

## The Japanese Model of Schooling —Accepting the Envoy from the United Arab Emirates—

The University of Tokyo's Research Center for Advanced Science and Technology, Outreach Lab for Advanced Education (Director: Professor Masakazu Sugiyama, Specially-Appointed Assistant Professor Akiko Mori) outsourced a part of its program on Japanese education, "Frontiers of Japanese Education - Tradition and Innovation" organized for the United Arab Emirates Mohammed bin Zayed Award for Teacher Training, to the Global and Multicultural Society (GMS) Research Institute. The focus was the holistic framework of education, a characteristic of Japanese education, which brings in not only subjects (cognitive), but also non-subject learning, noncognitive aspects. Classroom activities of tokubetsu katsudo (tokkatsu) in elementary school, and inquiry (sogo) in junior and senior high school were incorporated into the program. 14 educators from Middle Eastern countries participated. Visits to Japanese elementary, junior and senior high schools were arranged, and participants observed classes. Lectures were also arranged. On the last day of the program, participants designed and presented their lesson plans based on what they learned in the program.

We thank the teachers and schools for their cooperation.

### 1

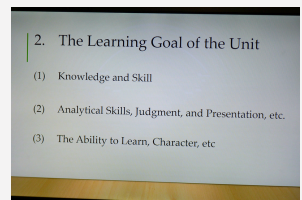
## Scenes from the UAE Workshop for Teachers

Professor Yuto Kitamura at the University of Tokyo, Graduate School of Education lectured about education in Japan in general on the first day of the program. Following this, participants of the program visited the secondary school at Bunkyo Gakuin, and learned about the Japanese practice of tokubetsu katsudo (known as tokkatsu abroad), as well as the practice of sogo (inquiry). There was a lecture by Mr. Nobuo Iwakawa (whose focus is sogo), on "inquiry" education.

At the elementary school level, Professor Hiroshi Sugita, presently at professor at Kokugakuin University, and a key figure in the transfer of tokkatsu to Egypt (under the Japan International Cooperation Agency, JICA), held a workshop at the Kodaira Municipal Kodaira Daisan Elementary School. In addition, Specially-Appointed Professor Mineko Kashimura held a workshop on designing a lesson plan.

On the last day, participants designed their own lesson plans, and Researcher of this Institute and former Specially -Appointed Professor Kazuiko Nambu and others offered advice. At the good-bye party, many guests came to say farewell to the UAE envoy, including Mr. Seiji Kashiwaba who was the former principal of the elementary school which welcomed the Egyptian president.

(Institute Head, R. Tsuneyoshi)



Professor M. Kashimura





## 2

## Report on Fieldwork at an Ethnic Supermarket

At the GMS Research Institute, as part of the making diversity in society “visible” project, we are preparing teaching material on ethnic supermarkets for elementary school children. Following the newsletter of a Brazilian supermarket in Hamamatsu City, on July 2024, Institute members A. Tsuneyoshi and N. Uehara visited the Kyodai Market in Gotanda, Tokyo, and the international market inside Tokyo Jyami. At each location, the staff were interviewed about how the supermarket was opened, about life in Japan, and about what kind of commodities were sold, the characteristics, and how they were displayed, and about the needs of the customers. The staff came from various cultural backgrounds, and one thing which stood out was that the supermarket actively met multilingual needs, and commodities and decoration were in multiple languages.

We would like to develop information from this site into teaching material which makes the ties between Japan and the world “visible” (e.g., the supermarket itself, the life of the alien residents in Japan, the life history of migration, etc.).

We would like to thank those at the Kyodai Market and the international market who took the time to talk to us. (Researcher Naoko Uehara)



KYODAI Market (Gotanda)

THANK  
YOU





International Market (Yoyogi)



We would like to thank those that took time to talk to us.

### 3

## About 2024 Projects

This year, we are looking forward to accomplishing the following. In relation to the making diversity in Japanese society “visible” project, papers analyzing existing Japanese social studies textbooks and existing YouTube information on diversity in Japanese society are now available for downloading from this homepage. How diverse cultures are dealt with in textbooks will serve as a basis of evidence-based understanding of what kind of teaching material should be developed. As for the international cooperation, etc. project, as noted above, the Institute assisted with the United Arab Emirates envoys, and part of the staff will participate in the Japan International Cooperation Agency (JICA) Knowledge Co-Creation Program executed by Bunkyo Gakuin (Sept. –Oct.). In September, the World Association of Lesson Studies (WALS) will take place in Kazakhstan, and there will be a symposium (coordinated by Tsuneyoshi), workshop (Collaborating Researcher Kusanagi, etc.), and tokkatsu booth (by development consultancy firm, PADECO). Lesson Study is a representative case of a Japanese model of education which has become internationalized.

(Institute Head, Ryoko Tsuneyoshi)