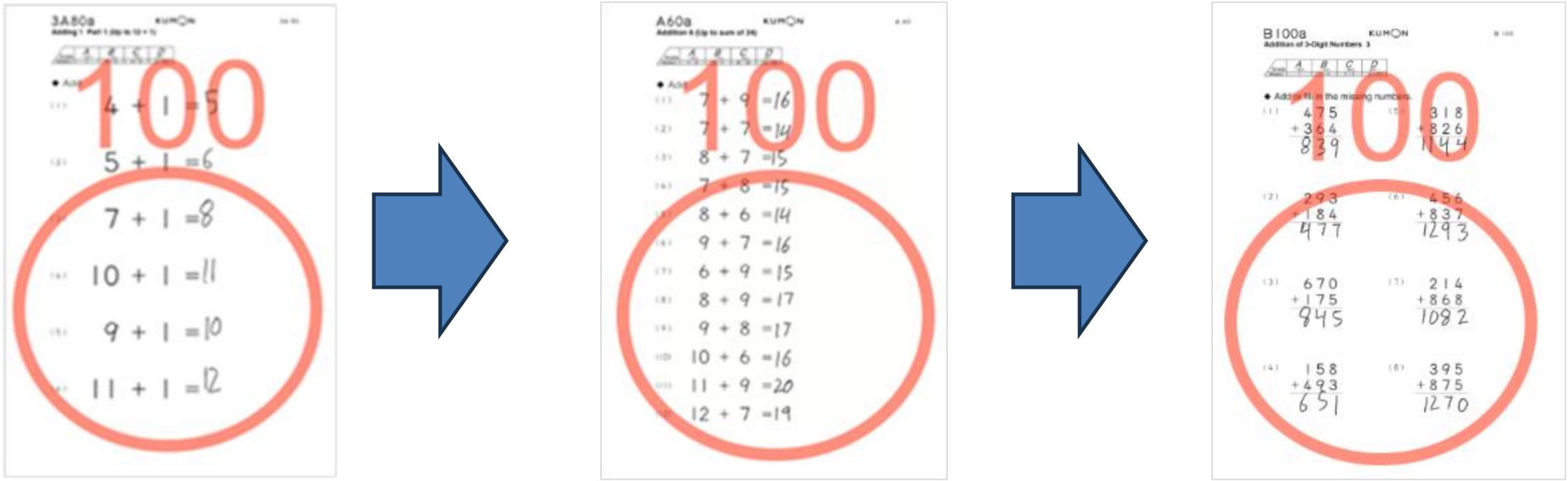


Changes in Academic Ability

- Before starting Kumon, almost all students used their fingers even for single-digit addition. After the learning period, they became able to calculate mentally.
- Students themselves felt their own progress, and many said that they had come to enjoy mathematics.

Changes in Academic Ability

- Within just three months, 85% of the students learned more than 400 worksheets.
- Since Kumon worksheets consist of 200 sheets per level, this means that most students progressed through more than two levels of Kumon Program.



Changes in Non-Cognitive Abilities

- Teachers reported several qualitative changes in students after the introduction of the Kumon learning program.

➢ Students become more conscious of time in their daily life. They now think ahead about their next actions before moving. (Time management, planning skills)

➢ Their writing speed has increased, reducing the time needed for tasks during class like copying board notes. (Work efficiency, concentration)

➢ Through Kumon learning, they developed a mindset of thinking for themselves. Now, even in regular classes, they tackle assignments independently without readily asking the teacher.

➢ Their independence has grown, significantly reducing the teacher's need to support them. (Independent thinking)

Changes in Teachers

- Teachers themselves also reported various insights and changes gained through supporting Kumon learning.

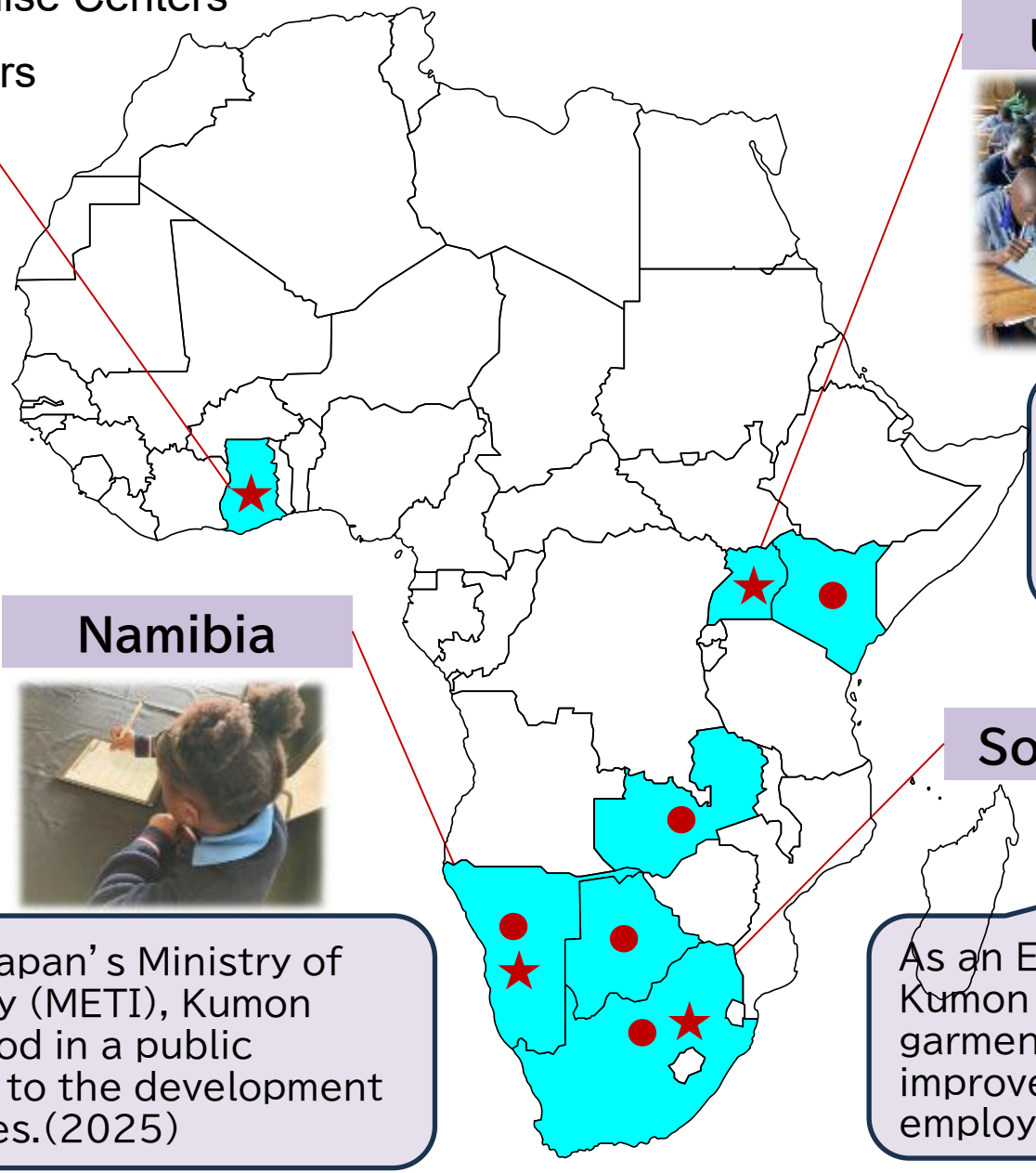
- ✓ We became more aware that each student has individual strengths and differences, and began incorporating this perspective into the regular teaching practices.
- ✓ By recognizing and affirming what students can do, we realized that students are motivated and capable of doing their best when their efforts are acknowledged.

4. Insights from Practices in Africa

Our Practice in Africa

● Countries with Franchise Centers

★ Countries with Partners



Ghana

As an EDU-Port research project, implemented the Kumon Method at a private primary school.(2025)

Uganda

In collaboration with the Ashinaga Foundation, Kumon has been supporting math learning at facility that provide assistance to orphaned children.(2023-)

Namibia

With funding support from Japan's Ministry of Economy, Trade and Industry (METI), Kumon introduced the Kumon Method in a public primary school, contributing to the development of industrial human resources.(2025)

South Africa

As an EDU-Port research project, the Kumon Method was introduced in local garment factories, contributing to improve basic calculation skills among employees.(2023-24)

Voices from Local Stakeholders in Various Countries

Country	Specific Feedback / Value	Related Themes
Ghana	Even without instructions from teachers, students independently prepare their learning environment (e.g., taking tablets in order and sitting down) and develop an **autonomous attitude toward learning**.	Manners & Conduct / Self-management
	Teachers recognized that students vary in ability and the time needed for mastery, and began to **take individual differences into account in regular lessons**.	Observation, Kaizen / Personalized Learning
Namibia	Teachers were most surprised that students could perform **quick mental calculations without using their fingers**. Students also developed the habit and skill to **correct their own mistakes proactively**, which teachers saw as a major positive change. Teachers themselves became more conscious of observing students individually and nurturing their autonomy in daily lessons.	Habit Formation, Self-management / Observation / Fostering Autonomy
	Many students developed a **liking for mathematics**, which led to longer concentration and more active participation in regular math classes. Through the experience of self-learning, students began to **read and solve problems on their own** instead of waiting for instructions.	Improvement in Non-cognitive Abilities / Overall Quality of Life
South Africa *(Project for young workers)*	Supervisors noted that the Kumon learning program is **well-structured and highly effective**. They observed that learners gained **confidence** through their progress.	High-quality Service / Attention to Detail
	Learners felt that Kumon enhanced not only their calculation skills but also **concentration, perseverance, and problem-solving abilities**. They also reported improvements in **time management skills**.	Learning Outcomes

Key Factors Driving Overseas Expansion (Local Evaluation)

1. Emphasis on "Achievement" — Becoming Capable and Learning to Enjoy Learning

- Learning is based not on age or grade level, but on individual achievement levels
- Focusing on learning methods rather than teaching, so that no learner is left behind
- Visualization of learning progress effectively addresses the issue of foundational academic skill gaps.

2. Development of Self-Learning and Autonomous Learning

- Rather than drilling knowledge into them, the method cultivates the ability to think, proceed, and correct independently.
- Learners take the lead while instructors act as supporters, helping them develop lifelong skills such as persistence and self-management.

3. A System with Low Dependence on Teacher Expertise

- The structure does not rely on highly advanced teaching expertise.
- Materials, assessment, and operations are standardized, ensuring quality through the system rather than individual teachers.
- Teachers naturally grow through daily practice, developing skills such as observing learners and recognizing strengths.

4. Adaptability to Different Cultures and Educational Systems

- The approach respect local government curricula or cultural contexts.
- Can flexibly collaborate across public education, private education, NGOs, and other sectors.
- Designed to achieve results while adapting to local needs and systems.

Thank you for listening!