

FY 2023 UNESCO Future Co-Creation Platform Project Commissioned by the Ministry of Education,
Culture, Sports, Science and Technology

Results of FY 2023 UNESCO Associated Schools Annual Activity Survey

TABLE OF CONTENTS

FY 2023 UNESCO Associated Schools Annual Activity Survey.....	1
Results of FY 2023 UNESCO Associated Schools Annual Activity Survey.....	1
Survey Method.....	1
Survey of Activities during FY 2023.....	2
Positioning of ASPnet Schools	2
Interaction between Schools in Japan and Overseas	6
Collaboration with Groups Other than Schools.....	10
Disseminating the Outcomes of Activities as Regional Centres of Expertise on Education for Sustainable Development (ESD).....	14
Outcomes of Activities as an ASPnet School.....	15
Activities Required as an ASPNet School.....	15
Awareness of the Relationship between ESD and SDGs	16
Changes Resulting from Activities as an ASPnet School.....	17
Usage of Support for ASPnet Schools.....	23

Figures and Tables

Figure 1 Does the school have a designated focal point (person in charge)	2	Figure 10 What are the factors behind the implementation of interschool exchange?	6
Figure 2 Job title of the focal point	2	Figure 11 Methods of interaction with ASPnet Schools	6
Figure 3 Age group of the focal point.....	3	Figure 12 Themes taken up in interschool exchange.....	7
Figure 4 What sort of measures are taken to implement ASPnet/ESD activities systematically and continuously by your school as a whole?.....	3	Figure 13 Were there any ASPnet Schools among the schools you interacted with?	8
Figure 5 School size (Number of students).....	4	Figure 14 Countries/regions of overseas exchange schools	8
Figure 6 School size (Number of teachers)	4	Figure 15 Reasons for not interacting	9
Figure 7 Is an environment in which interaction in a foreign language is possible in place?	5	Figure 16 Did the school collaborate with groups other than schools?	10
Figure 8 Source of funds for ASPnet School activities	5	Figure 17 Collaborating groups.....	17
Figure 9 Did the school interact with schools in Japan or overseas?	6	Figure 18 Details of collaboration with groups other than schools..	12

Figure 19 Did the school participate in ESD/ASPnet Schools training programmes outside the school?.....	13	Figure 26 Are the qualities and abilities desired to be developed through activities as an ASPnet School clarified?.....	17
Figure 20 Did the school make efforts to disseminate ESD principles by actively implementing and sharing the outcomes of practices and research projects as an ASPnet School (regional centre of expertise on ESD)?.....	14	Figure 27 Are evaluations made for qualities and abilities acquired through educational activities as an ASPnet School?.....	18
Figure 21 Methods of disseminating efforts	14	Figure 28 Methods for evaluating educational activities.....	18
Figure 22 Which of the three thematic action areas showed particular results?.....	15	Figure 29 Which of the “Three pillars of qualities and abilities” has changed the most?	18
Figure 23 Did the school commemorate at least two International Days with a school-wide celebration?	15	Figure 30 Which of the six perspectives for building a sustainable society has developed the most?	19
Figure 24 Are you aware that the “ESD: Toward Achieving the SDGs (ESD for 2030)” has been adopted by the UN as well as UNESCO?.....	16	Figure 31 SDGs taken up in educational activities	20
Figure 25 Are you aware that ESD is positioned as Target 4.7 of Goal 4 of the SDGs (Education)?	16	Figure 32 Changes in curriculum and teaching methods	21
		Figure 33 Changes in school management.....	21
		Figure 34 What sort of support did you receive from the UNESCO ASPnet Schools Secretariat?.....	23

Figure 35 Do you use the ASPnet Schools' official website?	24	Table 8 Main issues of interactions with external bodies	13
Figure 36 What types of function/information did you use?	25	Table 9 Main groups that hosted training programmes of Figure19	13
Figure 37 What type of support or cooperation did you receive from the Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet)?	25	Table 10 Which International Days did you celebrate?	15
Table 1 Funding bodies.....	5	Table 11 Main qualities and abilities acquired through ASPnet School activities.....	17
Table 2 Outcomes of interschool exchange.....	7	Table 12 Main motivators that encouraged changes in pupils/students.....	19
Table 3 Issues concerning interschool exchange	7	Table 13 Main motivators that encouraged changes in teachers....	22
Table 4 Where did you obtain information on interschool exchange?	8	Table 14 Main initiatives that enhanced teachers' motivation	22
Table 5 Organization which provided support.....	8	Table 15 What sort of support do you wish to receive from the UNESCO ASPnet Schools Secretariat?	24
Table 6 Main factors behind interaction with external bodies	12	Table 16 If you selected "Other" in Question 5 (Figure 37, please explain briefly.....	26
Table 7 Main outcomes of interaction with external bodies	12		

FY 2023 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

The FY 2023 UNESCO Associated Schools Annual Activity Survey (hereinafter referred to as "Activity Survey"), commissioned by the Ministry of Education, Culture, Sports, Science and Technology (hereinafter "MEXT"), was conducted by the Asia-Pacific Cultural Centre for UNESCO (hereinafter "ACCU"), which serves as the UNESCO ASPnet Schools Secretariat, between December 11, 2023, and March 31, 2024.

This Activity Survey was conducted with the aim of understanding the current status, issues, and achievements of UNESCO Associated Schools (hereinafter "ASPnet Schools") in order to further promote their activities in the future. The survey covers school initiatives implemented in FY 2023 (December 2022 to November 2023).

The analysis of descriptive responses in this report summarizes the issues that emerge from simple descriptive statistics and is not derived through rigorous statistical analysis. The total values may exceed 100% for questions with multiple responses allowed.

RESULTS OF FY 2023 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

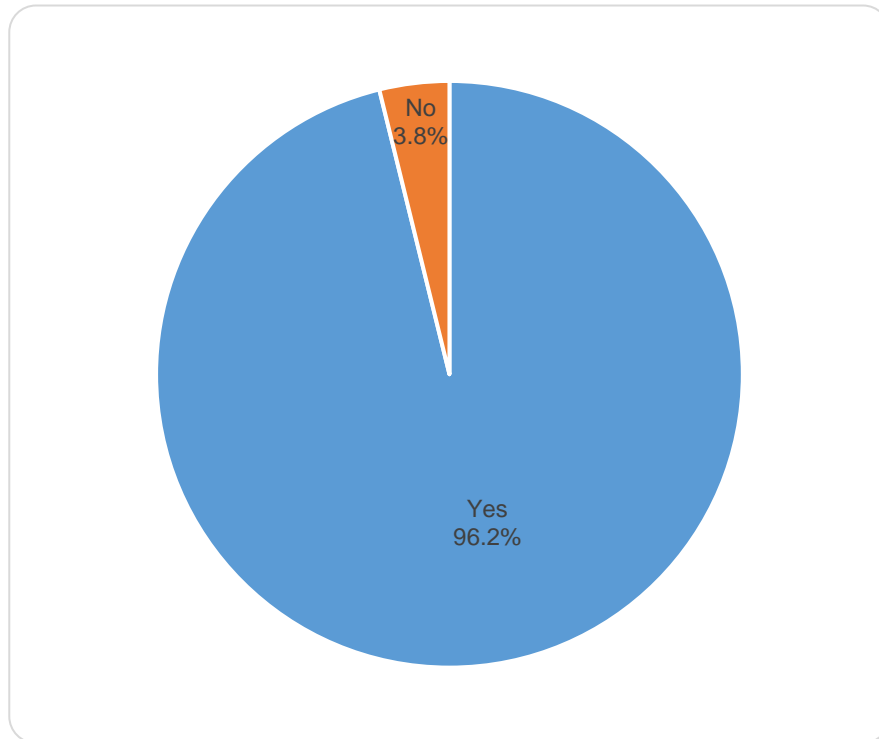
SURVEY METHOD

FY 2023 Activity Survey asked all 1,090 ASPnet School members for their cooperation in answering questions via the Internet. Ultimately, 468 schools (response rate of about 43.0%) responded (down 13.0% from the previous year). As for the methods of requesting participation in the Activity Survey, in addition to posting information on the official website, e-mail notifications were sent to all ASPnet Schools.

SURVEY OF ACTIVITIES DURING FY 2023

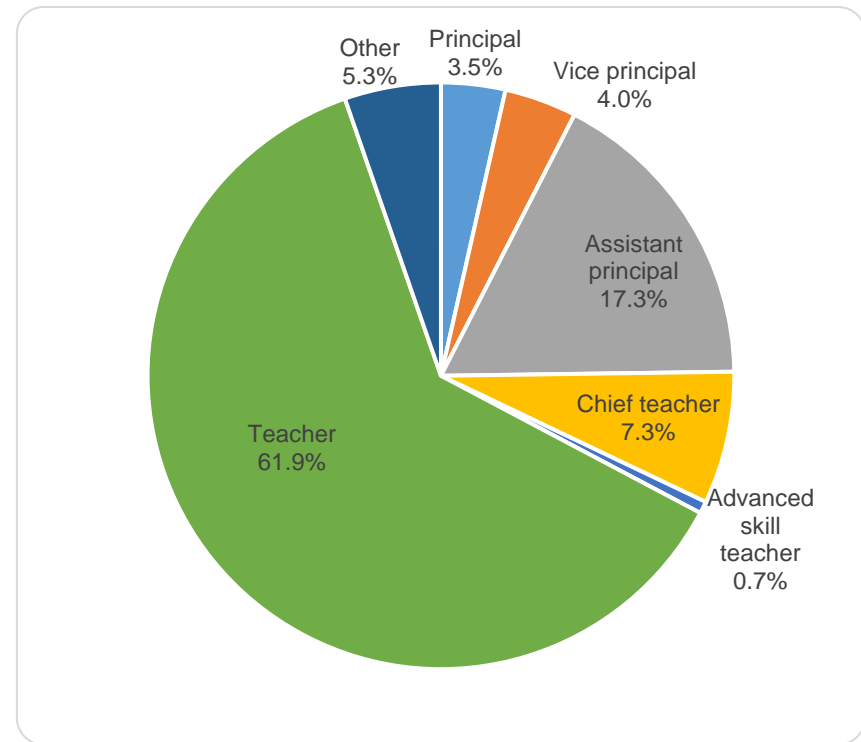
POSITIONING OF ASPNET SCHOOLS

Figure 1 Does the school have a designated focal point (person in charge)?



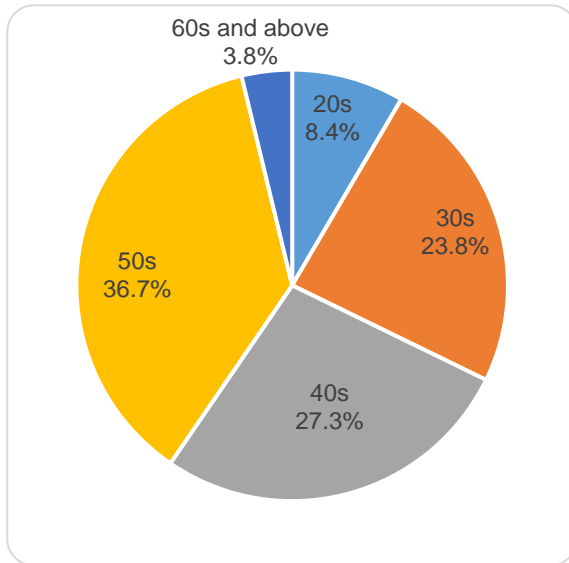
(Reference: 1. (1) Question 1) [N = 468]

Figure 2 Job title of the focal point



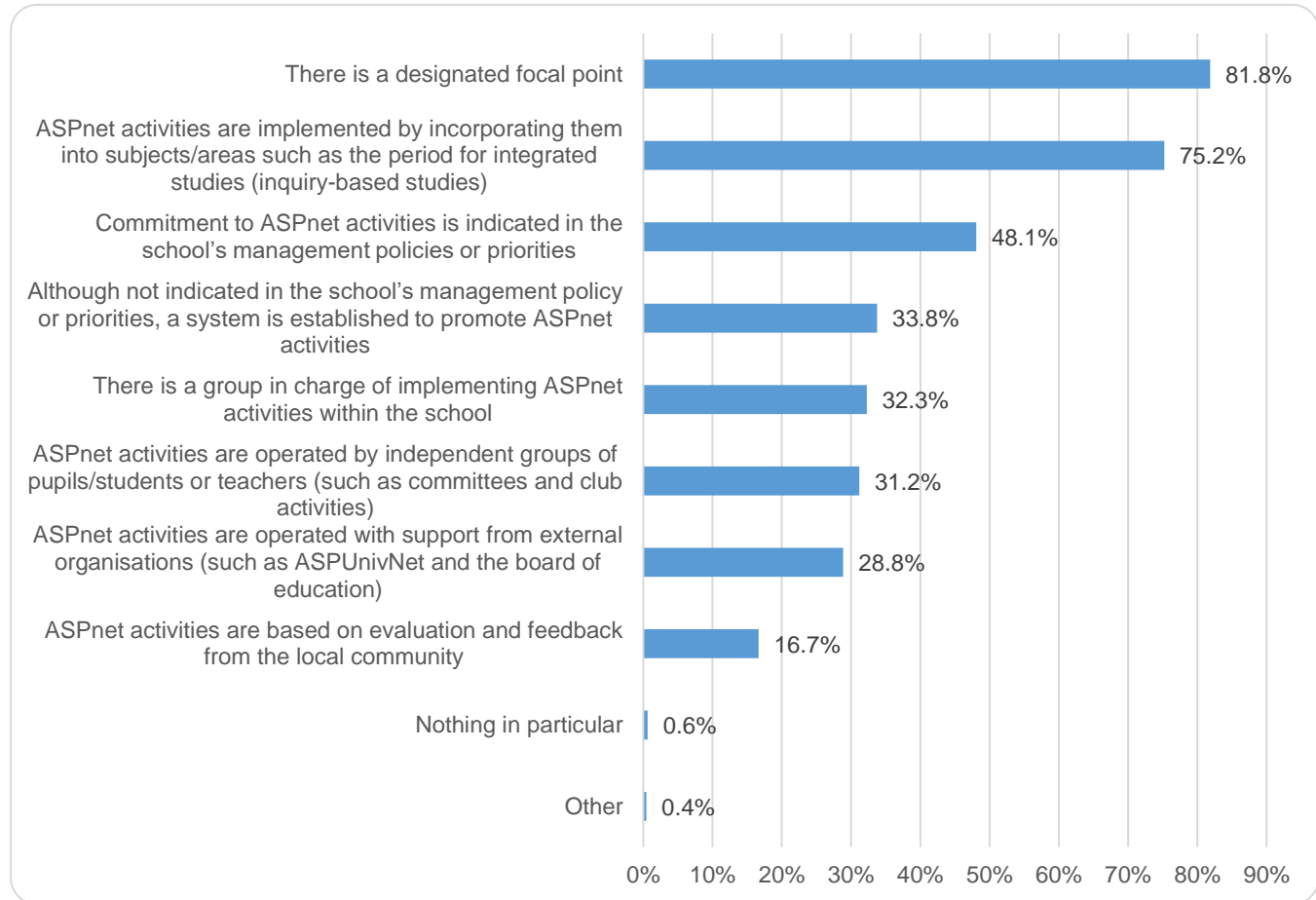
(Reference: 1. (1) Question 2) [N = 452]

Figure 3 Age group of the focal point



(Reference: 1. (1) Question 3) [N = 450]

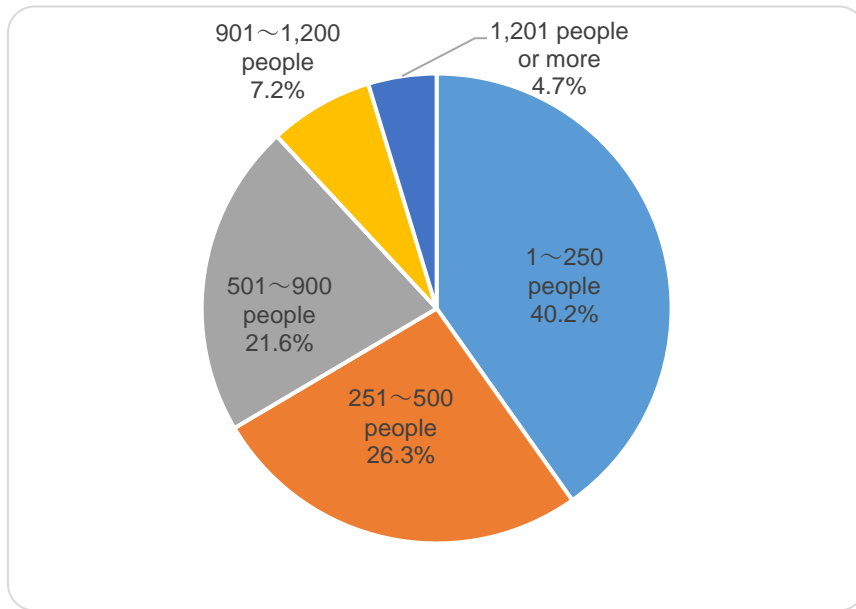
Figure 4 What sort of measures are taken to implement ASPnet/ESD activities systematically and continuously by your school as a whole?



(Reference: 1. (1) Question 4) [N = 468 (*Multiple responses allowed)]

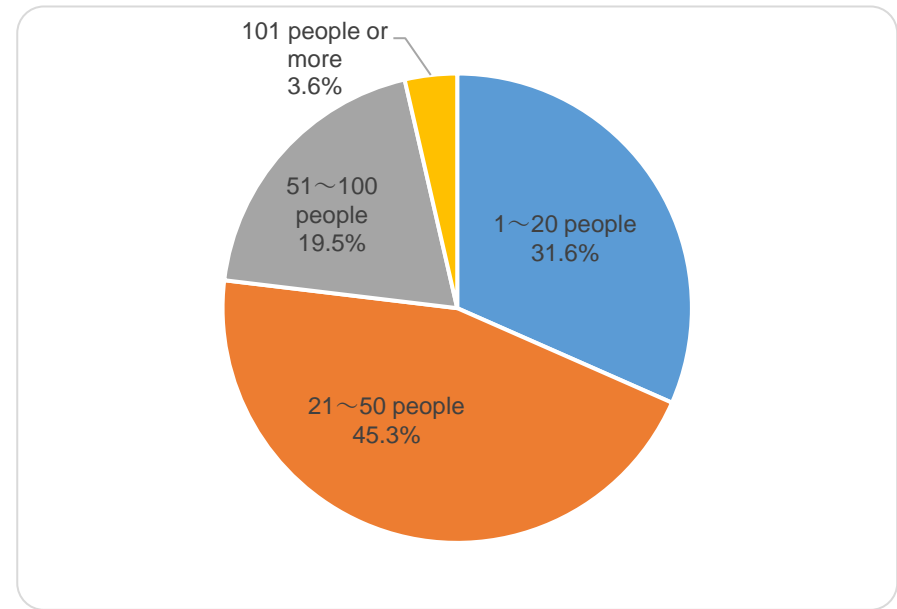
Other main responses: A whole school approach is taken; ASPnet activities are incorporated in the school's Grand Design.

Figure 5 School size (Number of students)



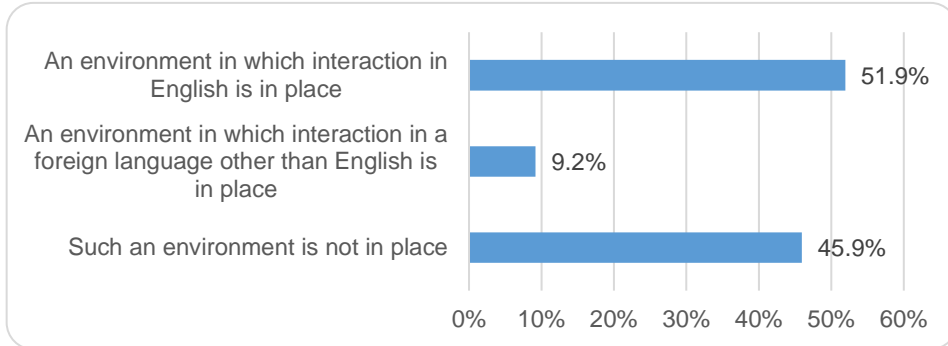
(Reference: 1. (1) Question 5) [N = 468]

Figure 6 School size (Number of teachers)



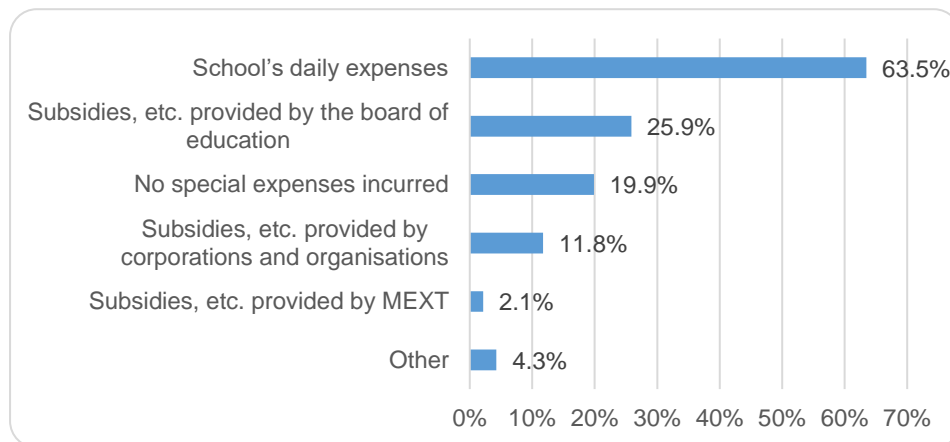
(Reference: 1. (1) Question 5) [N = 468]

Figure7 Is an environment in which interaction in a foreign language is possible in place?



(Reference: 1. (1) Question 7) [N = 468 (*Multiple responses allowed)]

Figure 8 Source of funds for ASPnet School activities



(Reference: 1. (1) Question 8) [N = 468 (*Multiple responses allowed)]

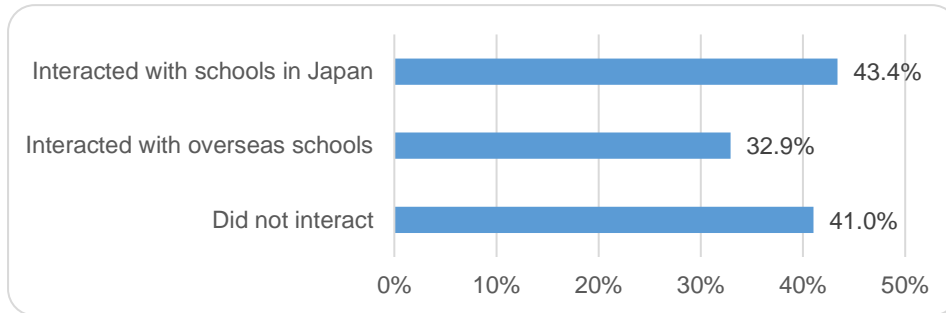
Table 1 Funding bodies

Main groups/organizations	
Budget for projects managed by national or local governments	Education-related regional councils
Public/general interest incorporated foundations (associations) that provide education-related assistance	Companies
JA (Japan Agricultural Cooperatives)	Universities
Rotary Clubs	Alumni associations and promotion associations of the school
Local UNESCO associations	Local funding bodies
PTA	National Research and Development Agency

(Reference: 1. (1) Question 9) [N = 72]

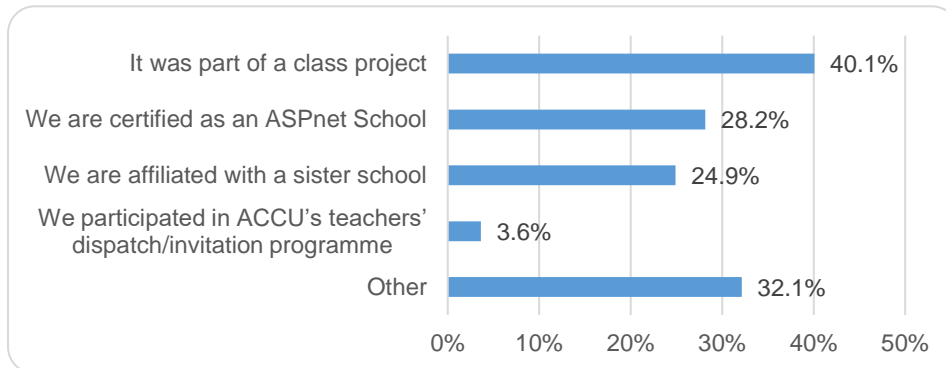
INTERACTION BETWEEN SCHOOLS IN JAPAN AND OVERSEAS

Figure 9 Did the school interact with schools in Japan or overseas?



(Reference: 1. (2) Question 1) [N = 468 (*Multiple responses allowed)]

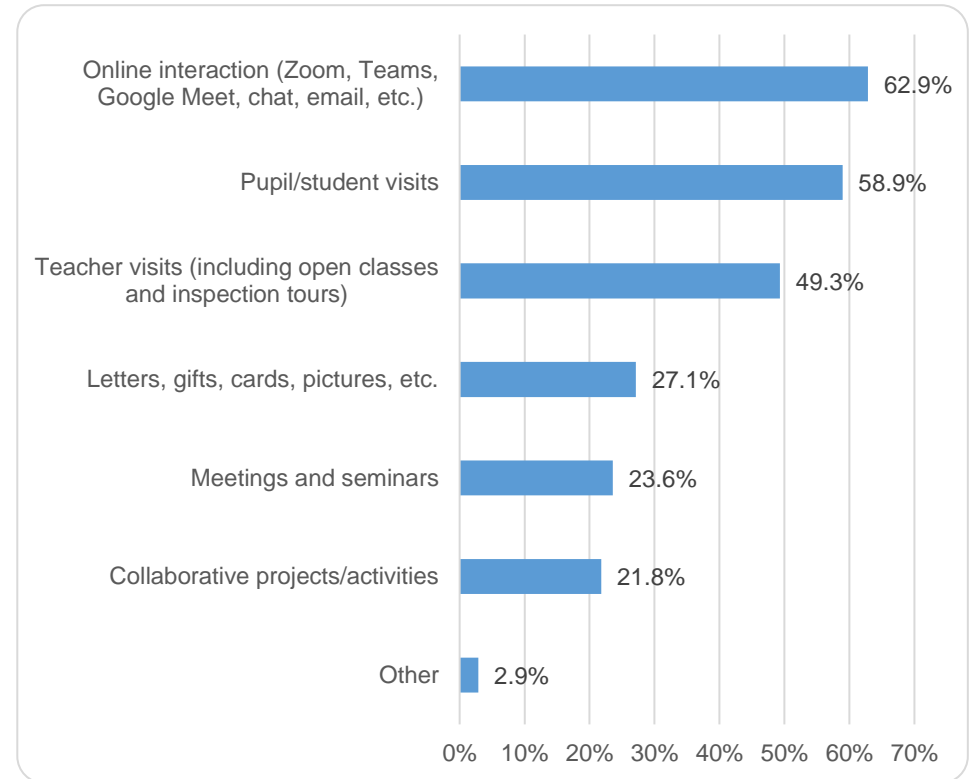
Figure 10 What are the factors behind the implementation of interschool exchange?



(Reference: 1. (2) Question 2) [N = 277 (*Multiple responses allowed)]

Other main responses: It was part of the inquiry-based learning activities in SSH (Super Science High School)/WWL (World Wide Learning) projects; referral from fellow teachers; there are regular interactions with the district's junior high schools; COVID19 was reclassified as Class 5 (looser measures regarding infection control).

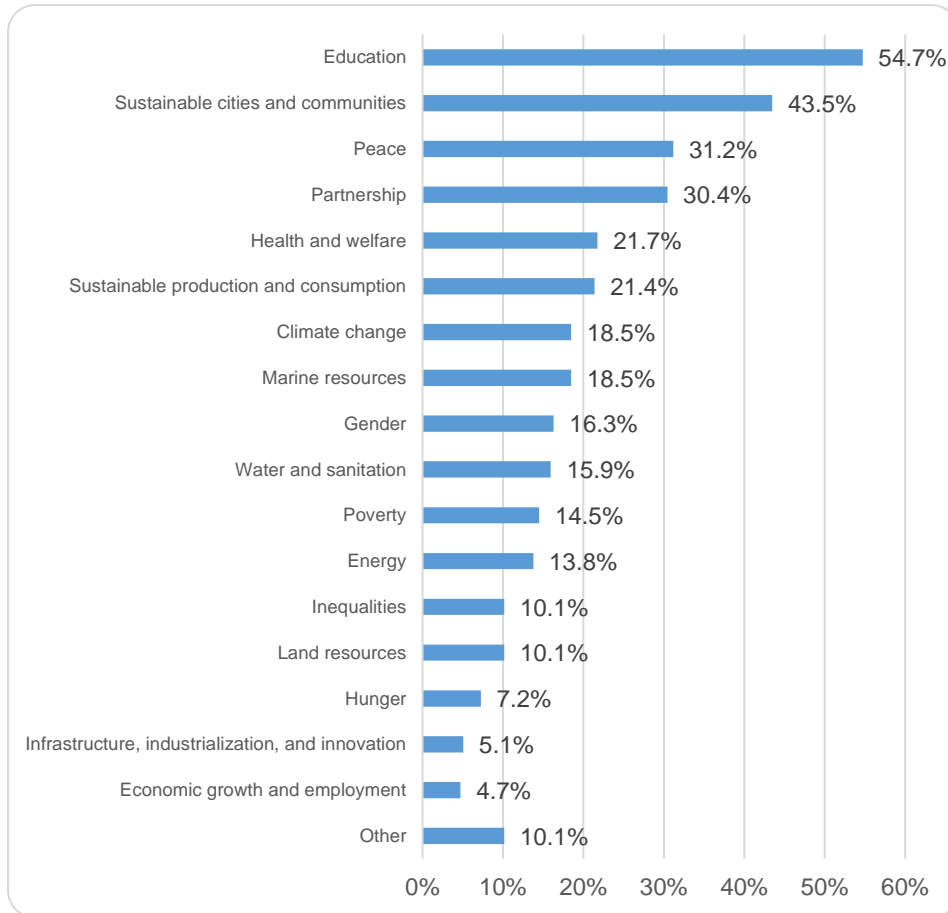
Figure 11 Methods of interaction with ASPnet Schools



(Reference: 1. (2) Question 3) [N = 280 (*Multiple responses allowed)]

Other main responses: Visit by sister university students giving classes for elementary school students; UNESCO Forum; cultural exchange (Japanese calligraphy and games); origami cranes folded by students from overseas were dedicated to the Hiroshima Peace Memorial Park by our students.

Figure 12 Themes taken up in interschool exchange



(Reference: 1. (2) Question 4) [N = 276 (*Multiple responses allowed)]

Other main responses: Intercultural exchange; regional environment; learning to live together; regional disaster prevention; student council exchange; Global Citizenship Education (GCED); disaster prevention/mitigation education; world heritage.

Table 2 Outcomes of interschool exchange

• Students are now able to put their activities into words as an ASPnet school
• Students were able to deepen mutual understanding
• We were able to instill the UNESCO spirit in the students
• A positive attitude toward interaction using English was fostered
• Experiencing diverse values helped students deepen their thinking

(Reference: 1. (2) Question 5) [N = 251]

Table 3 Issues concerning interschool exchange

• It is difficult to have a sense of “interacting” since interaction time is limited and hard to secure
• Methods of interschool exchange become ambiguous with the transfer of teachers
• Exchanges with schools in other municipalities require registration each time, which causes a huge burden on the person in charge
• Children’s safety and health as well as the cost of transportation need to be considered
• Adjustment of fees and time

(Reference: 1. (2) Question 6) [N = 244]

Table 4 Where did you obtain information on interschool exchange?

Main organizations and methods	
Administrative bodies such as national/prefectural/municipal boards of education	Regional educational councils
Education-related public interest/general incorporated foundations (associations)	Companies
ASPUnivNet	Sister schools
Rotary Clubs	Teachers' network
Local UNESCO associations	Universities

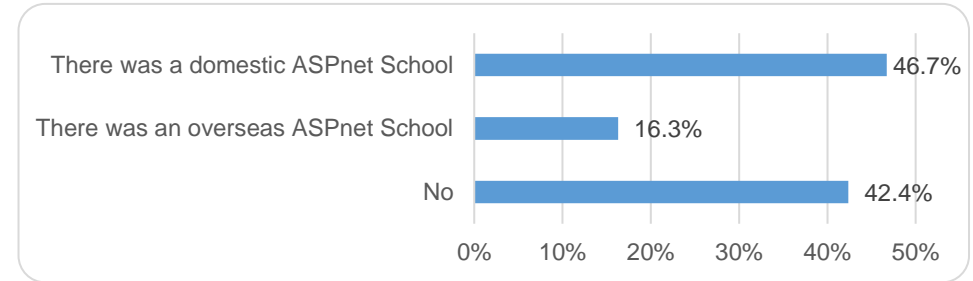
(Reference: 1. (2) Question 7) [N = 216]

Table 5 Organization which provided support

Group name	
Administrative bodies such as national/prefectural/municipal boards of education	Regional educational councils
Education-related public interest/general incorporated foundations (associations)	Companies
ASPUnivNet	ASPnet regional networks
Rotary Clubs	NPOs
Local UNESCO association	Universities

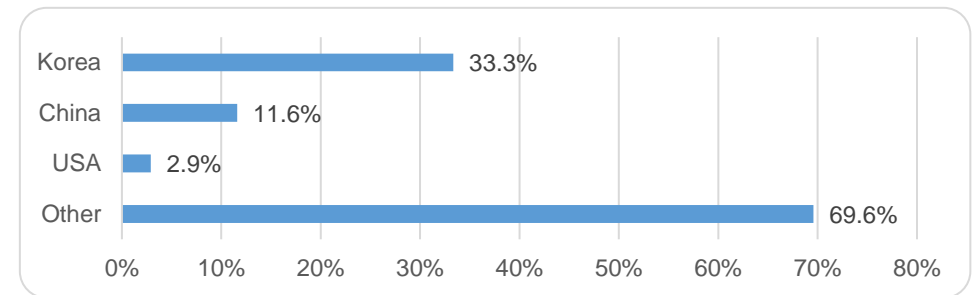
(Reference: 1. (2) Question 8) [N = 145]

Figure 13 Were there any ASPnet Schools among the schools you interacted with?



(Reference: 1. (2) Question 9) [N = 276 (*Multiple responses allowed)]

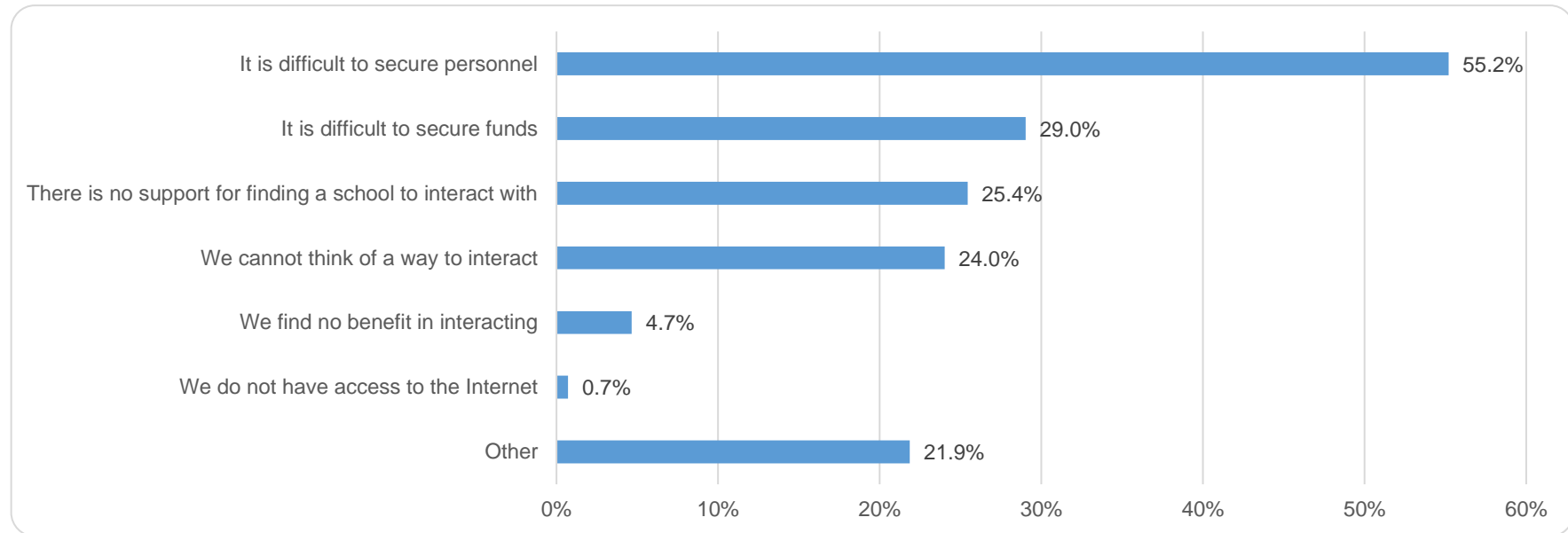
Figure 14 Countries/regions of overseas exchange schools



(Reference: 1. (2) Question 10) [N = 69 (*Multiple responses allowed)]

Other main responses: Malaysia, Taiwan, Indonesia, Australia, Singapore, Thailand

Figure 15 Reasons for not interacting

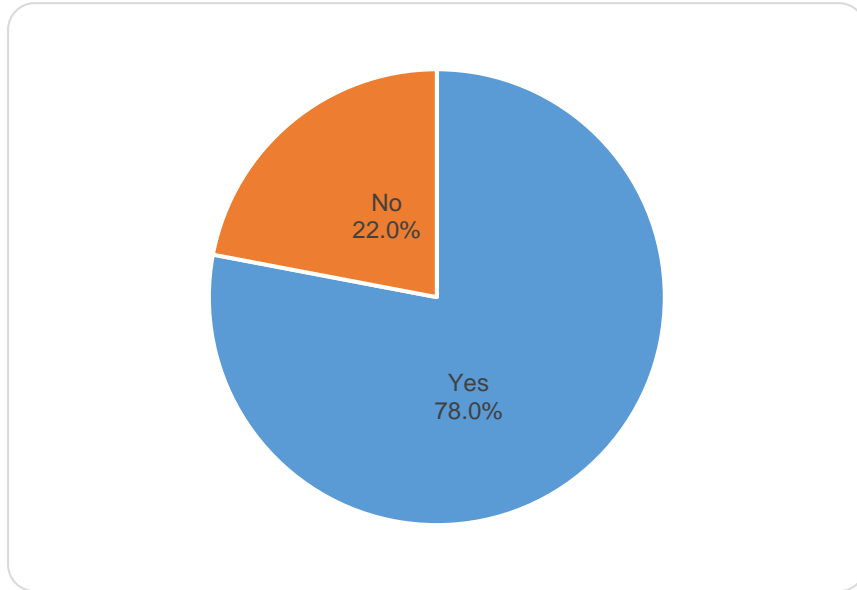


(Reference: 1. (2) Question 11[N = 279 (*Multiple responses allowed)])

Other main responses: It is difficult to adjust the details and time with the other school; interaction with our sister school is going well; we could not find a school that can interact in our time schedule; it seems a little early for the pupils; it was cancelled due to natural disaster.

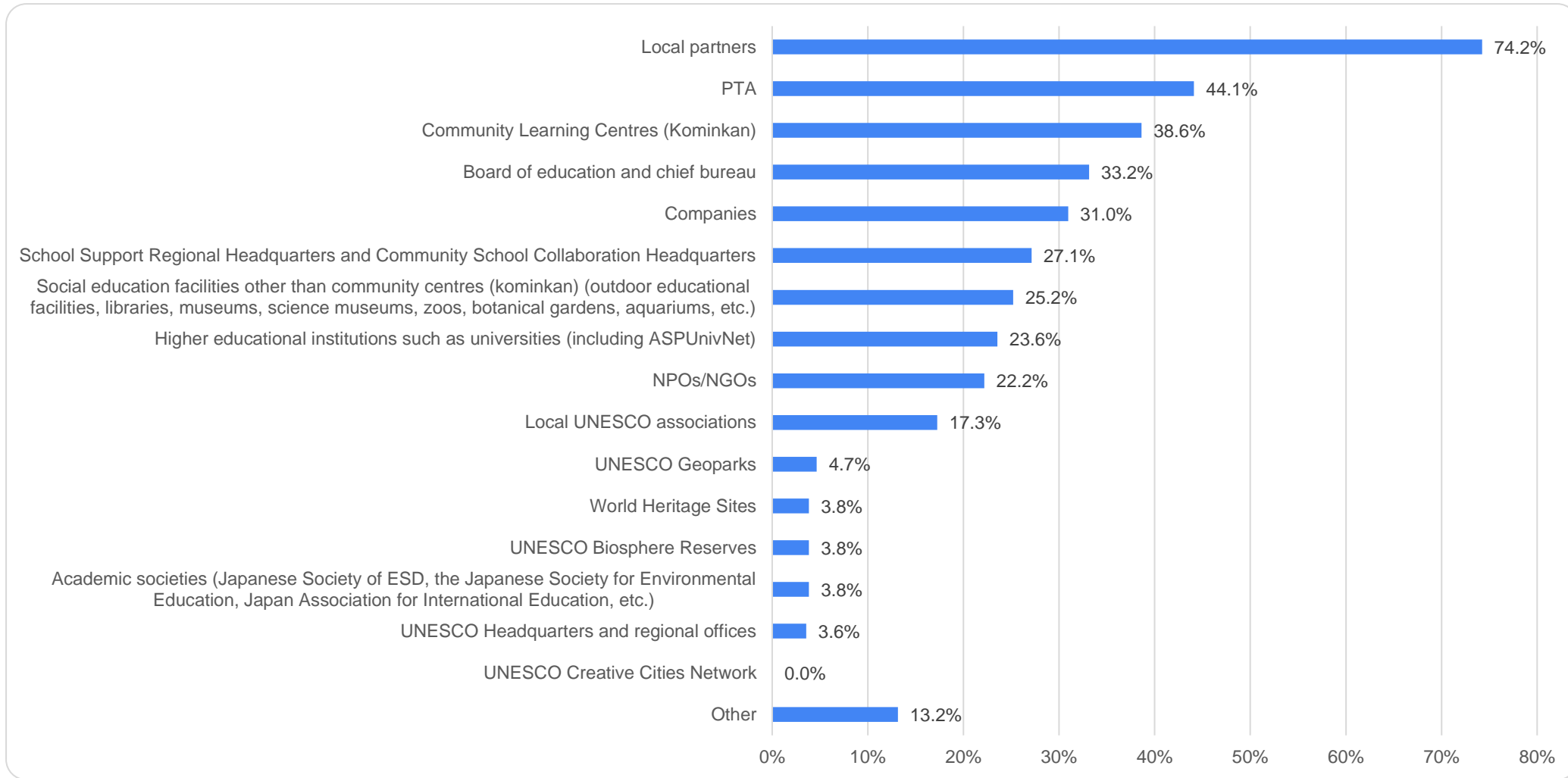
COLLABORATION WITH GROUPS OTHER THAN SCHOOLS

Figure 16 Did the school collaborate with groups other than schools?



(Reference: 1. (3) Question 1) [N = 468]

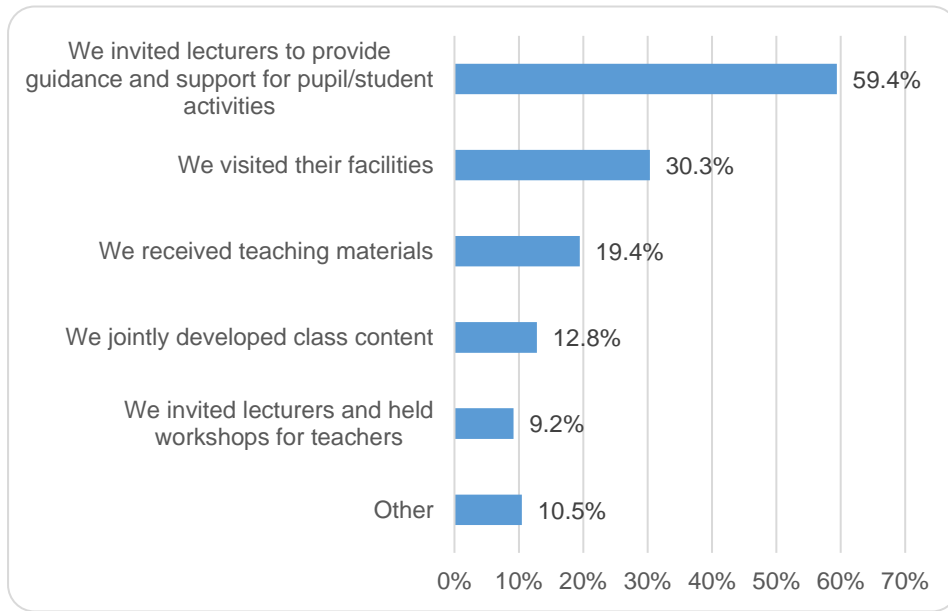
Figure 17 Collaborating groups



(Reference: 1. (3) Question 2) [N = 365 (*Multiple responses allowed)]

Other main responses: Local public entities, national institutions, regional public institutions and facilities, education-related organisations

Figure 18 Details of collaboration with groups other than schools



(Reference: 1. (3) Question 3) [N = 353 (*Multiple responses allowed)]

Other main responses: We received advice to enhance our activities; we collaborated on an inquiry-based activity concerning the SDGs throughout the year; community contribution activities; World Heritage fieldwork

Table 6 Main factors behind interaction with external bodies

• We actively incorporate local teaching materials and human resources with the aim to become a school with ties with the community
• Referral from the local UNESCO association
• The board of education introduced us to various companies conducting on-site classes on demand
• An ASPnet school network was established within the region
• The disaster prevention education provided us the opportunity to meet university faculty members

(Reference: 1. (3) Question 4) [N = 302]

Table 7 Main outcomes of interaction with external bodies

• We were able to strengthen ties with the parents and community
• Children broadened their perspectives regarding the local community
• Students deepened their learning with advice from professionals
• It provided the opportunity to learn about society from a viewpoint other than the teachers'
• More students are now willing to exert themselves for the sake of others

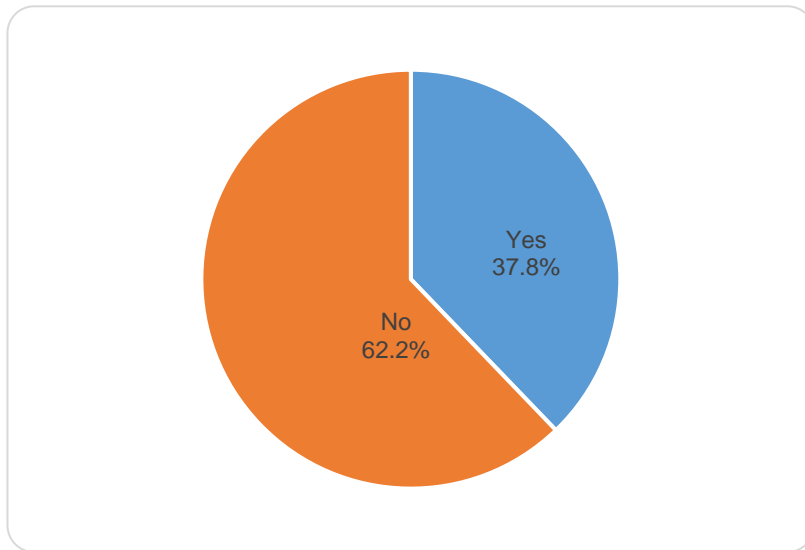
(Reference: 1. (3) Question 5) [N = 306]

Table 8 Main issues of interactions with external bodies

• Increased burden of the person in charge of coordinating with external partners
• Building a continuous collaborative system
• Aligning the school's intentions with those of the external partners
• Planning activities that would allow students to demonstrate their independence and initiative
• Managing expenses

(Reference: 1. (3) Question 6) [N = 274]

Figure 19 Did the school participate in ESD/ASPnet School training programmes outside the school?



(Reference: 1. (3) Question 7) [N = 468]

Table 9 Main groups that hosted training programmes of Figure19

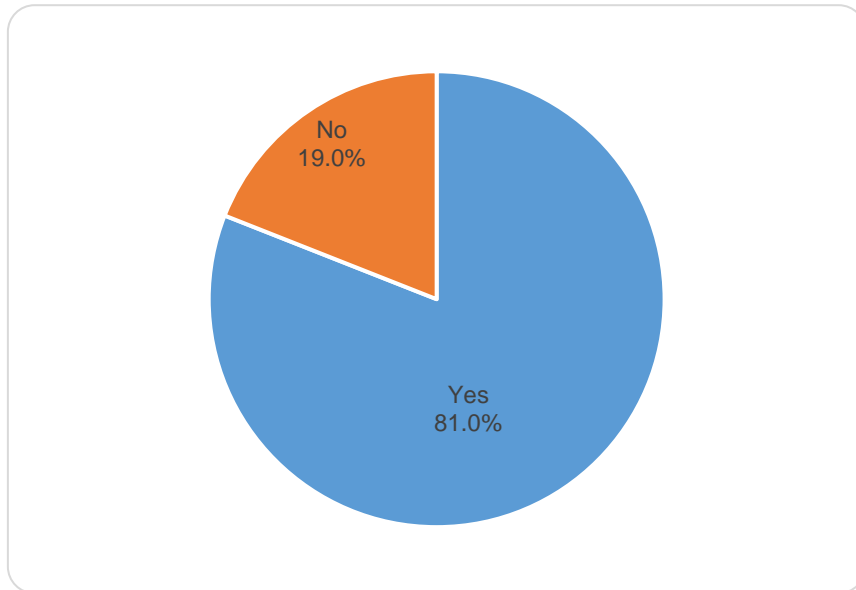
Groups	
Administrative bodies such as national/prefectural/municipal boards of education	Regional educational councils
Education-related public interest/ general incorporated foundations (associations)	Companies
Local UNESCO associations	ASPUnivNet, universities
Local network of ASPnet Schools	ESD consortiums
NPOs	UNESCO-related institutions

(Reference: 1. (3) Question 8) [N = 162]

- **Responses to Question 9** (Name of workshop) will be used by the UNESCO ASPnet Schools Secretariat as reference for gathering event information.

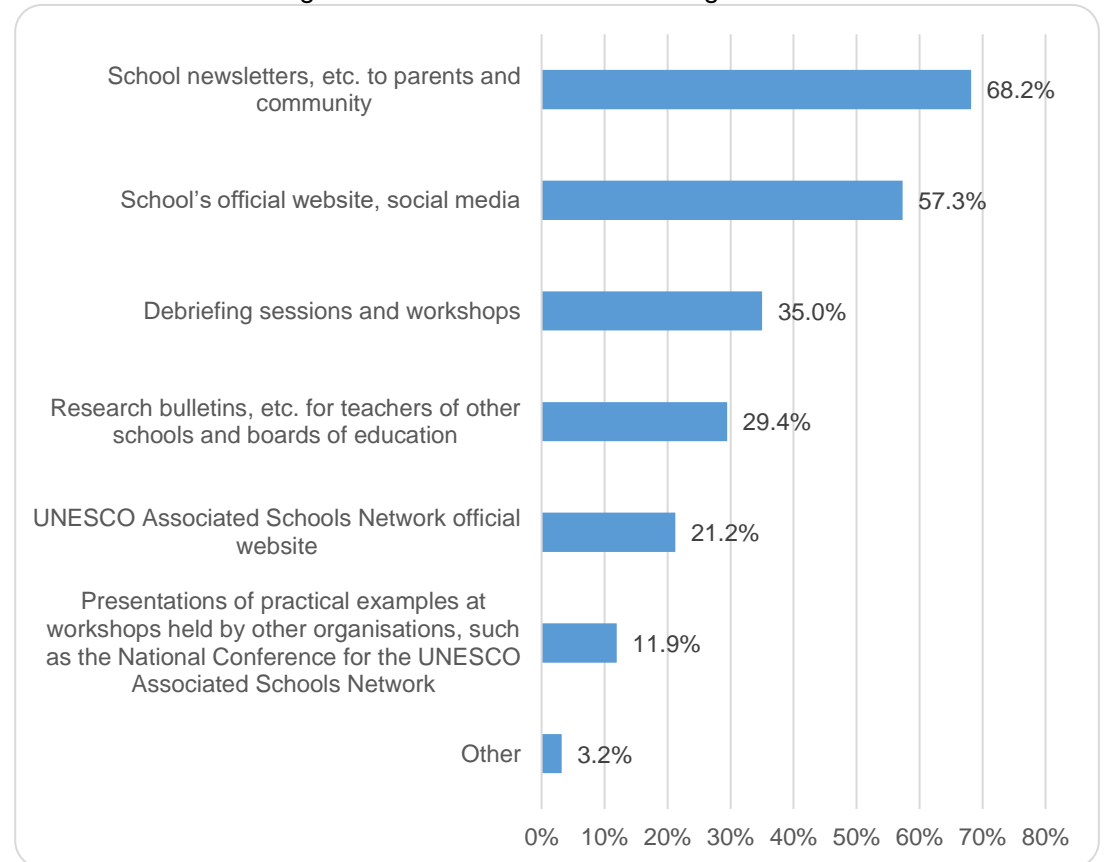
DISSEMINATING THE OUTCOMES OF ACTIVITIES AS REGIONAL CENTRES OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Figure 20 Did the school make efforts to disseminate ESD principles by actively implementing and sharing the outcomes of practices and research projects as an ASPnet School (regional centre of expertise on ESD)?



(Reference: 1. (4) Question 1) [N = 468]

Figure 21 Methods of disseminating efforts



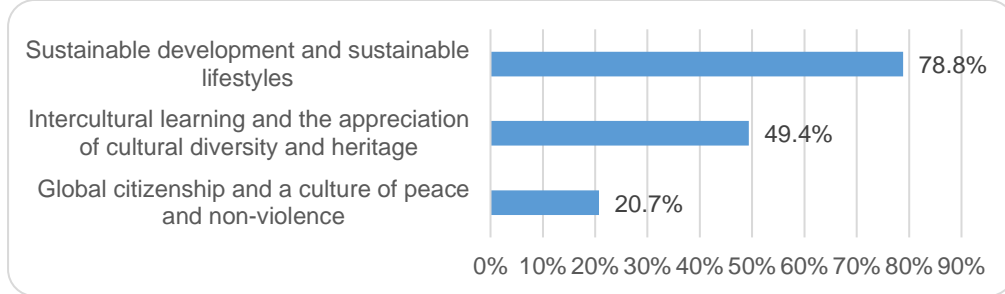
(Reference: 1. (4) Question 2) [N = 377 (*Multiple responses allowed)]

Other main responses: Display at local kominkan and commercial facilities; presentations at academic conferences and universities; display of posters within the school; post on the Yomiuri Shimbun online; exhibit and participation in the SDGs Future Creation Forum; publication of "UNESCO dayori" (newsletter) to enlighten and share information with staff members.

OUTCOMES OF ACTIVITIES AS AN ASPNET SCHOOL

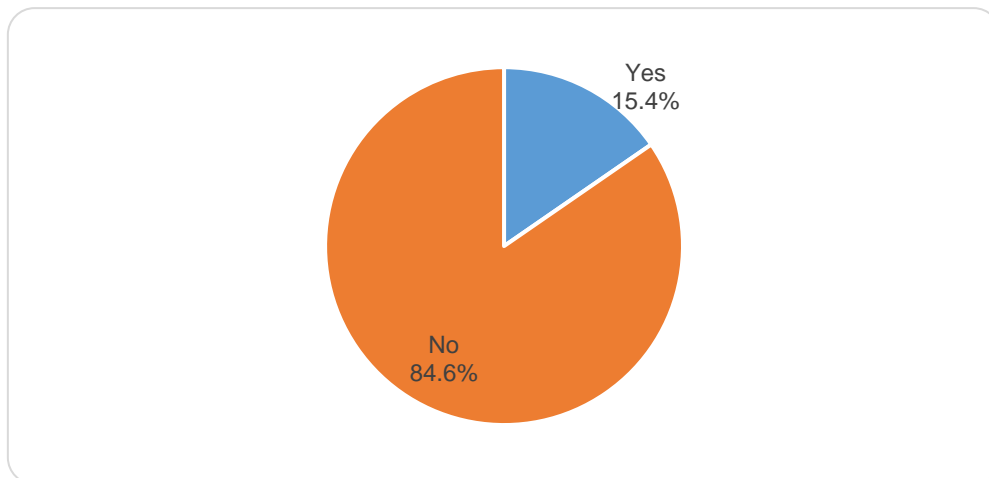
ACTIVITIES REQUIRED AS AN ASPNET SCHOOL

Figure 22 Which of the three thematic action areas showed particular results?



(Reference: 2. (1) Question 1) [N = 468 (*Multiple responses allowed)]

Figure 23 Did the school commemorate at least two International Days with a school-wide celebration?



(Reference: 2. (1) Question 2) [N = 468]

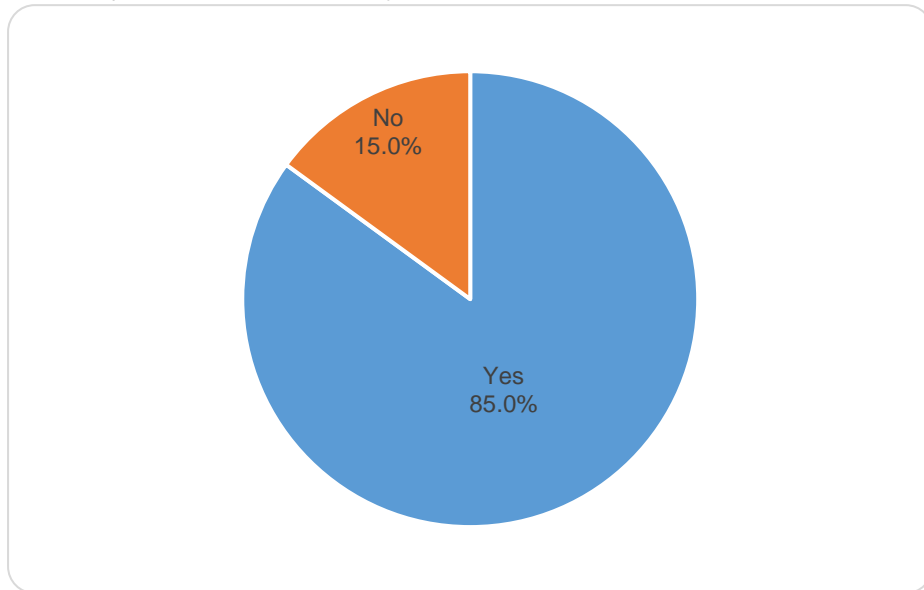
Table 10 Which International Days did you celebrate?

International Days	
Human Rights Day (12/10)	International Day of Peace (9/21)
International Day of Persons with Disabilities (12/3)	International Day for Disaster Risk Reduction (10/13)
World Environment Day (6/5)	World Refugee Day (6/20)
International Women’s Day (3/8)	International Day of Education (1/24)
World Tsunami Awareness Day (11/5)	International Day against Violence and Bullying at School, Including Cyberbullying (1 st Thursday of November)

(Reference: 2. (1) Question 3) [N = 76]

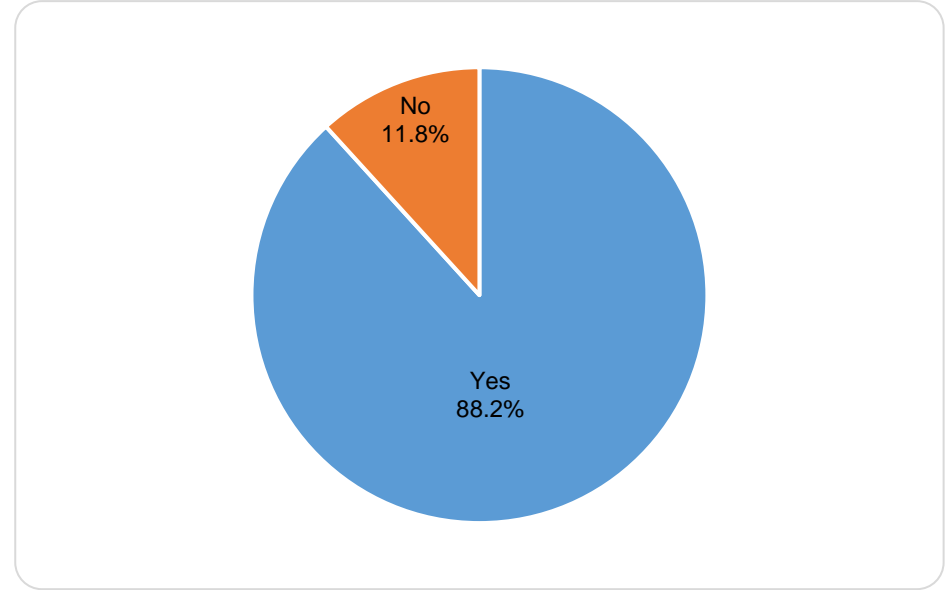
AWARENESS OF THE RELATIONSHIP BETWEEN ESD AND SDGS

Figure 24 Are you aware that the “ESD: Toward Achieving the SDGs (ESD for 2030)” has been adopted by the UN as well as UNESCO?



(Reference: 2. (2) Question 1) [N = 468]

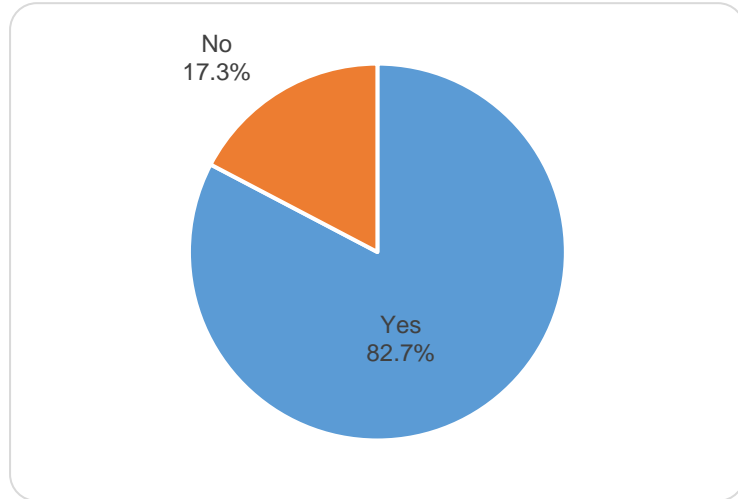
Figure 25 Are you aware that ESD is positioned as Target 4.7 of Goal 4 of the SDGs (Education)?



(Reference: 2. (2) Question 2) [N = 468]

CHANGES RESULTING FROM ACTIVITIES AS AN ASPNET SCHOOL

Figure 26 Are the qualities and abilities desired to be developed through activities as an ASPnet School clarified?



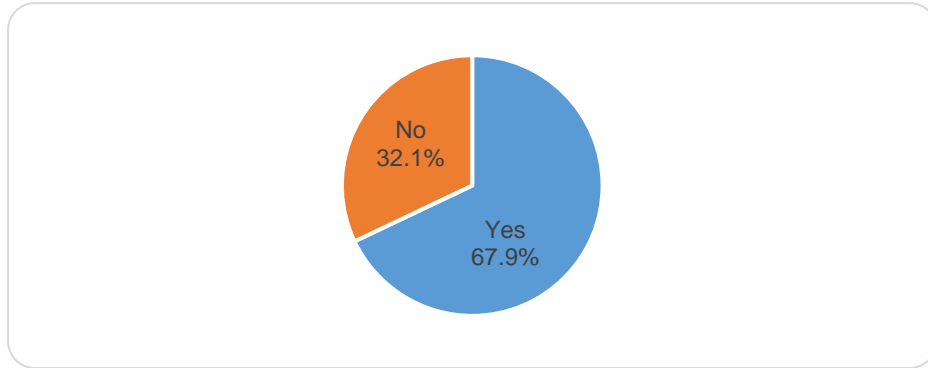
(Reference: 2. (3) Question 1) [N = 468]

Table 11 Main qualities and abilities acquired through ASPnet School activities

Main qualities and abilities	
Perspective that recognizes differences and values one's own thoughts as well as those of others	Attachment to the people and industry in the community
Attitude to take ownership of social issues	Deep sensitivity toward and awareness of the environment
Awareness of human rights and morals	Ability to collaborate
Critical thinking	Ability to discuss and plan
Willingness to conserve traditions	Respect for diversity
Knowledge of and practical attitude toward disaster prevention	Global citizenship
Awareness and taking ownership of ESD/SDGs issues	Ability to take initiative and communicate
Active participation in volunteer activities	Tenacity to explore questions that they themselves developed
Interest in the real world	Presentation skills
Sense of mission, empathy, and imagination for problem solving as a global leader	Ability to communicate, attitude of valuing connections
Sentiment to appreciate and care for flowers	Acquiring manners and complying with rules required as a member of society
Understanding biodiversity	Spirit of volunteering
Inquiring mind	Understanding of people with disabilities
Awareness of global issues (hunger, conflicts, etc.)	Proactive thinking in the age of creating a sustainable society
Perspective that connects the world with one's daily life	Willingness to take off into the world
Interactive skills	Ability to collect information
Interest in international affairs	Ability to engage richly with others

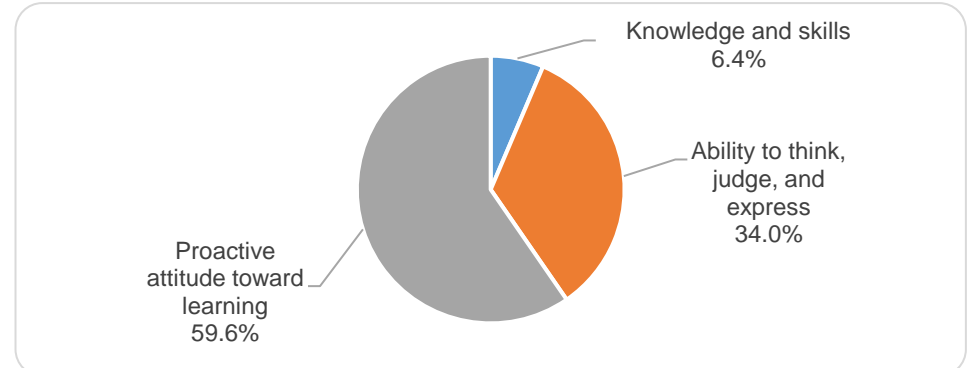
(Reference: 2. (3) Question 2) [N = 292]

Figure 27 Are evaluations made for qualities and abilities acquired through educational activities as an ASPnet School?



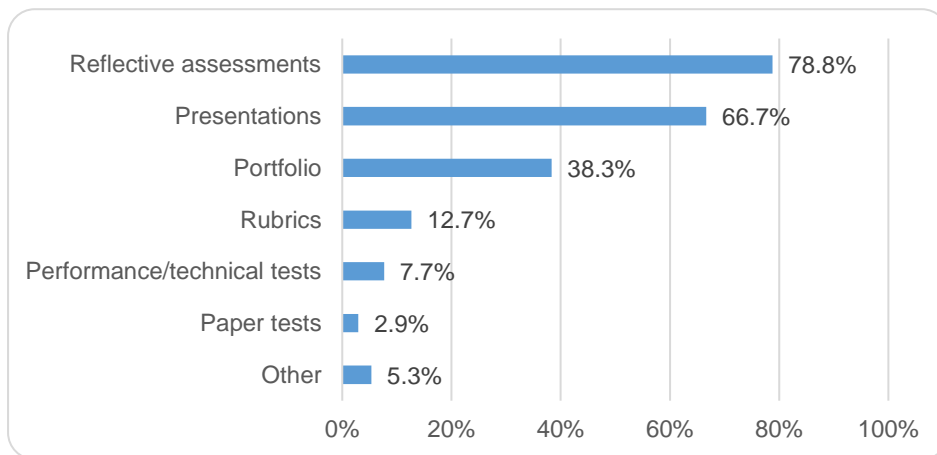
(Reference: 2. (3) Question 1 (3)) [N = 468]

Figure 29 Which of the “Three pillars of qualities and abilities” has changed the most?



(Reference: 2. (3) Question 1 (5)) [N = 468]

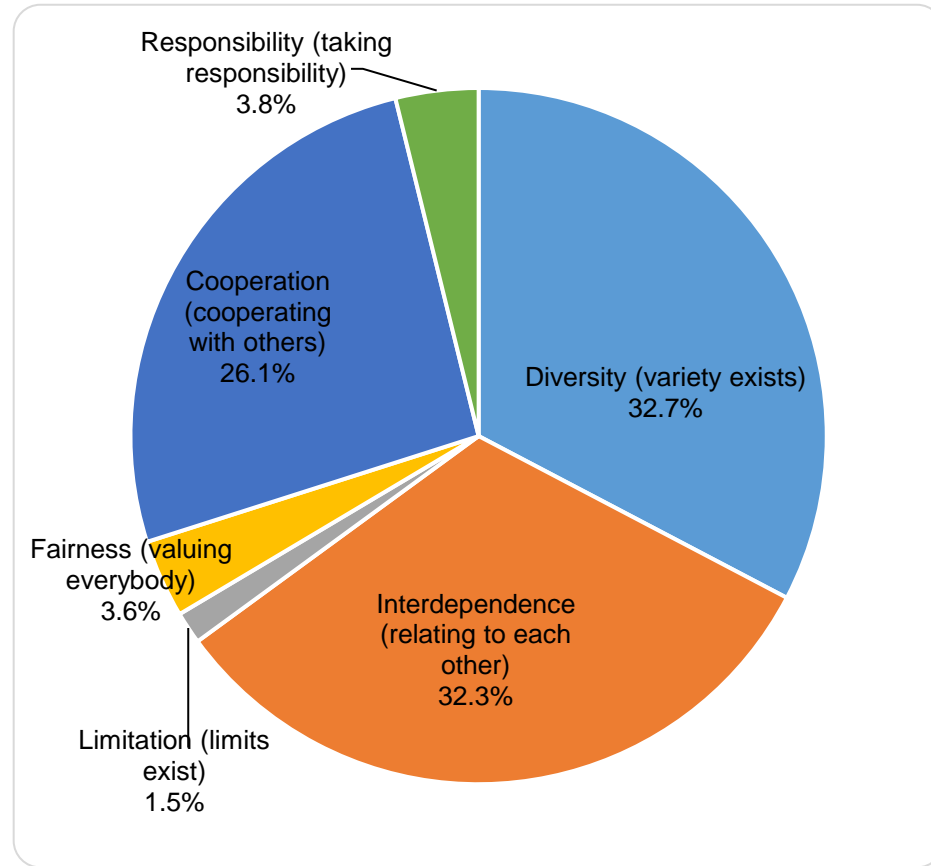
Figure 28 Methods for evaluating educational activities



(Reference: 2. (3) Question 1 (4)) [N = 339 (*Multiple responses allowed)]

Other main responses: Daily classes, newspapers summarizing learnings created by students, Ai GROW (non-cognitive abilities visualization tool)

Figure 30 Which of the six perspectives for building a sustainable society has developed the most?



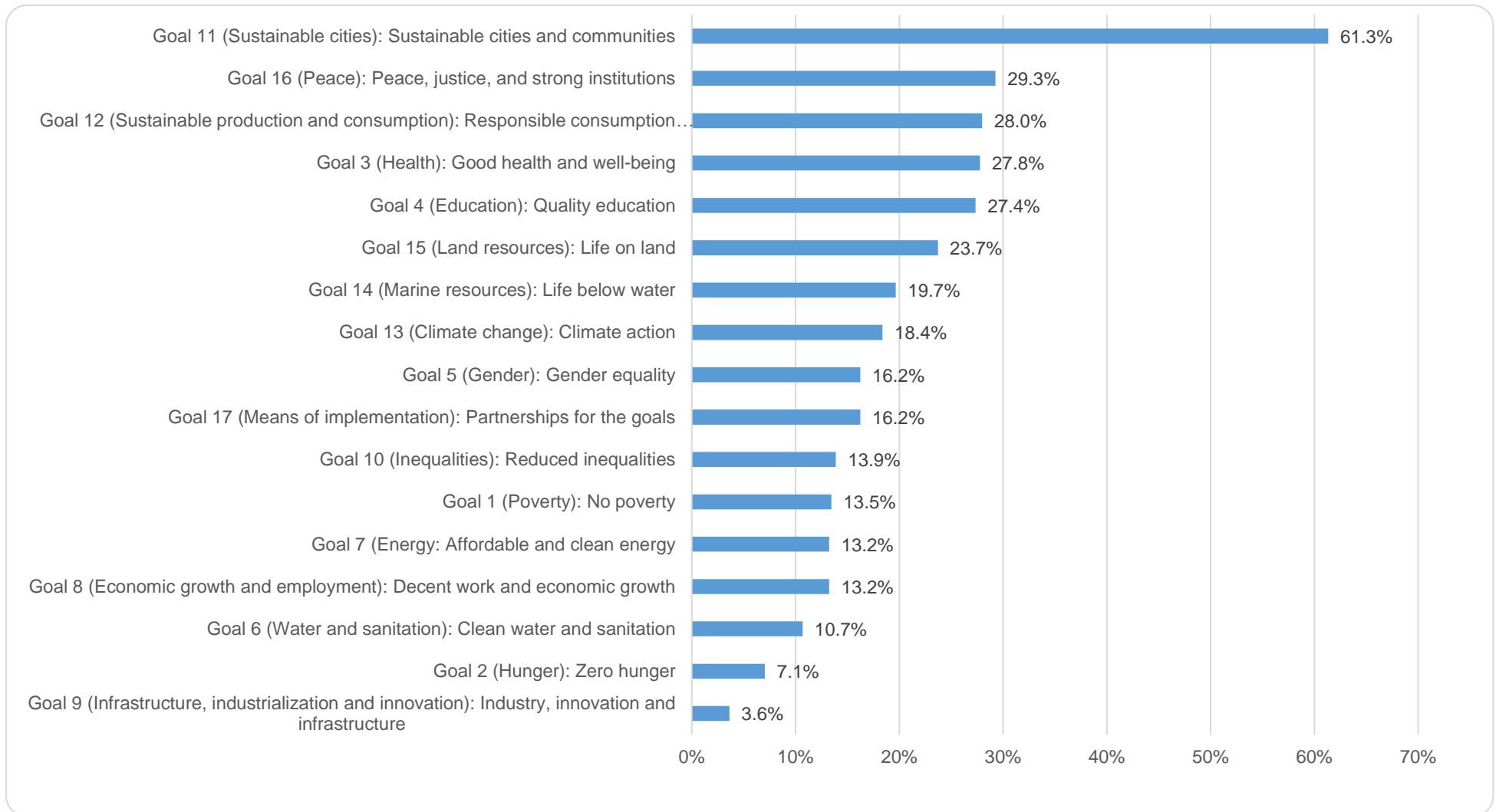
(Reference: 2. (3) Question 1 (6)) [N = 468]

Table 12 Main motivators that encouraged changes in pupils/students

• Learnings through experiences in the Period for Integrated Studies and Period for Inquiry-Based Cross-Disciplinary Study
• Educational activities related to the community
• Presentation opportunities
• External lecturers
• Interaction with other ASPnet Schools
• Student-led learning activities
• Effective use of ICT

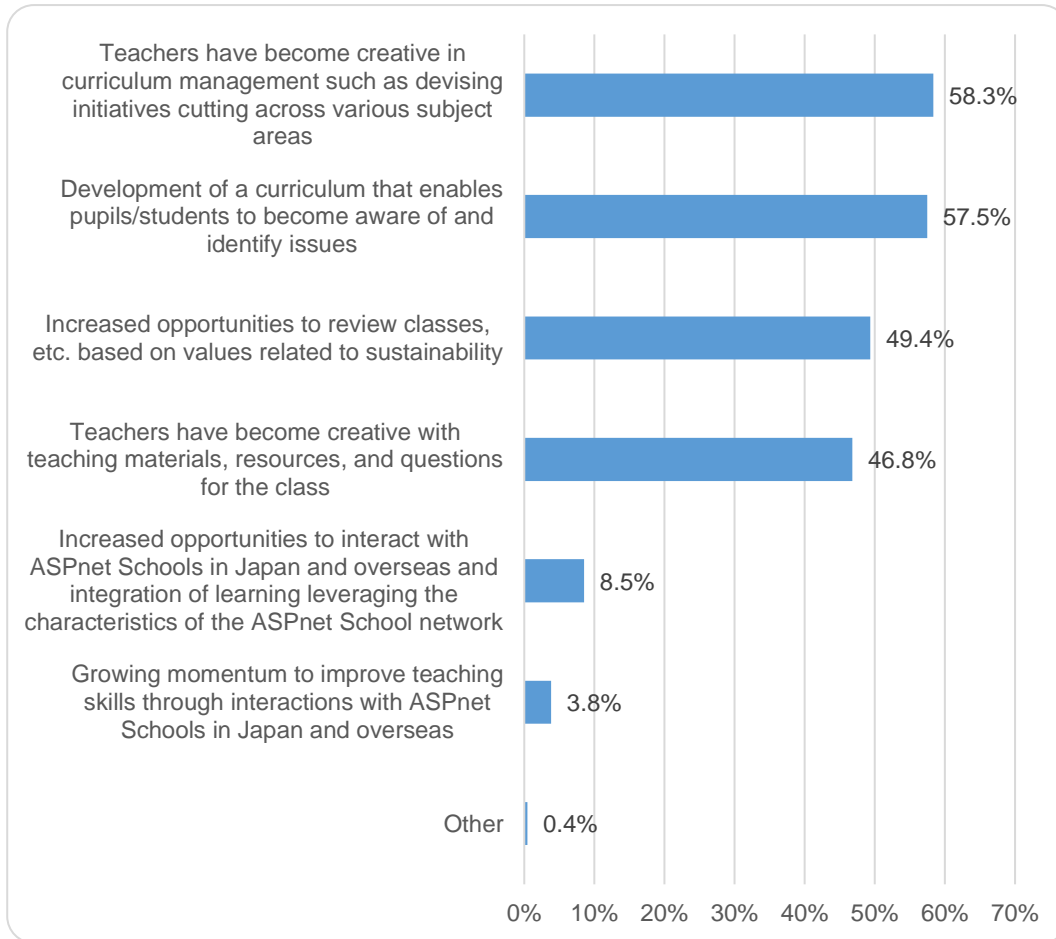
(Reference: 2. (3) Question 2) [N = 266]

Figure 31 SDGs taken up in educational activities



(Reference: 2. (3) Question 3) [N = 468 (*Select up to 3)]

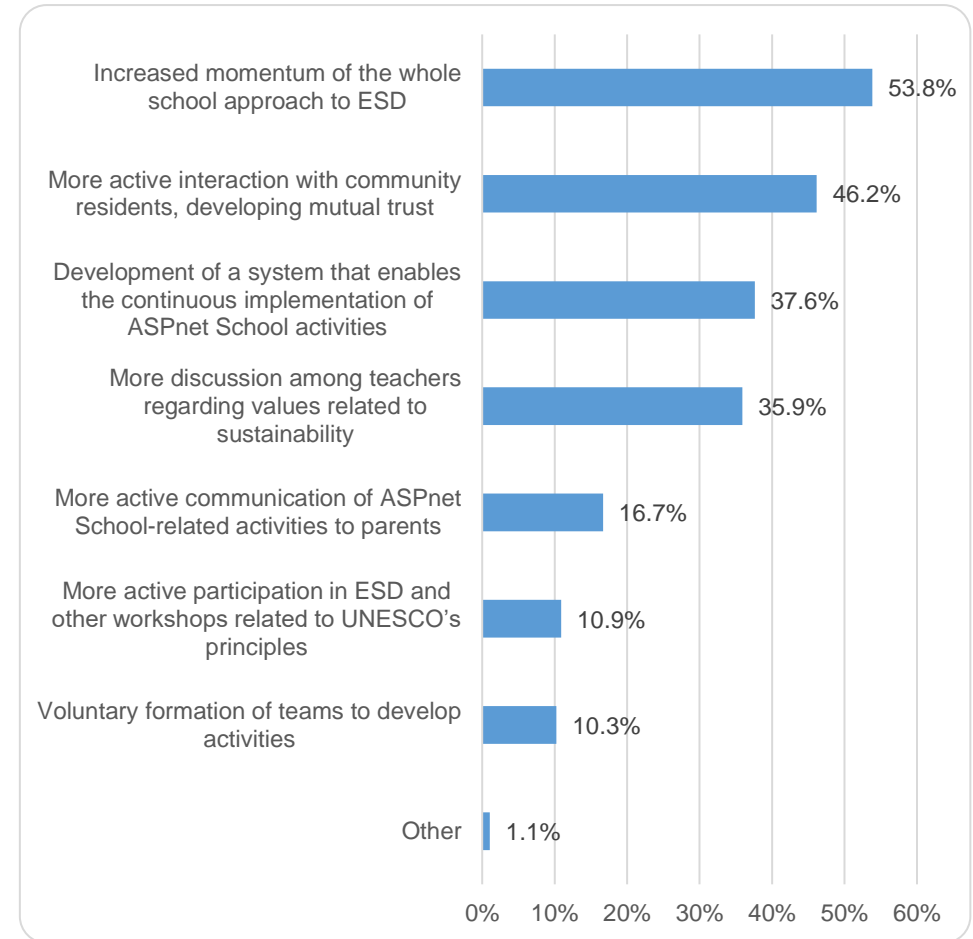
Figure 32 Changes in curriculum and teaching methods



(Reference: 2. (3) Question 4 (1)) [N = 468 (*Multiple responses allowed)]

Other main responses: No changes in particular; cannot assess at this point

Figure 33 Changes in school management



(Reference: 2. (3) Question 4 (2)) [N = 468 (*Multiple responses allowed)]

Other main responses: Clarification of goals of what to foster in students for various activities has enabled teachers to guide them toward the goals; teachers recognize the value of ASPnet Schools through participation in the Regional Conference for the UNESCO Associated Schools Network (ASPnet) and exchanges with schools overseas

Table 13 Main motivators that encouraged changes in teachers

• Learning activities involving the community/community interaction
• Period for Integrated Studies
• Opportunities for presentations
• In-school training and joint-training with teachers of the same school district
• Interschool exchanges with domestic/overseas schools
• ESD-related training and ESD implementation in class
• Collaboration with universities, companies, and other external organizations
• Participation in the Regional Conference for the UNESCO Associated Schools Network (ASPnet)
• ASPnet School periodic review

(Reference: 2. (3) Question 5) [N = 203]

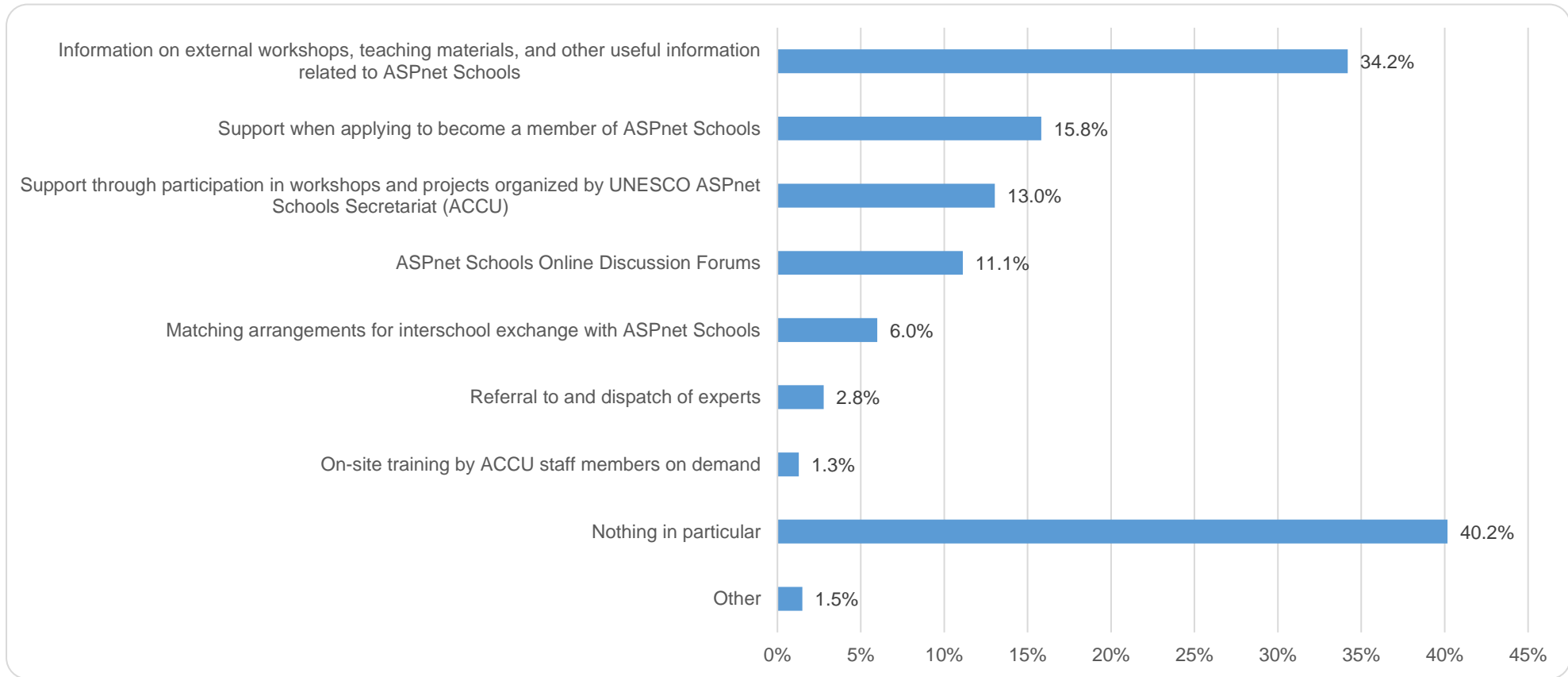
Table 14 Main initiatives that enhanced teachers' motivation

• Training sessions by external lecturers
• Opportunities for presentations outside the school
• Development of practices in collaboration with local human resources
• Interaction among teachers (in-school, community, abroad)
• In-school demonstration lessons, post-study sessions, research presentations
• Joint education research among elementary, junior, and senior high schools
• Participation in the Regional Conference for the UNESCO Associated Schools Network (ASPnet)
• Participation in projects organized by companies
• Seeing students increase their self-esteem in school events (school plays, music concerts, etc.)

(Reference: 2. (3) Question 6) [N = 150]

USAGE OF SUPPORT FOR ASPNET SCHOOLS

Figure 34 What sort of support did you receive from the UNESCO ASPnet Schools Secretariat?



(Reference: 3. Question 1) [N = 468 (*Multiple responses allowed)]

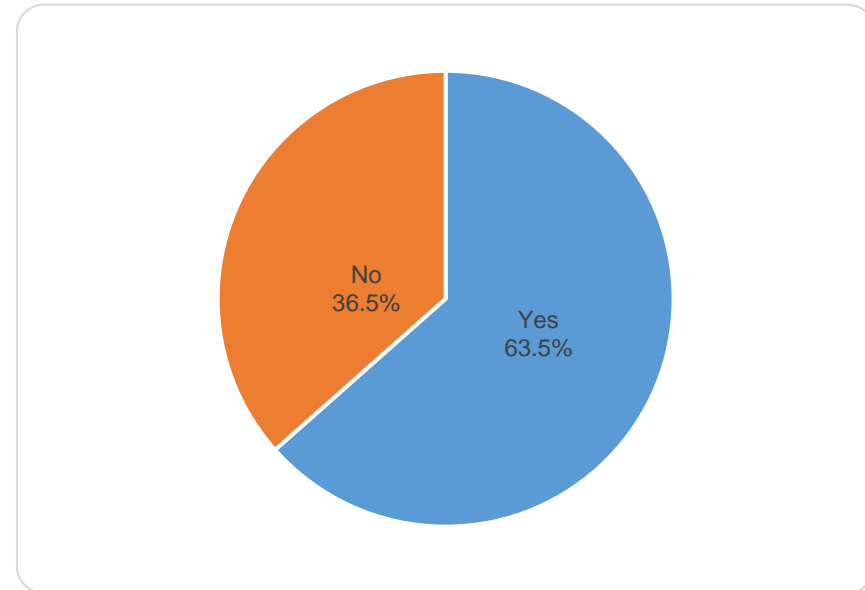
Other main responses: Guidance/advice at the Periodic Review workshop; evaluation and feedback of submitted documents; lectures given to parents/teachers at anniversary events

Table 15 What sort of support do you wish to receive from the UNESCO ASPnet Schools Secretariat?

• Fees for activities
• Referral of lecturers, on-site classes on demand and workshops
• Various information including external workshops and teaching materials
• Practical examples and video materials
• Coordination with universities and specialized organizations
• Creating opportunities for interaction with other ASPnet Schools, finding partner schools to interact with

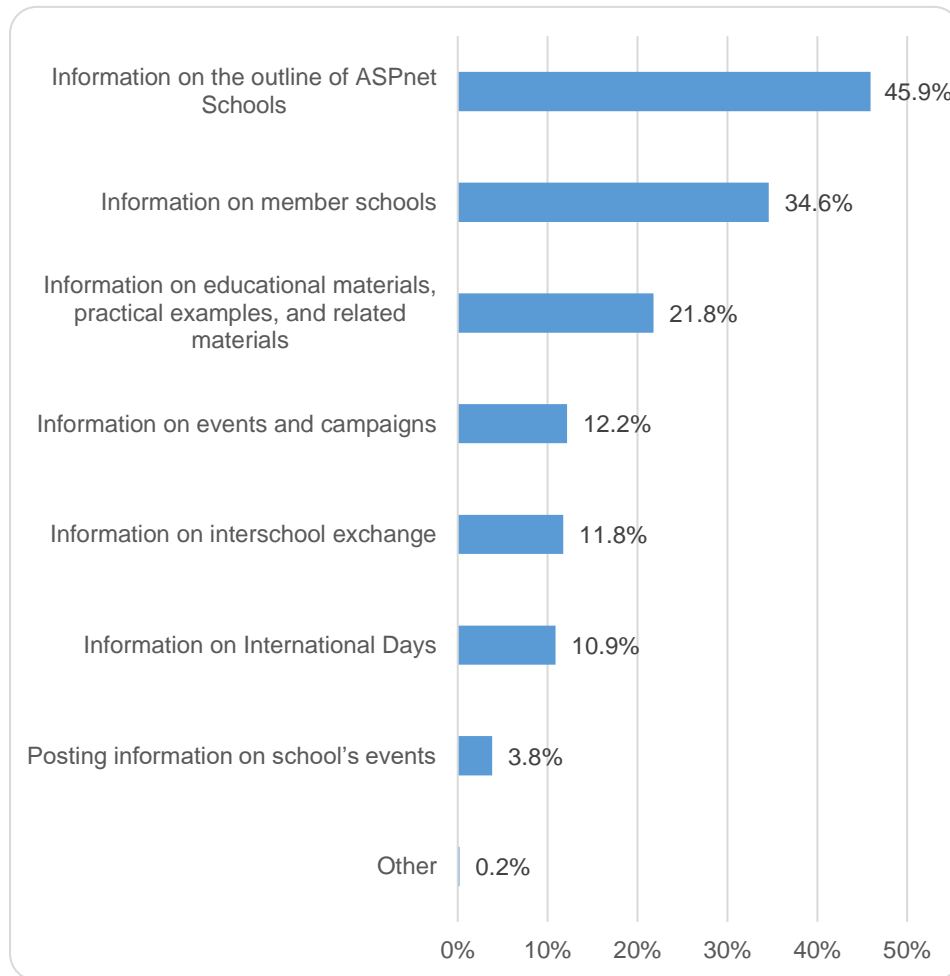
(Reference: 3. Question 2) [N = 101]

Figure 35 Do you use the ASPnet Schools' official website?



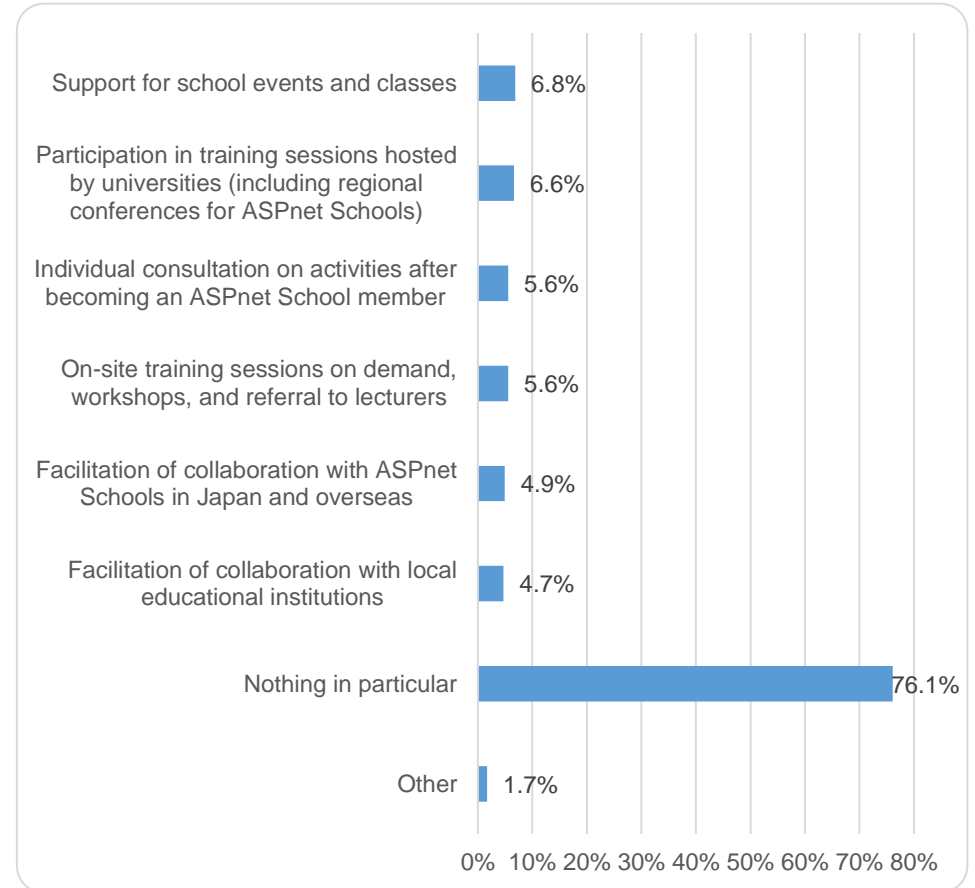
(Reference: 3. Question 3) [N = 468]

Figure 36 What types of function/information did you use?



(Reference: 3. Question 4) [N = 301 (*Multiple responses allowed)]

Figure 37 What type of support or cooperation did you receive from the Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet)?



(Reference: 3. Question 5) [N = 468 (*Multiple responses allowed)]

Table 16 If you selected “Other” in Question 5 (Figure 37, please explain briefly

<ul style="list-style-type: none">• Since the school is located within the university premises, we receive various support from professors as well as students such as support for the Children’s Campus Project and club activities promoting SDGs activities. There are also opportunities to interact with international students.
<ul style="list-style-type: none">• We collaborated with the university on the ASPUnivNet joint research project
<ul style="list-style-type: none">• Advice from lecturers at the ASPnet Schools SDGs/ESD networking event and ASPnet School ESD Children’s Summit
<ul style="list-style-type: none">• Visits from university and graduate students as a form of collaboration
<ul style="list-style-type: none">• We did not have an opportunity to receive support as initiatives were all conducted and completed within the school

(Reference: 3. Question 5) [N = 5]

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