

EDU-Port Symposium FY2025

“Chi-Toku-Tai”: A New Education Initiative

Friday, February 27, 2026

Naoko HIRAYAMA

**Director, International Affairs Division, Minister’s Secretariat,
Ministry of Education, Culture, Sports, Science and
Technology (MEXT)**

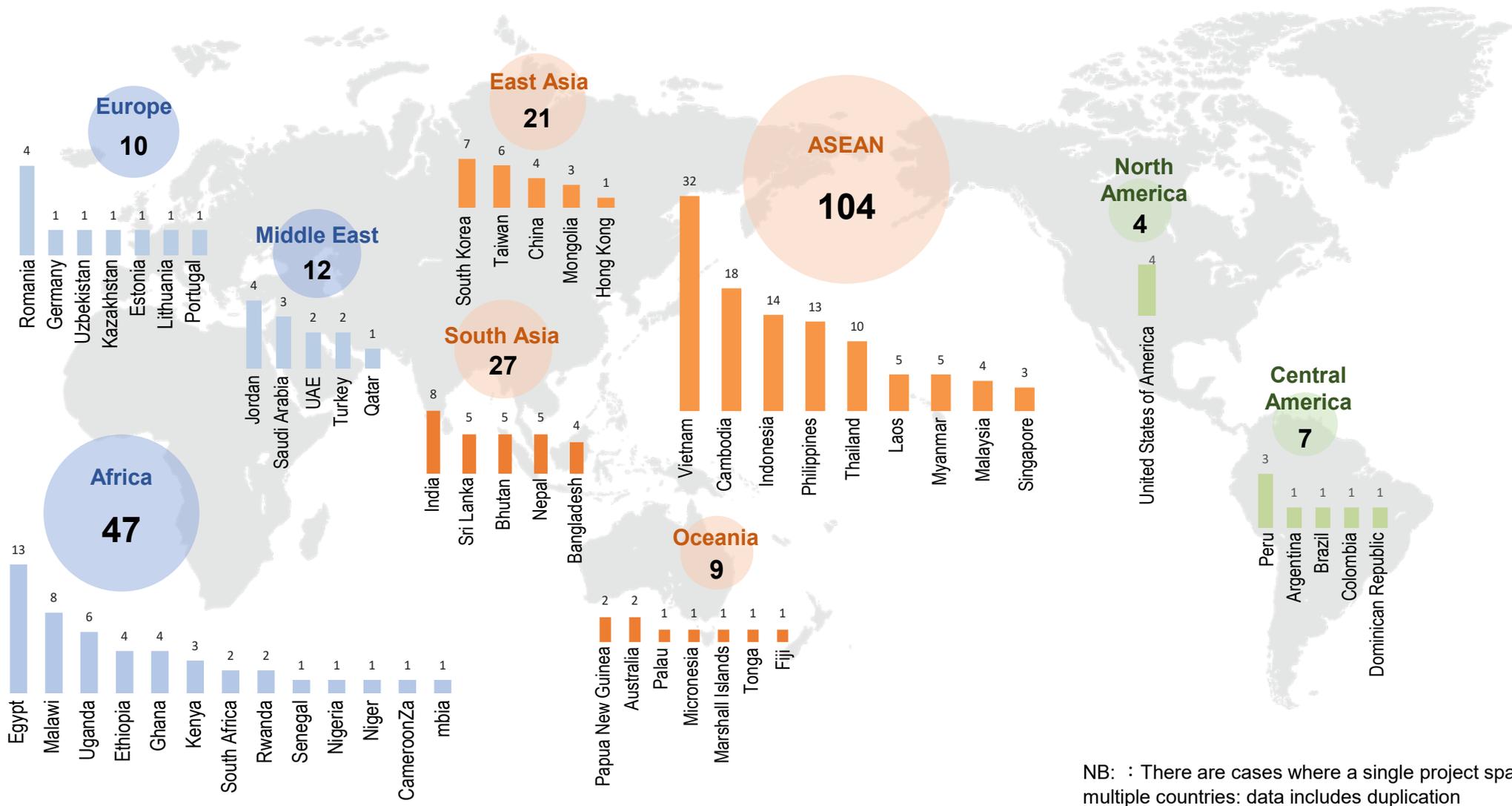


文部科学省

MEXT

**MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN**

EDU-Port Supported Projects / Research Projects by Country/Region (FY2016~FY2025)

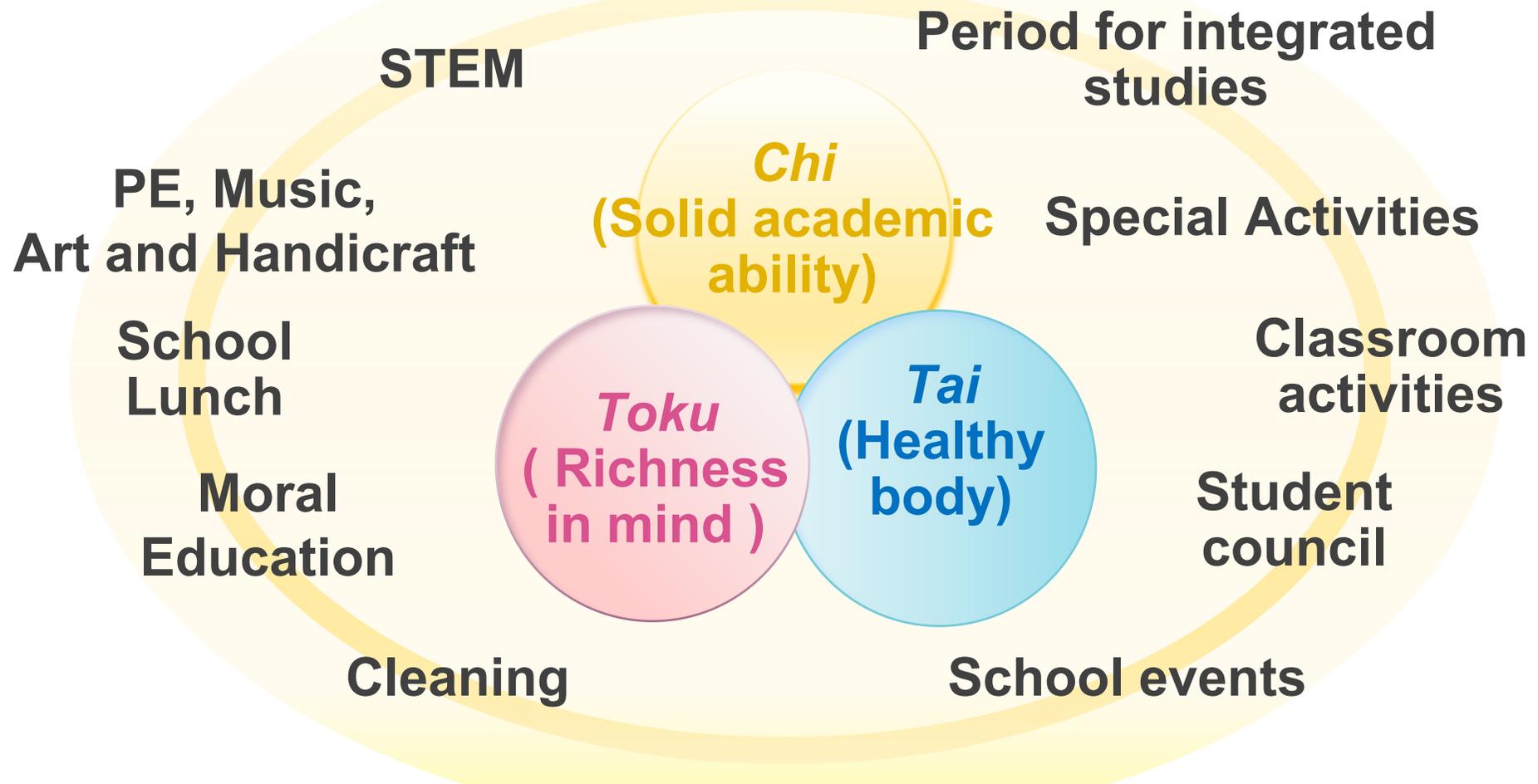


NB: : There are cases where a single project spans multiple countries: data includes duplication

Outputs from FY2016 to FY2025

- A total of 145 supported projects and research projects implemented in a total of 57 countries/regions
- Number of participants from the Japanese side (teachers, staff, students): over 110,000
- Number of participants from partner countries (teachers, staff, students): over 1.2 million

Holistic Education promoting balanced intellectual, moral, and physical development



National Framework for Equal Educational Opportunity and High Standards of Education



National Curriculum Standards



Mandatory use of textbooks



High-quality teachers
National government pays one third of salaries

Nutritionally well-balanced

- Based on “School Lunch Implementation Standards” (MEXT)
- Creation of daily menus with well-balanced nutrition according to the development stage of students.



School lunch (made using cabbages harvested by students in local fields)

Developing Social skills and sense of responsibility

- Through activities such as serving school lunch and cleaning up afterward, students gain the experience of preparing and sharing meals together with their classmates.
- Through these experiences, students develop teamwork, a strong sense of responsibility, and social skills.



Students serve their own meals

Strict hygiene and sanitation management

- Based on “School Lunch Hygiene and Sanitation Management Standards” (MEXT)
- From selecting ingredients to delivering meals to students, school lunches are strictly controlled to ensure food safety and prevent incidents like food poisoning.

Diet and nutrition teacher system

- The diet and nutrition teacher system was established in FY2005.
- Responsible for managing the school lunch program and providing food and nutrition education to students.
- Play a central role in shokuiku (food and nutrition education).

Japanese Style Education *Tokkatsu* (special activities) in Egypt

Egypt-Japan School (EJS)



MEXT minister Matsumoto visiting an EJS music class (January 2026)



Cleaning the classroom



Class meeting



Wash hands with soap



Physical fitness assessment

Sharing Japanese-style educational practices through a cooperative framework between the Japanese and Egyptian Governments

- 69 EJS schools (up to 500 in the future)
- Over 20,000 students enrolled in EJS
- Over 3,000 teachers at EJS
- The spirit of Japan's holistic education of "Chi-Toku-Tai" takes shape in Egyptian classrooms through educational practices such as Special Activities (Tokkatsu), fostering cooperation, social skills, and adherence to norms.
- Tokkatsu is implemented in elementary schools as part of the national curriculum for one 40-minute period per week. At the lower secondary level, it is incorporated into regular subject classes.

Japanese stakeholders

- JICA experts: Educational experts and consultants
- JICA Overseas Cooperation Volunteers: Teachers from Japan
- Japanese Supervisors (SV): Former school principals

Background

Global trends in education including **non-cognitive skills, and social and emotional skills**

United Nations and UNESCO

- **2019: Futures of Education**
A UNESCO initiative to reshape education, moving beyond traditional knowledge-focused approaches toward a new social contract that promotes equitable and sustainable learning.
- **2022: Transforming Education Summit (TES)**
High-level political summit led by the UN Secretary-General. Elevating education to the top of the global political agenda.
- **2024: International Forum on the Futures of Education 2024**
Dialogue forum organized by UNESCO. Implementation of specific discussions that are within the framework of TES

OECD

- **2015: Skills for Social Progress: The Power of Social and Emotional Skills**
The report outlines a framework for social and emotional skills and emphasizes the importance of integrating social and emotional skills into education systems.
- **2019: Survey on Social and Emotional Skills (SSES)**
Implementation of the first large-scale international comparison survey. It has been publishing international reports and policy papers on social and emotional skills since 2021

“Chi-Toku-Tai” (tentative) : A New Education Initiative

<Plans for FY2026>

- Developing a concept of Chi-Toku-Tai based on Japanese educational values and practices
- Connecting the Chi-Toku-Tai concept to global education in light of debates on the future of education
- **Launching the Chi-Toku-Tai Program (tentative)**

<To be implemented over several years>

- Presentations at international conferences
- Approaches to interested countries for trials
- Customization according to the needs of interested countries

Discussions toward the post-SDGs agenda

SDGs

Education for Sustainable Development

Beyond SDGs/ Beyond 2030
Collaborative Well-being

Diplomacy agenda

Start of policy dialogues
with Ghana and Egypt
(From 2026)

PALM11
(2027)

TICAD10
(2028)

Final year of the SDGs
(2030)

Thank you very much for your attention

