



Overseas Expansion of Japanese Education
(EDU-Port Japan), EDU-Port Symposium



Non-cognitive Skills and Social Emotional Learning in International Education

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Strengths of Japanese Education



High performance is not limited to students:

PIACC 2023, which target adult (aged between 16 and 65 years old) also showed high performance, resulted in top groups in literacy, numeracy and problem solving.

Potential Challenges to Expand Edu-Port

- Countries seek not only a shared vision, but also **concrete design information for implementation**, including teacher training, assessment, alignment with existing systems, and cost considerations.
- If Japan cannot present these elements as an integrated package, it is difficult for partner governments to make adoption decisions or mobilize financing.
- **Elements that depend on Japanese school culture are hard to replicate** unless the conditions for reproduction — such as institutional arrangements, time allocation, teacher practices, and school management — are made explicit.
- **Policy language gap:** concepts such as chi-toku-tai and tokkatsu do not readily translate into international policy dialogue unless they are reframed in terms of learning outcomes, competencies, or skills frameworks.
- For international scaling, **evidence** is required not only on outcomes, but also **on implementation conditions** and replicability, yet such evidence is difficult to present in a transferable form.

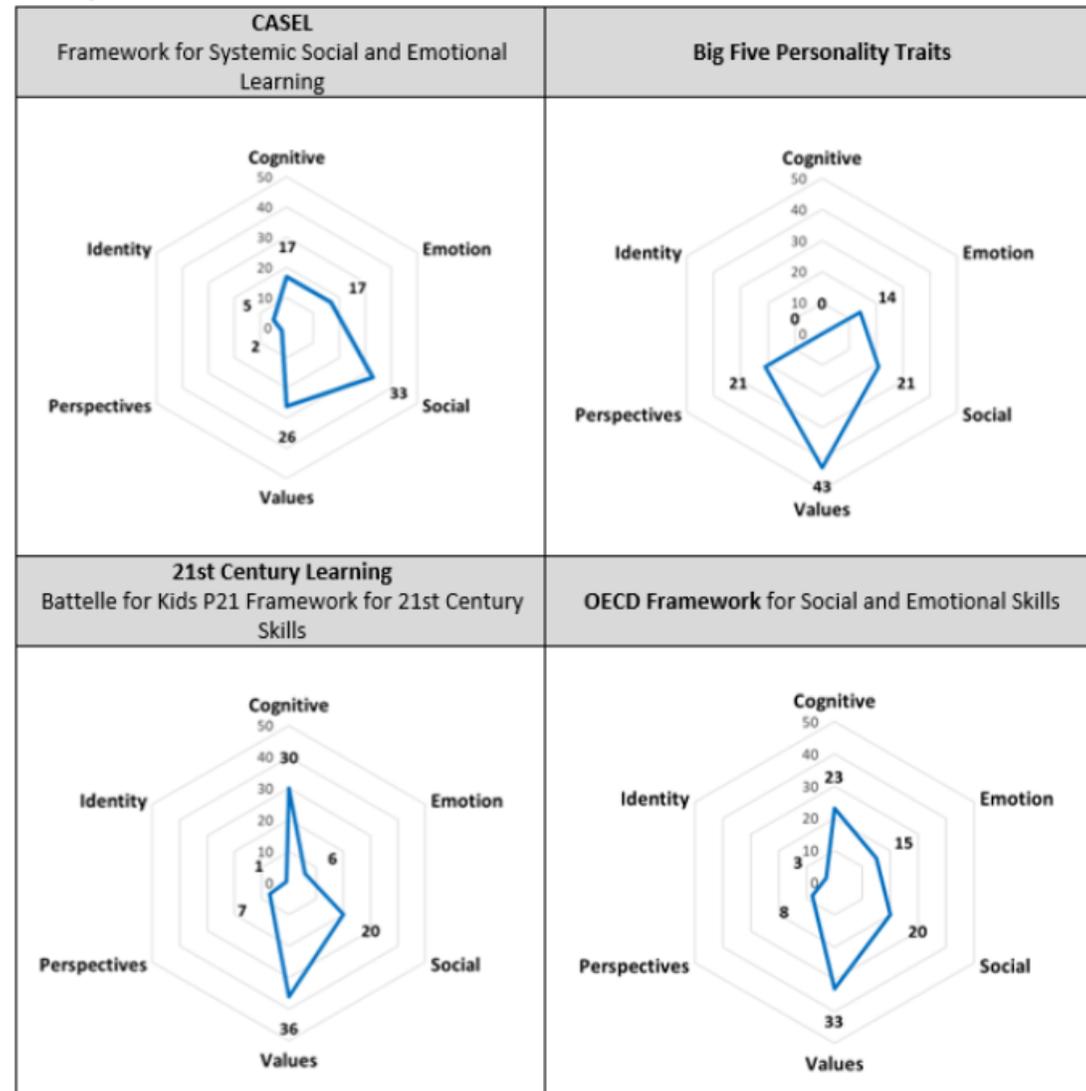
Social Emotional Learning/Skills - Connecting Japanese education with a global education discourse



Visualization and comparison of SEL frameworks

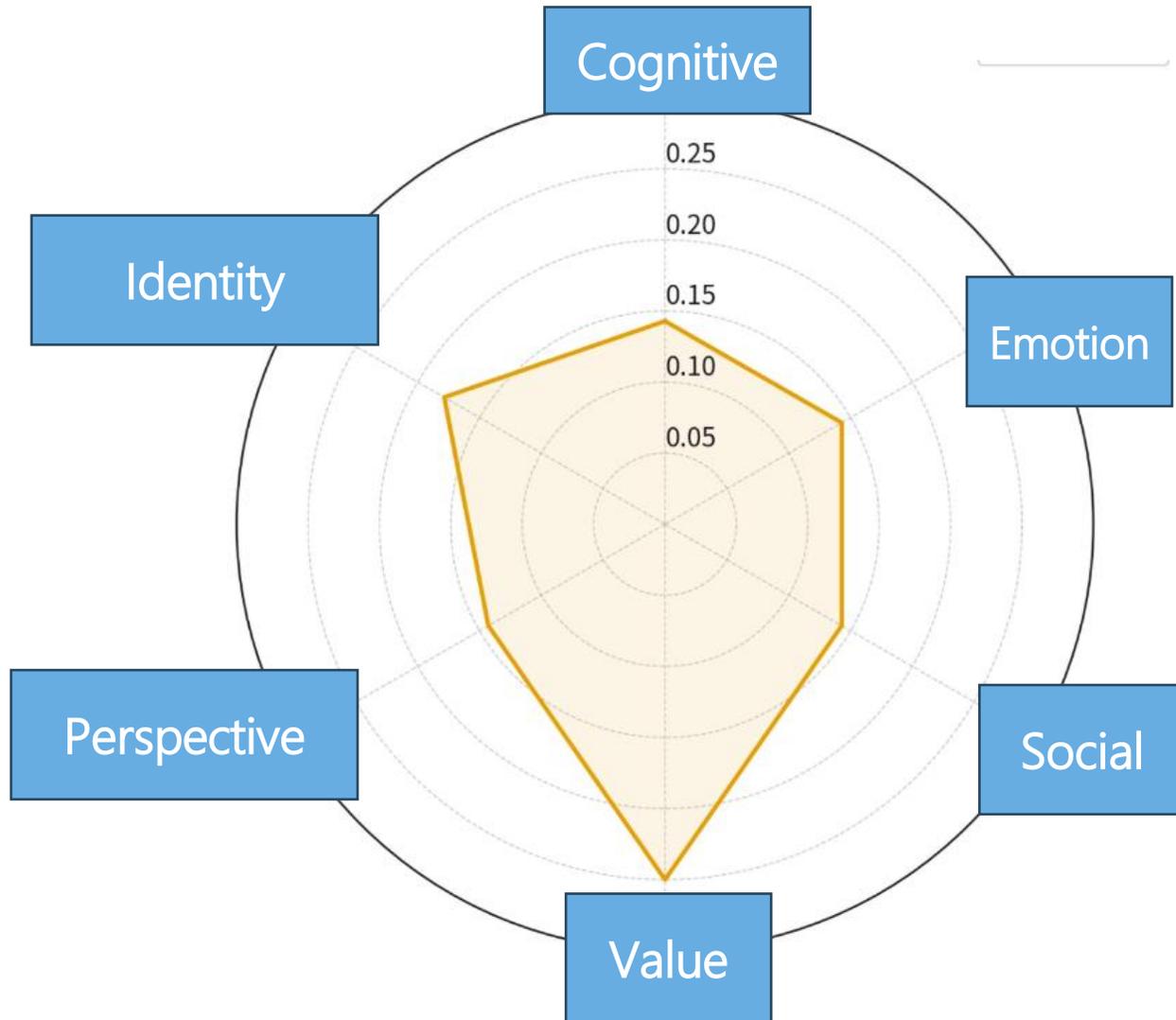
- Professor Stephanie M. Jones’s EASEL project at Harvard University developed a SEL taxonomy. This taxonomy makes it possible to systematically map, compare, and classify different SEL frameworks by clarifying which skill domains each framework emphasizes.
- The chart on the right visualizes and compares several major frameworks — CASEL, the Big Five, 21st-century skills, and the OECD SEL framework — across six domains: cognition, emotion, social, values, perspective, and identity.

Figure 2.2 Comparison of skill emphasis across selected SEL-related frameworks mapped onto the Explore SEL domains



Source : Mizunoya, s & N. Yokogawa (forthcoming)

An Example of Visualizing Zest for Life using EASEL Taxonomy

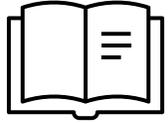


- Analyze key concepts emphasized in the 2017 Japanese National Curriculum Guidelines through the six SEL domains
- Compared with CASEL, the Big Five, and 21st-century skills, Japan's framework shows a well-balanced overall profile
- This strong alignment is likely due to Japan's emphasis on holistic development and social values

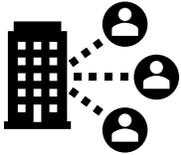
Why SEL is Gaining Global Importance

- A shift from knowledge-centered education to a focus on “**execution skills**” (problem-solving, collaboration, and communication)
- Growing social polarization and fragmentation, leading to increased demand for **dialogue and trust**
- The rise of global challenges, highlighting the importance of **civic engagement and collective action**
- Re-evaluating the **human dimensions of learning** in the AI era (self-regulation and relationships)

Examples of Impacts of SEL on various life outcomes



- **Academic Achievement and Learning Behaviours**



- **Labour Markets and Productivity**



- **Well-being and Resilience**



- **Social Cohesion and Peace**



UNESCO Futures of Education (2019 -)

- An international initiative that seeks to rethink the very purpose of education in response to an increasingly complex and uncertain world, and to reconstruct education as a “**social contract**” in which everyone has a stake.
- Its aim is to reposition education around fundamental values such as **human rights, social justice, human dignity, and sustainability**, and to re-examine our relationships with **one another, the planet, and technology**.
- Going beyond SDG 4, it raises a global question about how education can be transformed into a central force in society, emphasizing that education is not merely about skills acquisition, but a **public foundation for building a sustainable and shared future**.

→ One of the key frameworks shaping the **post-2030** education agenda

→ One of the international initiatives **most closely aligned with the global expansion of Edu-Port**



2019: Launched by UNESCO as an international process, led by an independent International Commission



2021: Publication of the core report *Reimagining our futures together*, developed over nearly 2 years and consulted with about 1 million participants worldwide



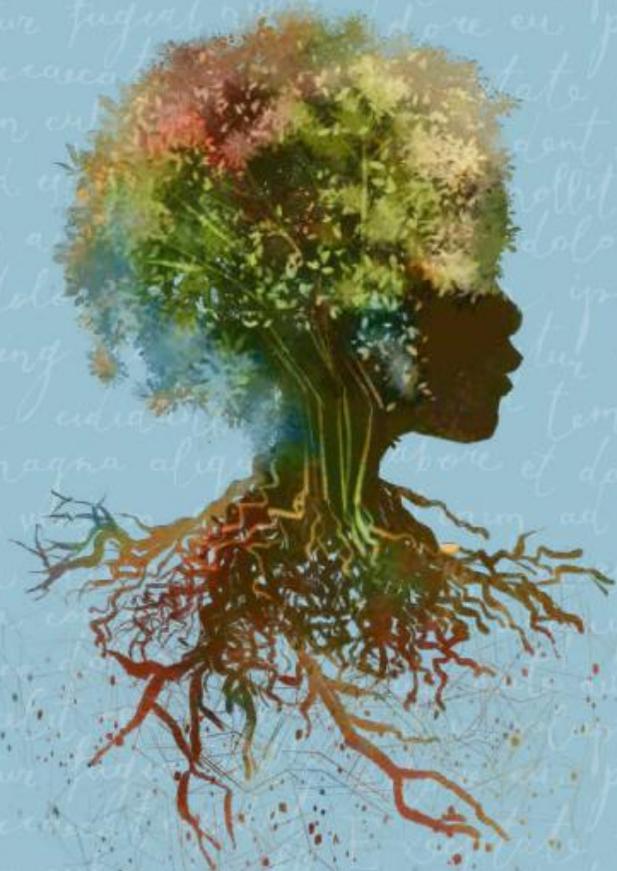
2022: Linked to the UN Secretary-General-led **Transforming Education Summit**



December 2024 (Suwon): A forum to discuss how the long-term vision of education as a “**social contract**” can be translated into national policies and practices

Mainstreaming social and emotional learning in education systems

Policy guide



SEL and UNESCO

- UNESCO published a guideline to mainstream SEL in 2024
- This guide aims to integrate SEL with efforts for education reforms, and shows the impacts of SEL for improving learning outcomes, reducing dropout as well as improving health and wellbeing.
- In addition, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) has various activities to promote SEL and digitalization of education.

Edu-Port: Next Phase — SEL as a shared language to connect with Global Education Discussion



Approach (How)

- Define the partner country's goals as SEL skills
- Explain Japan's practices in terms of SEL skills, how they are learned, and what is needed to implement them (training, management, assessment)
- Support countries to adapt and redesign in their own context (not copy-paste)
- Link Edu-Port more strongly to UNESCO Futures of Education and the post-2030 global agenda



Expected outcomes (So what)

- **Scaling** by moving from "Should we use Japan's model?" to "How can we adapt it for our own reform?"
- Fit it to local systems and culture with **higher impacts** and **sustainable cooperation**.
- Share and compare what works across countries—Edu-Port as **a learning platform**
- Develop and offer **a full package** training, curriculum, school support, assessment, research, and EdTech

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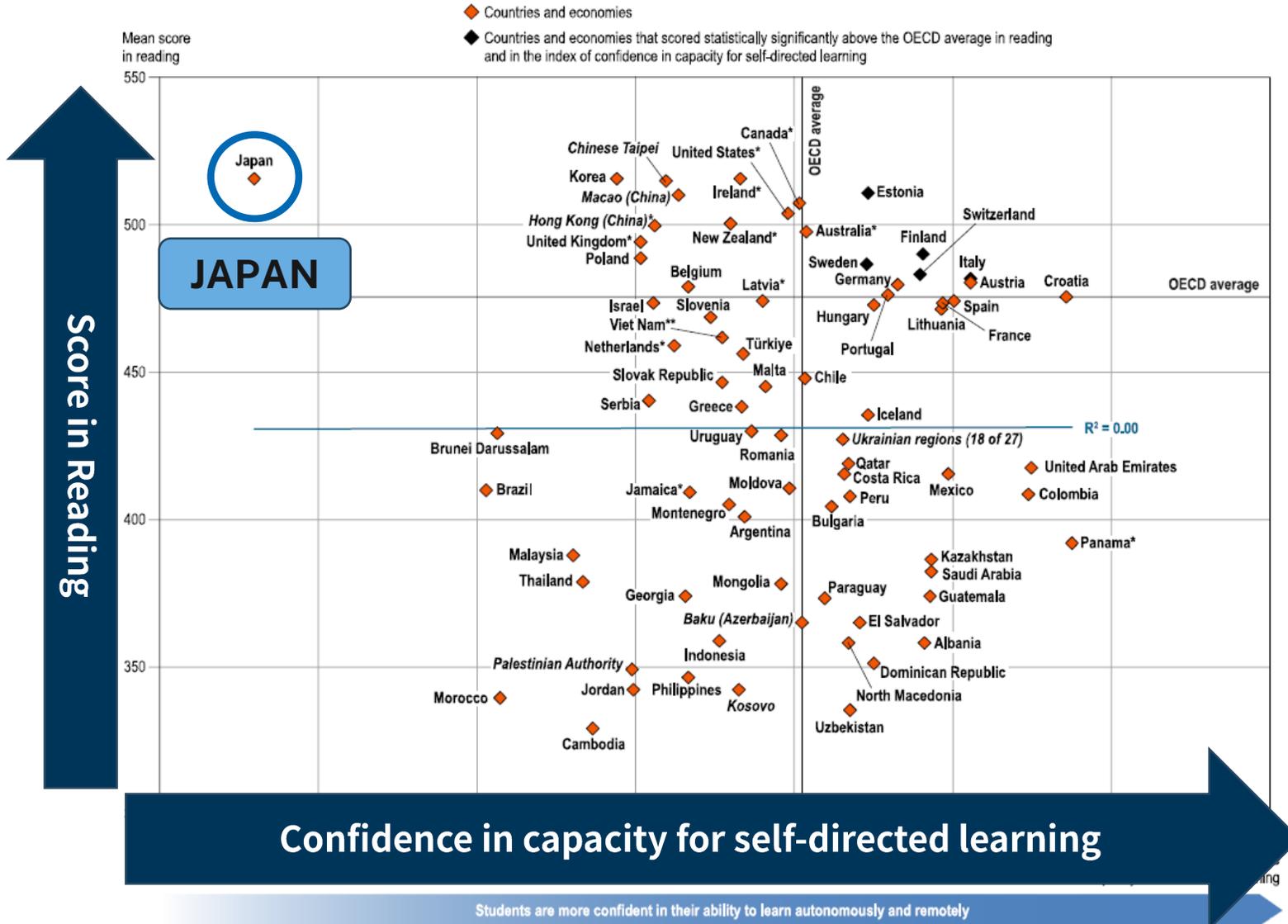
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ANNEX: An example of educational challenges in Japan

Reading comprehension and confidence in capacity for self-directed learning



Characteristics of Japan

- Reading comprehension is at the highest level globally (No.1), yet confidence in capacity for self-directed learning ranks lowest (furthest left)

Structural challenges:

- Academic ability is high, but the capacity for self-directed learning and confidence are extremely weak.
- The “ability to learn proactively” is essential.
- Despite high academic performance, there is a potential lack of self-management skills required for learning in the AI era.