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applied the courses to New Zealand and Australia. Local residents then got to learn more about “Two-handed Abacus Manipulation” for abacus mental arithmetic via media coverage. They were surprised by the children who could calculate numbers by just waving their fingers in the air. Gradually, and started sending their children to CMA.

Establishing agent office in India, Egypt, Sudan and Nigeria

CMA’s international business continued to expand from Malaysia, Singapore, to western countries.

In 2005, Indian Sunil read an ad about CMA’s workshop on teacher training and franchising recruitment opportunities in the newspaper. He and his wife had operated a factory for more than ten years in Malaysia, but wanted to move back to his home country. The couple attended the workshop, and then they joined the teacher training. They also had their 6-year-old child, who was learning “Kumon math” at that time. After few months of learning, Sunil found not only his child’s skills in calculating improved, but confidence and concentration had been enhanced. The child gained sense of accomplishment because he could figure out answers for math questions by just “moving fingers in the air.”

Afterwards, he went back to India and conducted an investigation into local abacus mental arithmetic institutes. He found out there had already been one institute which had more than 500 franchisees. Furthermore, that institute originated from Malaysia. Sunil then visited the institute in person, collecting relevant information, and compared it with CMA. After comparison, he felt both “software” and “hardware” for CMA were better designed based on its Internet teaching, plus unique teaching materials, internal management, etc.

Therefore, Sunil signed the agent contract for India with Tai. He sent his wife back to India, while he continued traveling back and

forth between Malaysia and India to handle the business. CMA soon had other franchisees in India.

In 2007, an Egyptian general agent, who had joined another abacus mental arithmetic institute that was invested in by a Malaysian, terminated his contract with the Malaysian institute. Then he went back to Malaysia to find another institute to cooperate with.

After comparison, he grew interested in CMA's Internet teaching system and materials. He then participated in the teacher training in Malaysia. At first, he still couldn't sign the agent contract with Tai. However, he was really interested in this outstanding franchise system. He negotiated with Tai three times before they finally signed the contract to set up an agent office in Egypt. Thus the CMA franchising enterprise officially expanded to Egypt.

In 2008, a Sudanese scholar, Alsheikh Darwish, established elementary and middle schools and worked as a school principle in Sudan. When his son was going to graduate from college in the Philippines, Alsheikh asked his son to find out what abacus mental arithmetic was, because it had become popular in Sudan. Alsheikh's son then collected some information online and grew interested in CMA's teaching system. Then he came to Malaysia to participate in teacher training.

Alsheikh then invited Tai Chiang Ching to Sudan to demonstrate how to teach abacus mental arithmetic. Alsheikh even asked more than 20 teachers in his school to attend the teacher training session of abacus mental arithmetic. He also asked students from more than 10 classes to participate in a three-week intensive training session. Finally he signed the agent contract with Tai for Sudan.

While teaching in Sudan, school teachers there showed a polarised reaction. Most teachers believed learning of abacus mental arithmetic could help to improve calculating speed, memory and concentration. However, a few math teachers thought this kind of calculating method to be different from their traditional method.

After the education authority of Nigeria conducted an exploration on variety of teaching methods of abacus mental arithmetic in Asian in 2009, the authority invited Tai Chiang Ching to Nigeria to give intensive training for 65 children. The 65 children had been selected from different schools. They gathered and received 7.5 hours of training from Tai. After 21 days of training, they held a ceremony to demonstrate their accomplishments, attracting hundreds of officials, parents and guests to watch (please see detail by visiting www.cma.com.tw). While demonstrating his teaching methods, Tai modified them and his materials so that they would be suitable for local children to learn. Thus the children could learn from CMA in a happier and easier way.

Tai Chiang Ching was very excited about successfully setting up the franchise offices in Sudan and Egypt as well as earning recognition from local schools. Of course, he could succeed in expanding business there because there were some countries in Africa in favour of learning Chinese and were very curious about Chinese culture.