



Company Profile

For the children: Life Skills



At Kumon we believe it is important for children to develop life skills to enable them to live their lives with a positive attitude about the future. Having observed tens of thousands of children, we strongly believe that life skills enable children to live their lives happily and to the fullest, with dreams and goals, with a willingness to face challenges, and with the motivation to try new things proactively and enthusiastically. To reach that end, attributes such as a superior academic ability, a sense of self-belief and the ability to learn independently are essential.

Self-confidence means believing in oneself. Through perseverance in their studies, children develop self-confidence and emerge feeling positive about themselves and what they are capable of. This self-confidence becomes the driving force behind their willingness to challenge themselves with more difficult or unfamiliar work. It is also what motivates them to set goals and have dreams for the future. It is during the pursuit of goals and dreams that the ability to self-learn is developed.

Self-learning ability involves being able to set goals and complete unfamiliar and challenging tasks independently. It is the synthesis of many skills such as concentration, information processing, and the ability to challenge oneself and persevere with tasks for extended periods.

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We have a dream: to contribute to world peace through education.

We will head towards the realization of that dream
by fostering people through individualized education.



Mission

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

Vision

We wish that all people in all countries and regions in the world will have the opportunity
to learn with the Kumon Method, and that each individual in the world will be enthusiastically
self-learning and making efforts towards realizing his or her goals and dreams.

The Origins of the Kumon Method

*Half a century ago, one father's love for his son
gave birth to the Kumon Method of learning*

It all began when the mother of a young boy found a math test paper in her son's pocket. That boy was Takeshi Kumon*, and he was in his second year of elementary school. Seeing that Takeshi's test results were not as good as they usually were, his mother consulted her husband Toru Kumon, who was a high school math teacher at the time. Toru then began making math worksheets for Takeshi.

Toru Kumon believed that the work of an educator is to foster a mindset for self-learning in children so he created materials that made it possible for his son to progress on his own. Based on his experience as a senior high school teacher, Toru knew that the problems many high school students had with their math studies stemmed from a lack of calculation skills. Therefore, he focused on developing Takeshi's calculation skills, enabling him to advance as quickly as possible through to high school mathematics.

After much trial and error, Toru Kumon produced a series of calculation problems on loose-leaf paper for Takeshi, which became the prototype for today's Kumon worksheets. Takeshi quickly developed his ability through studying the materials created by his father for half an hour every day. As a result, he was able to reach differential and integral calculus when he was just a few months into the sixth grade.

Following his success with Takeshi, Toru Kumon invited some children from the neighborhood to come and study at his home in a similar way to Takeshi. Seeing how much their academic ability improved, Toru Kumon set out to offer more children the opportunity to study with his learning method. In 1958, he established an office in Osaka to open more Math Centers, and from that year on Kumon has aimed to pursue the potential of as many students as possible.

Born out of a father's love for his son, Kumon is not restricted by the barriers of language, culture or history. As more people hear about the benefits of the Kumon Method, it continues to reach greater numbers of students throughout the world.



The original handmade worksheets that Toru Kumon created for his son in 1954



Toru Kumon and his son Takeshi

* The late President Takeshi Kumon

The Characteristics of the Kumon Method

● Individualized Instruction – The “Just-right” Level of Study

By pursuing the potential of each individual, Kumon allows children to be the best they can be

We at Kumon believe that all children possess boundless potential, and through individualized instruction we aim to discover this latent potential. The key to individualized instruction is the “just-right” level of study, which is the optimum level for each student to develop their academic ability without being specifically taught.

In helping students develop their academic ability, the most important thing is that they enjoy their study. In order for this to happen, the starting point for each Kumon student is determined individually, regardless of their age or grade at school, at a level where they can easily obtain a perfect score of 100. At the point of enrollment and throughout their time with Kumon, Instructors provide students with material suitable for their ability level while considering their degree of mastery of the content.

By continuing to study at a level appropriate to their ability and advancing at their own pace, children are able to advance beyond their school grade level. Studying beyond school grade level not only benefits students academically but also helps them to develop other important qualities such as confidence and self-esteem. Based on individualized instruction and study at the “just-right” level, we at Kumon seek to bring out the best in our students so that they gain the confidence to attempt problems that were once too difficult for them.



● Self-Learning

Developing the ability to learn on one's own

Kumon defines self-learning as the ability to complete unfamiliar and challenging tasks independently. The Instructor fosters this ability in students by setting them a goal to complete worksheets that have been carefully designed to allow the learner to move up to higher levels on their own. Through doing exercises by themselves without asking for answers, students feel a sense of accomplishment in their study and gain the ambition to take on new challenges.



Kumon worksheets are designed in a way that enables students to progress gradually but steadily from easy to difficult material. For example, explanations and example problems are included with new exercises in the introductory sections, which allow students to advance by self-learning.

Nonetheless, there are times when students encounter problems that they do not understand or are unable to solve on their own. At times like these, Instructors carefully guide the students in a way that enables them to solve the problems by themselves. Equipped with the ability to study proactively, Kumon students can better pursue their dreams and goals.



● The Role of the Instructor

Devoted to each child's growth and development

The Instructor's role is to ensure that students can, without any hindrance, experience the sense of accomplishment that comes from solving problems on their own. They do this by providing individualized instruction and support to students at the Center, and assigning appropriate homework for students to continue developing their ability through worksheet study at home.

Setting up a study projection

At enrollment, students take the Kumon Diagnostic Test. Based on the result of this test, Instructors set up a study projection and determine an appropriate starting point for each individual student. Through close observation of the child's study behavior and by keeping records of daily progress, the Instructor will adjust their instruction accordingly.



Observing students and guiding them to self-learn

Instructors observe students, particularly when studying new content or doing repetition, to determine whether or not the student is studying at the “just-right” level. If students face difficulty with certain exercises, the Instructor may show examples or previously studied material to help them find a solution on their own.



Instructors and parents working together to develop students' ability

A vital aspect of the Instructor's role is to acknowledge students' development by praising them for their achievements and encouraging them to take on further challenges. The Instructor does not do this alone, but rather discusses each student's progress regularly with the child's parents or guardians.



Searching for ways to improve instruction

Believing that there is always something better, Instructors continuously study the worksheets and attend meetings to learn from the experiences of fellow Instructors.

The Characteristics of the Kumon Method

● Progress in Small Steps

The Kumon worksheets are structured to foster self-learning

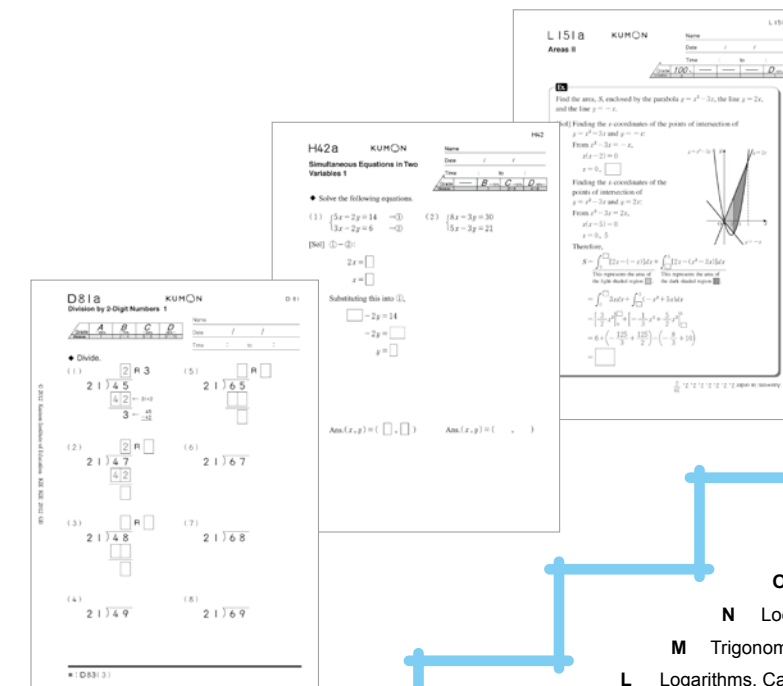
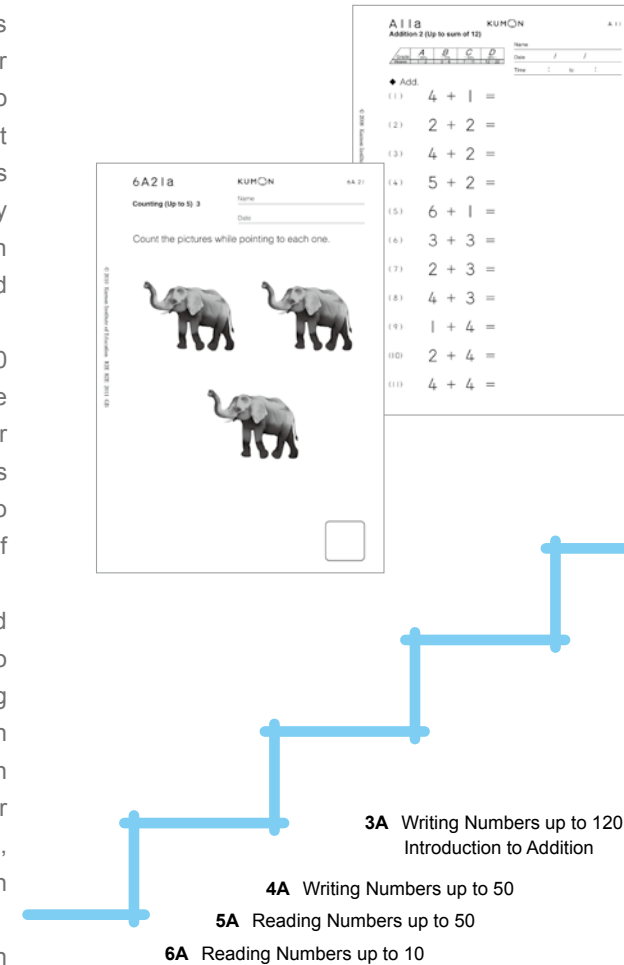
At Kumon we realize that students will encounter difficulties advancing on their own if the jump from one level to another is too great. Thus, the worksheets have been specially designed to enable students to advance smoothly in small steps while learning at a level that is most appropriate for them. Nowhere in the worksheets will a student suddenly encounter an exercise that they are completely unfamiliar with. Clear examples and explanations are provided when moving into new topic areas, encouraging students to self-learn and advance independently at all times.

The mathematics program, for example, consists of 4,420 worksheets with 20 levels from 6A through to O and five elective courses. The worksheets are structured around essential elements for the study of high school level differential and integral calculus, thus allowing students to advance as quickly as possible on their own to high school level mathematics. This is the most predominant feature of the Kumon mathematics worksheets.

Kumon also offers language programs for both native and foreign language learners. The native language programs set out to equip students with an advanced level of reading ability. Progressing in small steps through each stage, the student is first exposed to both new and familiar vocabulary, and then learns letters and characters in the context of words and also words in the context of sentences. After moving on to the fundamentals of sentence and paragraph structure, the student progresses to summarization and critical reading, which involves a wide range of literature.

The aim of the foreign language programs is to cultivate a high level of reading comprehension skills. Through the carefully designed small steps in the worksheets and the usage of audio players, students learn to read and write the words of the language. As they go from reading simple passages to classic literature in different genres, they acquire the ability to read and understand texts written in the target language.

Using information collected by observing students' reactions to the worksheets as well as ongoing feedback from Instructors, we at Kumon constantly evaluate and revise the worksheets of all of its programs to ensure there is nothing hindering our students from progressing smoothly. In every way, the Kumon Method is a student-centered method of learning.



**The Kumon Mathematics Curriculum
(International Version)
as of September 2017**

Elective course materials

- XS** Statistics
- XP** Probability
- XM** Matrices
- XV** Vectors, Equations of Lines and Planes in Space
- XT** Triangles (Sine and Cosine Theorems and Their Applications)

Level: Contents

- O** Advanced Differentiation and Integration, Differential Equations
- N** Loc, Sequences and Series, Limits of Functions, Differentiation
- M** Trigonometry, Straight Lines, Circles
- L** Logarithms, Calculus
- K** Functions—Quadratic, Fractional, Irrational, Exponential
- J** Basic High School Algebra
- I** Factorization, Square Roots, Quadratic Equations, The Pythagorean Theorem
- H** Linear/Simultaneous Equations, Inequalities, Functions and Graphs
- G** Positive/Negative Numbers, Introduction to Algebra
- F** Four Operations of Fractions, Decimals
- E** Fractions
- D** Long Multiplication, Long Division, Introduction to Fractions
- C** Multiplication, Division
- B** Vertical Addition and Subtraction
- A** Horizontal Addition and Subtraction

Each level from 6A to O is comprised of 200 worksheets.

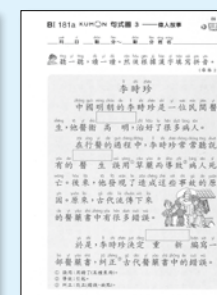
Native Language and Foreign Language Worksheets

The native language worksheets are provided in seven different languages. Foreign language programs such as English and Japanese are also available in various countries.

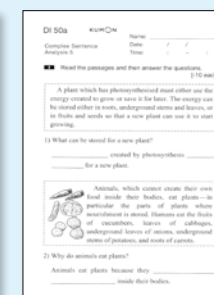
[Native Language Worksheets]



Thai

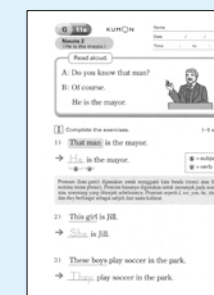


Chinese



English

[Foreign Language Worksheets]



English



Japanese

(as of September 2017)

The Kumon Method Spreading Throughout the World

With the aim of supporting more and more dreams the world over

The Kumon Method that began from the love of a father for his child is today widely available in countries and regions around the world. World enrollment figures currently total 4.27million (March 2016). The first Kumon Center outside of Japan was set up in New York in 1974. Since then, Kumon has spread to 49 different countries and regions. Kumon Centers are at the heart of this global development, but there are also a number of schools that have adopted the Kumon Method.

The Kumon Method aims to foster fundamental academic skills that are essential to a solid education. It is an individualized method suitable for all ages. Each student studies independently at a level that is "just right" for them. Placing great importance on the ability of each student, Kumon aims to enable each individual to become self-learners.

By doing the Kumon worksheets, students not only improve their academic ability, but also gain life skills, such as self-esteem and the ability to expand their skills and knowledge through their own efforts. The fact that the Kumon Method and approach have remained consistent for over fifty years and have been accepted in many countries, despite differences in lifestyle, educational system, and culture, is evidence of the universal nature of the Kumon Method. This is something which Kumon treasures and takes great pride in.

While establishing a firm base in the community, Instructors and Center Assistants nurture the development of children and adults alike. Together with our Instructors and their Assistants, Kumon supports all children and adults of communities around the world in achieving their dreams and goals.

D I 52a ☆

KUMON

D I 52

月	日	時	分	時	分
なまえ					

§16. 分数 (5点引)

分数	真分数 (分子が分母より小さい)	$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}$
	仮分数 (分子が分母より大きいと同じ)	$\frac{4}{4}, \frac{5}{4}, \frac{6}{4}$
	帯分数 (整数 + 真分数)	$2\frac{1}{4}, 3\frac{2}{7}$

仮分数を帯分数か整数になおさない。

例	7	2	40
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8 (1) $\frac{5}{4} =$

(6) $\frac{49}{5} =$

D I 52a
Fractions

Grade	A	B	C
Minutes	1-2	3-6	7-10

Proper Fraction (Numerators less than denominator)	(Num)	$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}$
Improper Fraction (Numerator equal to or greater than denominator)		$\frac{4}{4}, \frac{5}{4}, \frac{6}{4}$
Mixed Number (Integer and fraction)		$2\frac{1}{4}, 3\frac{2}{7}$

◆ Rewrite each improper fraction as a mixed number or integer.

Ex.	7	2	40
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(1) $\frac{5}{4} =$

(6) $\frac{49}{5} =$

D I 52a
เศษส่วน

KUMON

D I 52

ชื่อ			
วันที่	/	/	
เวลา	:	ถึง	:

เศษส่วนแท้ (ตัวเศษน้อยกว่าตัวส่วน)	$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}$
เศษส่วนเกิน (ตัวเศษเท่ากับหรือมากกว่าตัวส่วน)	$\frac{4}{4}, \frac{5}{4}, \frac{6}{4}$
จำนวนคละ (มีทั้งจำนวนเต็มและเศษส่วน)	

Asia

17

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



North America

3

Canada, Mexico, U.S.A.



◆ Transforme as seguintes frações impróprias em números mistos

$\frac{40}{4} = 10$

(6) $\frac{49}{5} =$

(7) $\frac{50}{5} =$

(8) $\frac{51}{5} =$

(9) $\frac{13}{7} =$

(10) $\frac{35}{7} =$

South America

6

Argentina, Bolivia, Brazil, Chile, Colombia, Peru



Oceania

2

Australia, New Zealand



D I 52a
Pecahan

Nilai	A	B	C	D
Score	1-2	3-6	7-10	11-20

Pecahan Murni (Pembilang lebih kecil dari penyebut)	(Nu)	$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}$
Pecahan Tak Murni (Pembilang sama atau lebih besar dari penyebut)		$\frac{4}{4}, \frac{5}{4}, \frac{6}{4}$
Pecahan Campuran (Bilangan bulat dan pecahan)		$2\frac{1}{4}, 3\frac{2}{7}$

◆ Ubahlah pecahan tak murni menjadi pecahan campuran atau bilangan bulat!

Contoh	7	2	40
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(1) $\frac{5}{4} =$

(6) $\frac{49}{5} =$

WORLD TOTAL 4,350,000

Total number of subject enrollments

(as of March 2017)

Milestones

Kumon Centers open around the world

The progress of Kumon



1950

1954

In Japan, Toru Kumon begins providing education based on the concept of self-learning to his son, Takeshi, then a second grader in elementary school. (This is considered the origin of the Kumon Method.)

1955

The first Math Center using Kumon worksheets is opened in Moriguchi City, Osaka.

1958

The first office opens in Osaka City. (This is considered the foundation of the Kumon Institute of Education.)

1960

1974 United States of America
(In 1982, the first office opens in Los Angeles.)

1975 The number of Kumon subject enrollments exceeds **one hundred thousand**.

1975 Taiwan

1977 Brazil
(In 1980, the first office opens in São Paulo.)

1979 Germany
(In 1980, the first office opens in Düsseldorf.)

1970

1962

- Osaka Institute of Mathematics Ltd. is established.
- The first Kumon Center in Tokyo is opened.

1968 10th Inaugural Anniversary

1974

The first overseas Kumon Math Center opens in New York.

1978 20th Inaugural Anniversary

1979

The first Kumon Instructors Conference is held in Japan.

1980 France, Canada

1981 The number of Kumon subject enrollments exceeds **one million**.

1982 Philippines

1983 United Kingdom
(In 1990, the first office opens in London.)

1984 Australia

(In 1984, the first office opens in Sydney.)

1985 Belgium, Peru

1986 Malaysia, Austria, Switzerland

1987 Singapore
(In 1995, the first office opens in Singapore.)

1988 Hong Kong

1989 Italy

1980

1980

The Kumon English Program (for native Japanese speakers) is launched.

1981

- The Kumon Japanese Program (for native Japanese speakers) is launched.
- The first Instructors Conference on Learners with Special Needs is held.

1982

Nobiteyuku Kindergarten, established by Kumon Gakuen Educational Foundation, opens in Takatsuki City, Osaka Prefecture.

1983

The company name, Kumon Institute of Mathematics, is changed to Kumon Institute of Education.

1984

The Kumon Japanese Learning Program (for foreign learners) is launched.

1985

The Kumon Penmanship Program is launched.

1986

The Kumon French and German programs (for native Japanese speakers) are launched.

1988

- Kumon Publishing Co., Ltd. is established.
- Sumiton Elementary School in Alabama, U.S.A. implements Kumon Math in their regular math classes.

1988 30th Inaugural Anniversary

1990 Korea

1991 Thailand, South Africa, Indonesia, China, Mexico, Colombia
(In 1996, the first office in Africa opens in Johannesburg.)

1992 Spain, Hungary

1993 The number of Kumon subject enrollments exceeds **two million**.

1993 Netherlands

1994 New Zealand

1995 Luxembourg, Bolivia

1996 Chile

1997 Botswana, Argentina

1998 Sri Lanka, Namibia, United Arab Emirates

1999 Bahrain

1990

1990

- Kumon Leysin Academy of Switzerland (senior high school) opens.
- The Kumon English Program (for native English speakers) is launched in Australia.

1993

- Kumon Kokusai Gakuen opens its junior high school in Yokohama City, Kanagawa Prefecture. (Senior high school opens in 1996)
- The Kumon Chinese Program (for native Chinese speakers) is launched in Taiwan.

1994

The Kumon Portuguese Program (for native Portuguese speakers) is launched in Brazil.

1995

Company founder Toru Kumon passes away.

1996

Kumon Lifelong Integrated Learning Co., Ltd. is established.

1997

Kumon president Takeshi Kumon passes away.

1998 40th Inaugural Anniversary

2000 Kenya, Ireland

2001 The number of Kumon subject enrollments exceeds **three million**.

2001 Myanmar, Zambia

2002 Macau

2005 India

(In 2004, the first office opens in New Delhi.)

2006 The number of Kumon subject enrollments exceeds **four million**.

2006 Qatar

(In 2007, the first office opens in Doha.)

2007 Vietnam

(In 2006, the first office opens in Ho Chi Minh.)

2008 Greece

2013 Andorra

2015 Brunei

2017 Cambodia

2000

2000

- The organization is shifted into a group management structure.
- Kumon Toru Research Institute of Education Co., Ltd. is established.

2001

- Applied research into the effects of learning therapy on senile dementia begins.
- The new Kumon logo is created incorporating the image of the "THINKING FACE."

KUMON

2004

- The Kumon EFL (English as a Foreign Language) Program is launched in Brazil.
- The Kumon Spanish Program (for native Spanish speakers) is launched in five countries in South America.

2005

The Kumon CFL (Chinese as a Foreign Language) Program is launched in Korea.

2008

The Kumon Thai Program (for native Thai speakers) is launched in Thailand.

2008 50th Inaugural Anniversary

2011

Global Communication & Testing Co., Ltd. is established.

2010

THE KUMON WAY

What We, Associates, Care About

What we care about most is each individual child.

All Kumon learning must be, without exception,
a useful learning experience for the child's growth and future.
We must provide an opportunity to learn with the Kumon Method
to as many children as possible.
These two things we always hold firmly in our hearts as we approach our work—
they are the sole reason for Kumon's existence and development,
and are also our responsibility for the children.
If, along the way, we waver or there is dissent, we will always stop to ask ourselves,
"Will this really benefit the children?"
and thus we will find our way once again.
With this in mind, we will do everything in our power
to make this educational method even more valuable
and to allow as many children as possible to learn with the Kumon Method.

What we next cherish are the people who work towards achieving our common goal.

We have the highest respect for Kumon Instructors
as well as all other people who care about children
and who wish to contribute to society through education with us.
With heartfelt appreciation and affinity,
we strive to give our fullest support and to work in unity with all of these people.

We also greatly value all of our associates.

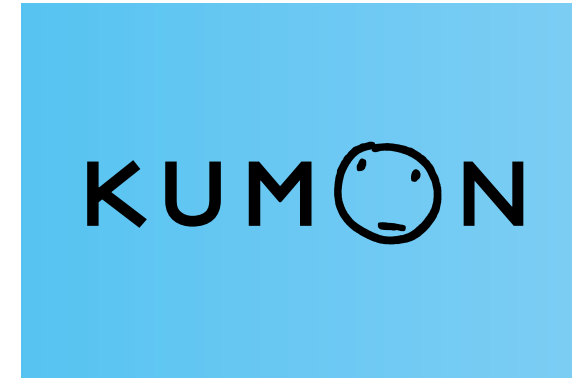
We must do our best
to create and maintain the kind of workplace culture and environment
where all associates can energetically approach their work with the sense of mission and challenge
and can better themselves every day
while a decent livelihood is ensured and adequate compensation offered to all.

We put great emphasis on our commitment to the community.

We are grateful to our local communities in which we live and work.
As a conscientious corporate citizen,
we take an active part in a variety of activities
to improve the quality of life in our communities
such as the preservation of the natural environment and resources,
and the improvement of local education and culture.
In this way,
we will fulfill our responsibility and obligation to the global community.

We take to heart the following three things and will remain true to them in any situation.

1. We affirm to be upright citizens by always asking ourselves if our words and deeds are fair and just.
2. We will strive to be people who can feel joy and a sense of wonder while maintaining our conviction and pride as educators.
3. We will cultivate a sense of modesty and humility so that we can always grow with each passing day.



The Kumon Logo; the face inside, and its color.

The face inside is the "THINKING FACE."
It represents the faces of children who learn, think, and grow within Kumon Centers.
It also represents the faces of Kumon Instructors and staff
who are thinking about the welfare of children and developing themselves.

"How can I help this child progress?"
Everyone involved in Kumon thinks about education very seriously, wants to learn from children,
has the desire to grow alongside others, and to put all these into practice.

Kumon Blue represents intelligence, honesty, and the sky that stretches across the world.
It also represents our hope that the world will be united as one,
that the future of our children will grow on a grand scale,
and that people all over the world will think more seriously about education.

KUMON INSTITUTE OF EDUCATION CO., LTD.