FY 2021 UNESCO Future Co-creation Platform Project commissioned by the Ministry of Education, Culture, Sports, Science and Technology

Results of FY 2021 UNESCO Associated Schools Annual Activity Survey

TABLE OF CONTENTS

FY 2021 UNESCO Associated Schools Annual Activity Survey 1

Results of FY 2021 UNESCO Associated Schools Annual Activity Survey 1

Survey method 1

Survey of activities during FY2021 2

Positioning of ASPnet Schools 2

Interaction between schools in Japan and overseas 7

Collaboration with groups other than schools 12

Disseminating the outcomes of activities as regional centres of expertise on Education for Sustainable Development (ESD) 15

Outcomes of activities as an ASPnet School 16

Three thematic action areas of ASPnet Schools 16

Awareness of the relationship between ESD and SDGs 17

Changes resulting from activities as an ASPnet School 18

Usage of support for ASPnet Schools 24

<Table of figures>

Figure 1 Designation of a focal point (person in charge) 2
Figure 2 Job title of the focal point 2
Figure 3 Age group of the focal point 3
Figure 4 Whole-school approach to implement systematic and continuous efforts 3
Figure 5 School size (Number of students) 4
Figure 6 School size (Number of school personnel) 4
Figure 7 ICT environment in which information on ASPnet Schools in Japan and overseas can be obtained 5
Figure 8 Environment for information dissemination and interaction in foreign languages 5
Figure 9 Sources of funds for ASPnet School activities 5
Figure 10 Effects of the outbreak of COVID-19 6
Figure 11 Interaction with schools in Japan and overseas (Not restricted to ASPnet Schools) 7
Figure 12 Factors behind the implementation of interschool exchange 7
Figure 13 Interaction with ASPnet Schools in Japan and overseas 7
Figure 14 Methods of interaction with ASPnet Schools in Japan 7
Figure 15 Details of interaction with ASPnet Schools in Japan 8
Figure 16 Methods of interaction with overseas ASPnet Schools 9
Figure 17 Details of interaction with overseas ASPnet Schools 9
Figure 18 Countries and regions of overseas exchange schools 10
Figure 19 Reasons for not interacting 11
Figure 20 Collaboration with groups other than schools 12
Figure 21 Collaborating groups 12
Figure 22 Details of collaboration with groups other than schools 13
Figure 23 Participation in ESD/ASPnet Schools training programmes outside the school 14
Figure 24 Dissemination of ASPnet School-related activities and ASPnet School principles 15
Figure 25 Methods of disseminating outcomes 15
Figure 26 Area which achieved particular outcomes among the ASPnet Schools' three thematic action areas 16
Figure 27 Awareness of "ESD: Toward Achieving the SDGs (ESD for 2030)" 17

Figure 28 Awareness of Goal 4 of the SDGs (Education) Target 4.7 17

Figure 29 Awareness of ESD as stipulated in the preamble to the New Curriculum Guidelines (for elementary, junior, and senior high schools) or the New Course of study for Kindergartens 17

Figure 30 Awareness of the relationship between ESD and the 17 goals of the SDGs 17

Figure 31 Clarification of the qualities and abilities desired to be developed through educational activities as an ASPnet School 18

Figure 32 Implementation of creative ways to evaluate educational activities 19

Figure 33 Methods for evaluating educational activities 19

Figure 34 Item of the "Three pillars of qualities and capabilities" that has changed the most 19

Figure 35 Item of the six perspectives for building a sustainable society that has changed the most 20

Figure 36 SDGs taken up in educational activities 21

Figure 37 Changes in curriculum and teaching methods as a result of implementing educational activities as an ASPnet School 22

Figure 38 Changes in teachers' attitude regarding school management as a result of implementing educational activities as an ASPnet School 22

Figure 39 Usage of UNESCO ASPnet Schools Secretariat 24

Figure 40 Usage of the ASPnet Schools' official website 24

Figure 41 Usage of the ASPnet Schools' official website functions 25

Figure 42 Contents of cooperation and support from the Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet) 25

Table 1 Funding bodies 6

Table 2 Effects of the outbreak of COVID-19 6

Table 3 Ideas implemented amid the COVID-19 pandemic 6

Table 4 Main outcomes of interacting with ASPnet Schools in Japan 8

Table 5 Main issues when interacting with ASPnet Schools in Japan 8

Table 6 Main outcomes of interacting with overseas ASPnet Schools 10

Table 7 Main issues when interacting with overseas ASPnet Schools 10

Table 8 Sources of information on overseas exchanges 10

Table 9 Support groups/networks for overseas exchanges 11

Table 10 Main factors behind interaction with external bodies..... 13

Table 11 Main outcomes of interactions with external bodies..... 13

Table 12 Main issues of interactions with external bodies 14

Table 13 Main groups that hosted workshops..... 14

Table 14 Main qualities and abilities acquired through ASPnet School activities 18

Table 15 Main motivators that encouraged changes in students.... 20

Table 16 Main motivators that encouraged changes in school personnel..... 23

Table 17 Main initiatives that enhanced school personnel's motivation 23

Table 18 Details of support requested to be provided by UNESCO ASPnet Schools Secretariat 24

Table 19 If you selected "Other" to Question 5, please explain briefly. 26

FY 2021 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

The FY 2021 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 16, 2021, and March 31, 2022.

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 2021 (December 2020 to November 2021).

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 2021 UNESCO ASSOCITED SCHOOLS ANNUAL ACTIVITY SURVEY

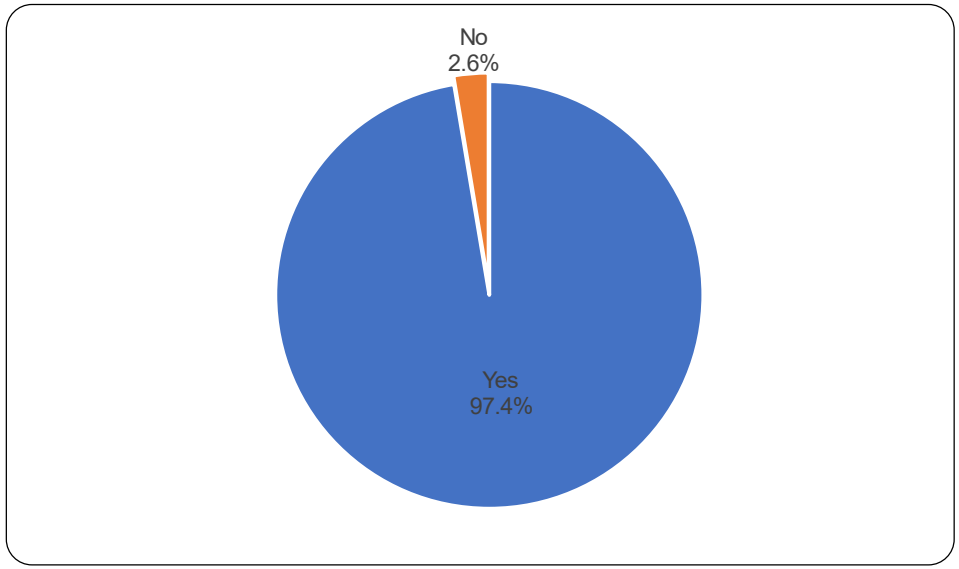
SURVEY METHOD

FY 2021 Activity Survey asked all 1,077 ASPnet School members for their cooperation in answering questions via the Internet. Ultimately, 493 schools (response rate of about 45.8%) responded (down 15.2% from the previous year). As for the methods of requesting participation in the Activity Survey, in addition to posting information on the official website and sending e-mail notifications, MEXT directly sent e-mails to the Boards of Education and ASPnet Schools.

SURVEY OF ACTIVITIES DURING FT2021

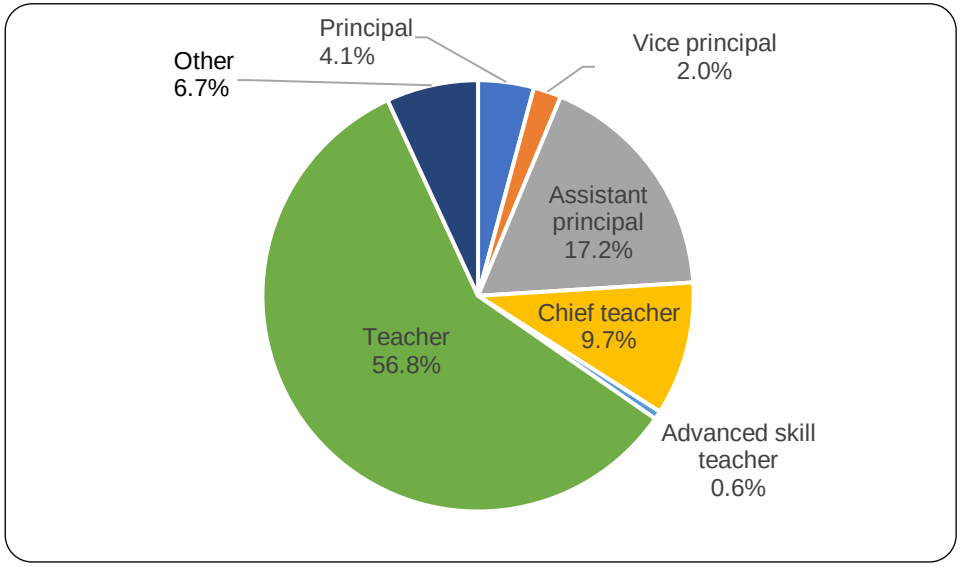
POSITIONING OF ASPNET SCHOOLS

Figure 1 Designation of a focal point (person in charge)



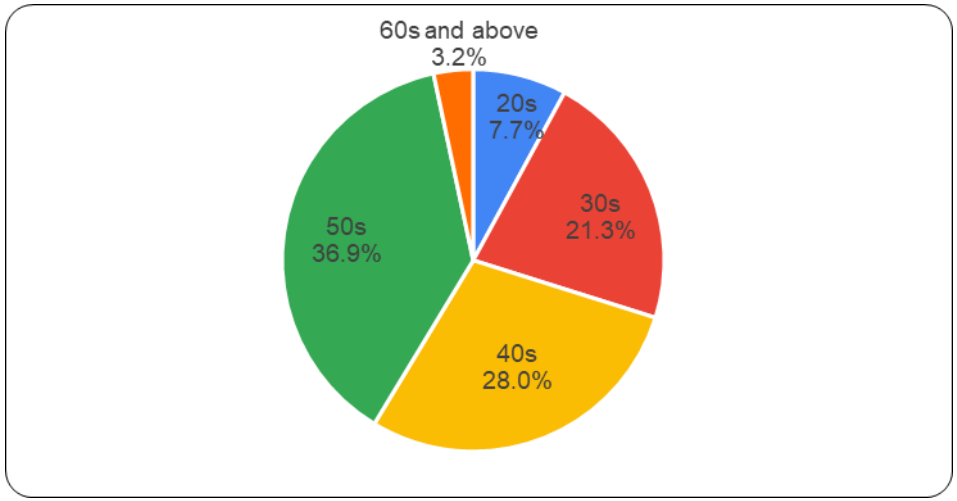
(Reference: 1. (1) Question 1) [N = 493]

Figure 2 Job title of the focal point



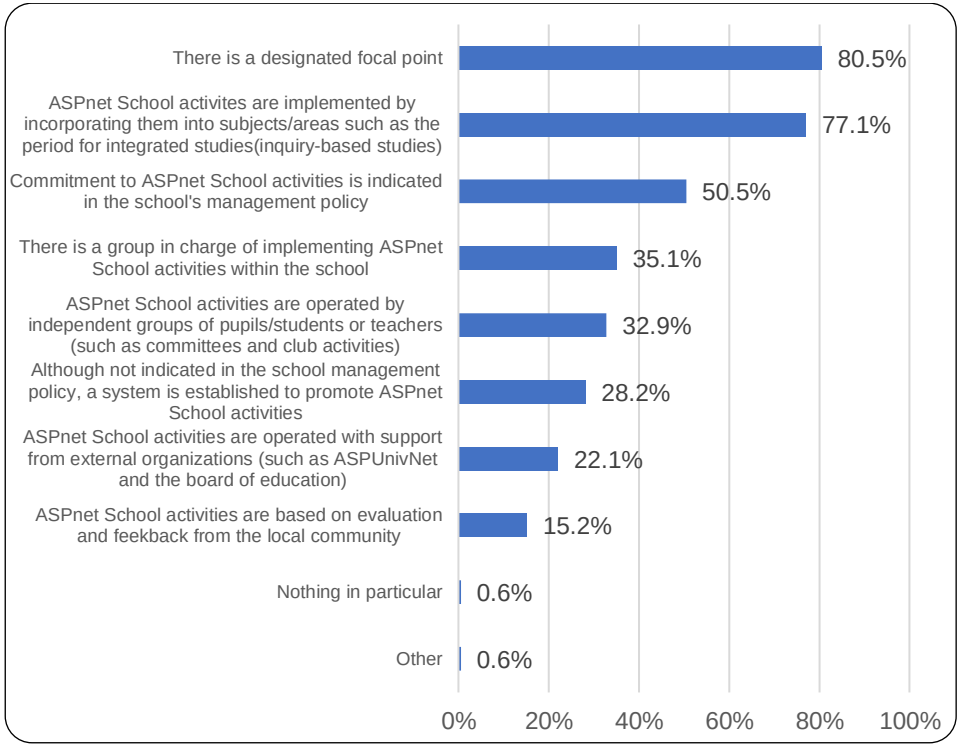
(Reference: 1. (1) Question 2) [N = 479]

Figure 3 Age group of the focal point



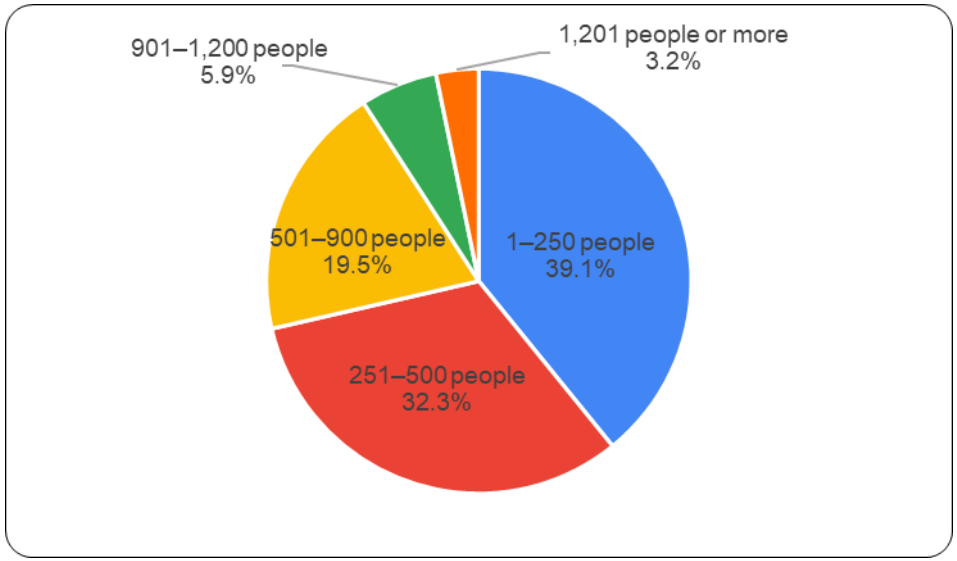
(Reference: 1. (1) Question 3) [N = 479]

Figure 4 Whole-school approach to implement systematic and continuous efforts



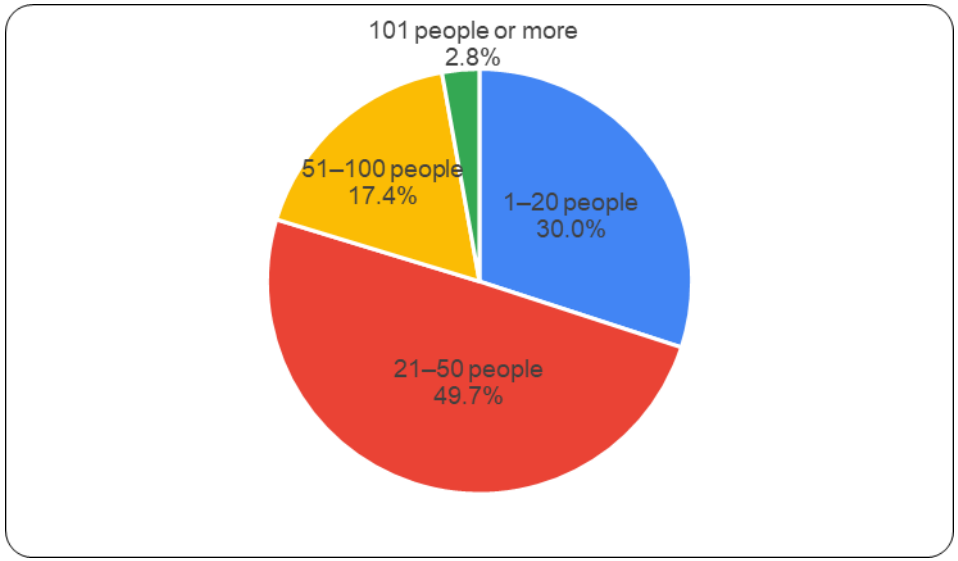
(Reference: 1. (1) Question 4) [N = 493 (*Multiple responses allowed)]
Other answers:
International days which are strongly related to student activities are communicated at the relevant time during morning homeroom or lunchtime to provide the opportunity to reflect on the theme. Annual research presentation seminars on ESD are held. The whole school approach is incorporated into our activities as a designated school of the WWL (Worldwide Learning) Consortium.

Figure 5 School size (Number of students)



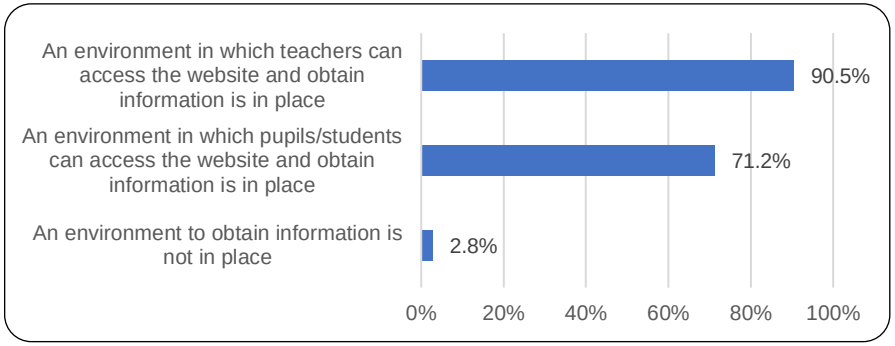
(Reference: 1. (1) Question 5) [N = 493]

Figure 6 School size (Number of school personnel)



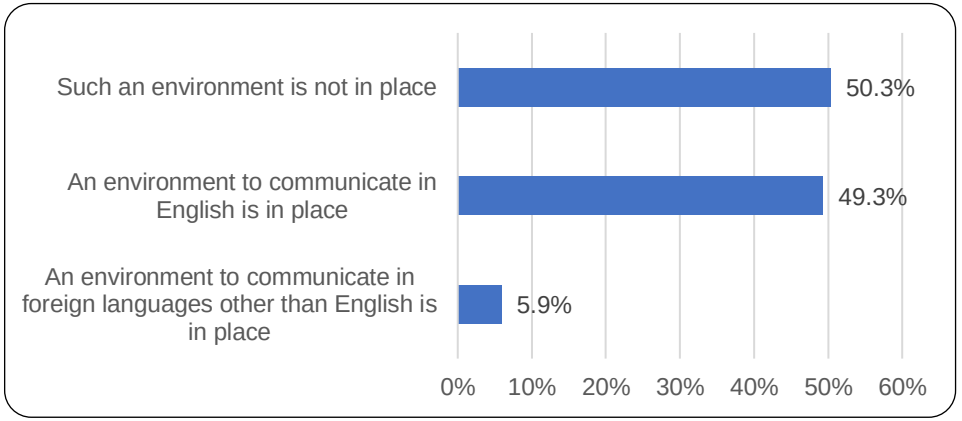
(Reference: 1. (1) Question 6) [N = 493]

Figure 7 ICT environment in which information on ASPnet Schools in Japan and overseas can be obtained



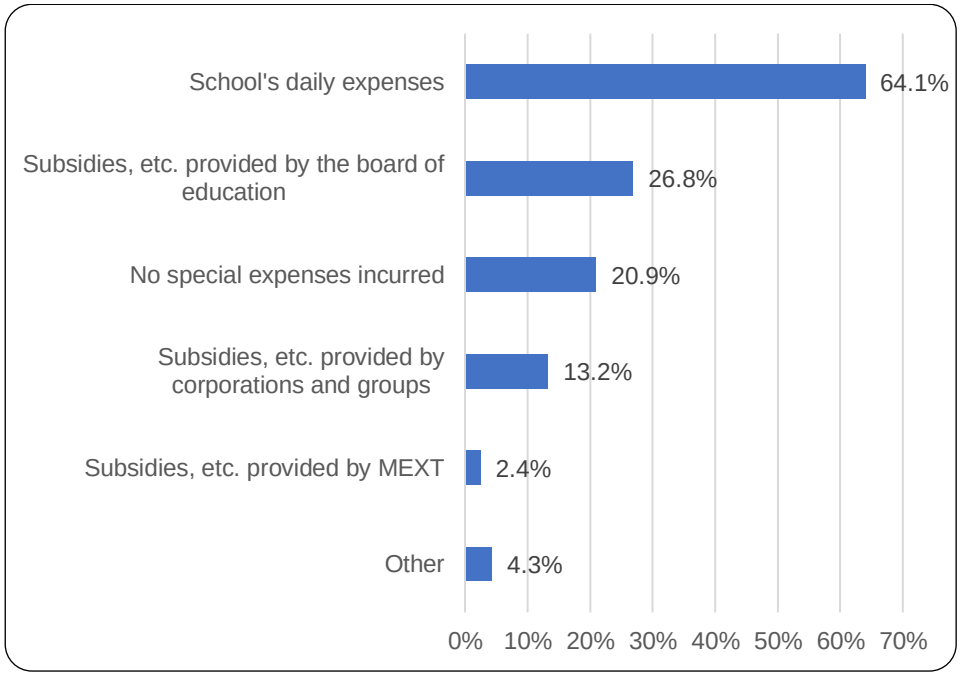
(Reference: 1. (1) Question 7) [N = 493 (*Multiple responses allowed)]

Figure 8 Environment for information dissemination and interaction in foreign languages



(Reference: 1. (1) Question 8) [N = 493 (*Multiple responses allowed)]

Figure 9 Source of funds for ASPnet School activities



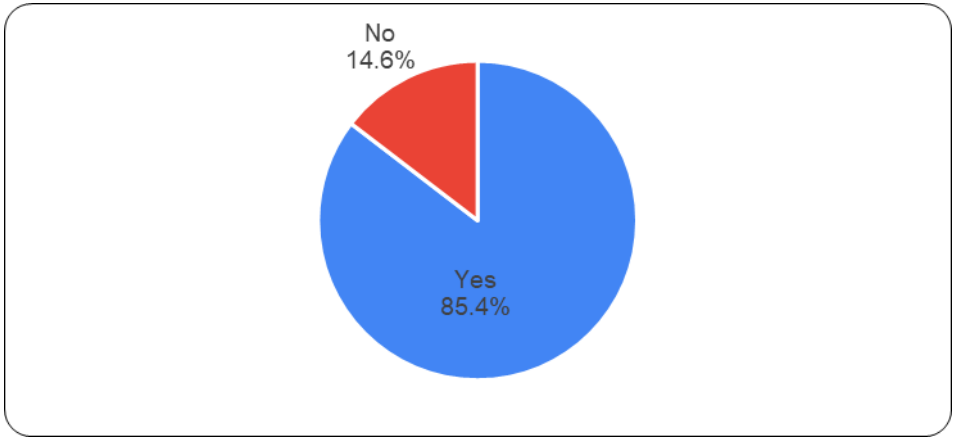
(Reference: 1. (1) Question 9) [N = 493 (*Multiple responses allowed)]

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 each school
Local UNESCO associations	Local funding bodies

(Reference: 1. (1) Question 10) [N = 83]

Figure 10 Effects of the outbreak of COVID-19



(Reference: 1. (1) Question 11) [N = 493]

Table 2 Effects of the outbreak of COVID-19

• We were forced to scale back on the number of participants or venue or cease activities
• There were fewer opportunities of interaction with local or external bodies
• Restrictions were imposed on learning inside and outside the school to avoid the Three Cs
• We were forced to change the form of activities or timing
• We were unable to accept international students or conduct overseas training

(Reference: 1. (1) Question 12) [N = 413]

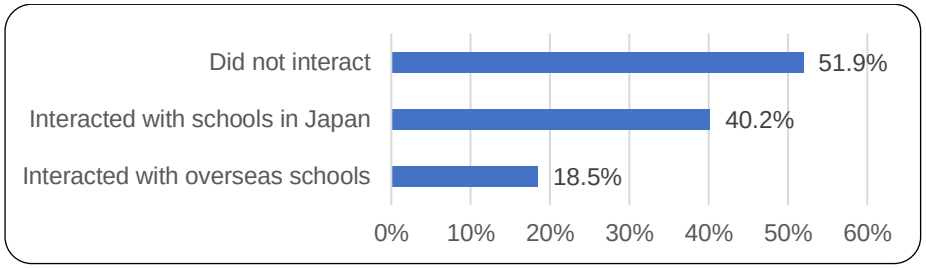
Table 3 Ideas implemented amid the COVID-19 pandemic

• Previous face-to-face interactions were changed to online communication
• We devised ways to carry out activities by reducing the number of participants and expanding the area where the activities would take place.
• We reviewed how to carry out interactions and implemented indirect interaction such as exchanging pieces of work and , letters
• We asked coordinators who could arrange online lessons to provide lessons remotely.
• We took thorough infection prevention measures

(Reference: 1. (1) Question 13) [N = 413]

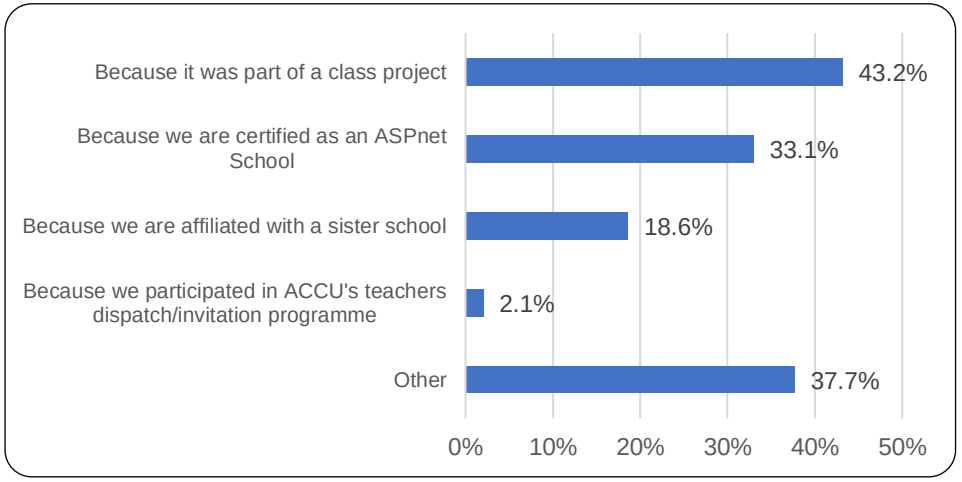
INTERACTION BETWEEN SCHOOLS IN JAPAN AND OVERSEAS

Figure 11 Interaction with schools in Japan and overseas (Not restricted to ASPnet Schools)



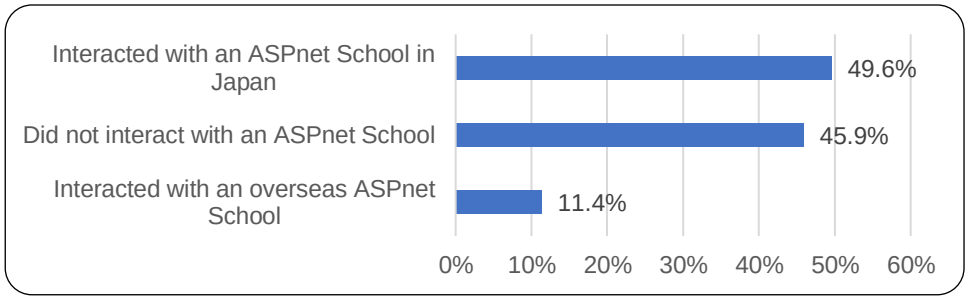
(Reference: 1. (2) Question 1) [N = 493 (*Multiple responses allowed)]

Figure 12 Factors behind the implementation of interschool exchange



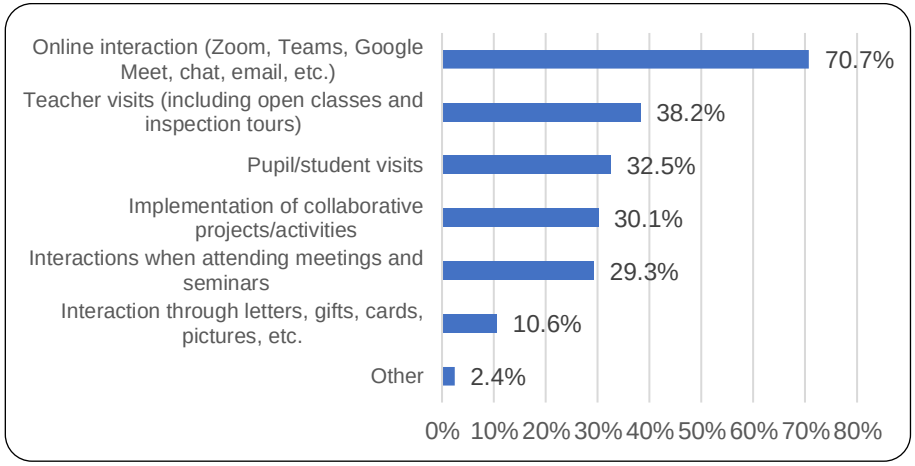
(Reference: 1. (2) Question 2) [N = 236 (*Multiple responses allowed)]
Other main responses: Local government provides opportunities. We continue to interact with other schools in the same district. Interaction events are organized by the student council and club activities.

Figure 13 Interaction with ASPnet Schools in Japan and overseas



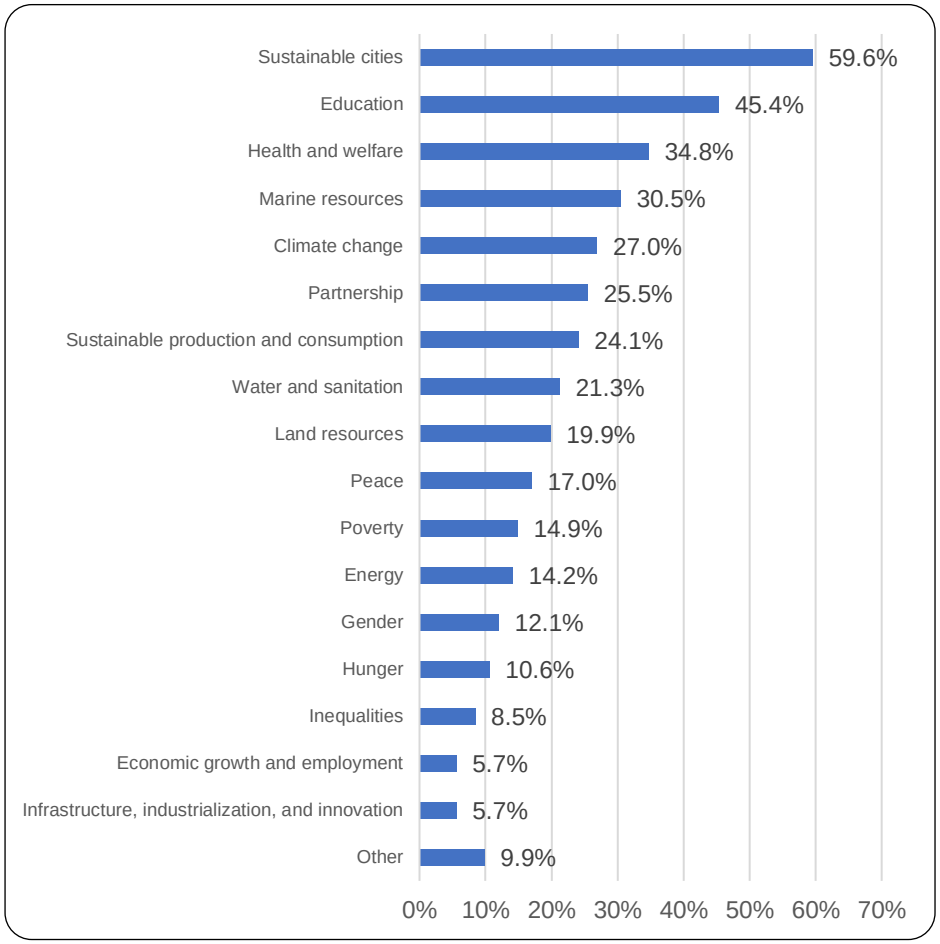
(Reference: 1. (2) Question 3) [N = 246 (*Multiple responses allowed)]

Figure 14 Methods of interaction with ASPnet Schools in Japan



(Reference: 1. (2) Question 4) [N = 123 (*Multiple responses allowed)]
Other main responses: Sharing UNESCO-related activities and drafting joint lesson plans at teacher training sessions. Implementation of collaborative field trips.

Figure 15 Details of interaction with ASPnet Schools in Japan



(Reference: 1. (2) Question 5) [N = 141 (*Multiple responses allowed)]
Other main responses: Dietary education, bonding with others, bullying prevention, global education, disaster prevention and mitigation, traditional culture, global citizenship

Table 4 Main outcomes of interacting with ASPnet Schools in Japan

• We were able to disseminate our activities and understand each other's efforts
• We were able to find a new point of view by learning about the efforts of other schools
• The interaction led to increased motivation to learn
• We were able to see that our learnings were common
• Through collaboration, we were able to think about issues from various viewpoints

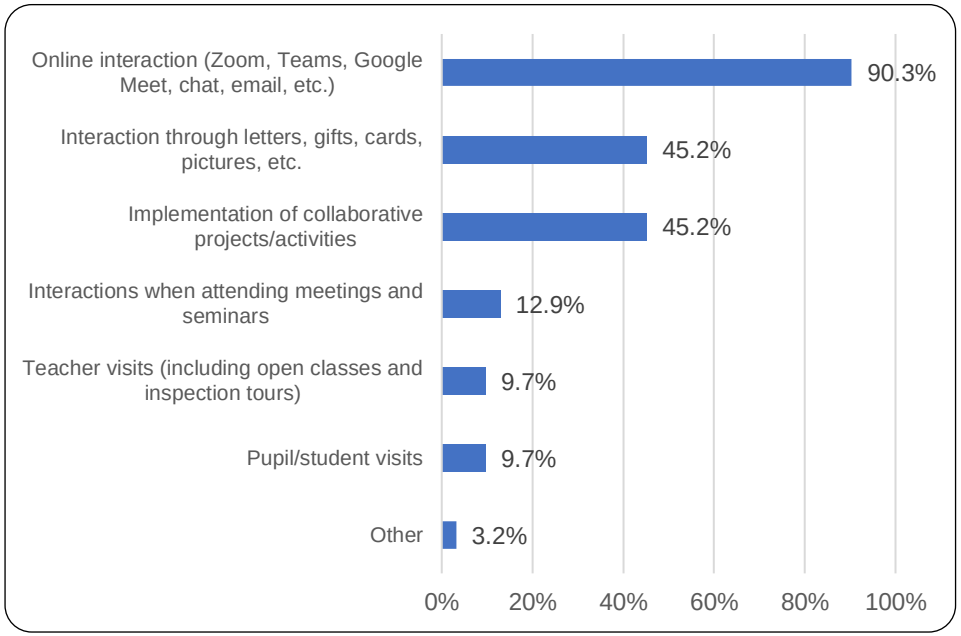
(Reference: 1. (2) Question 6) [N = 125]

Table 5 Main issues when interacting with ASPnet Schools in Japan

• Ensuring time for preparation and paperwork
• We found it difficult to engage in the continuous interaction
• Electronic equipment malfunction
• Due to the COVID-19 pandemic, the number of people and time to interact were limited.
• It was difficult to position the interaction within the curriculum

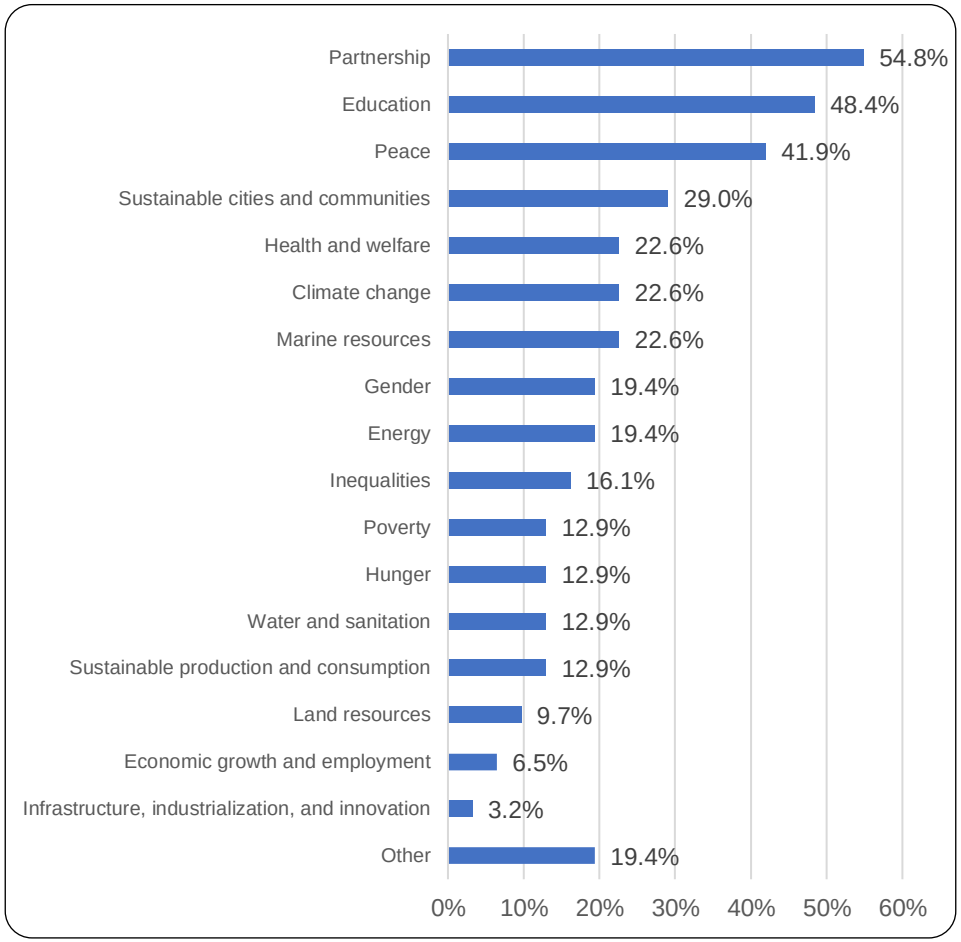
(Reference: 1. (2) Question 7) [N = 116]

Figure 16 Methods of interaction with overseas ASPnet Schools



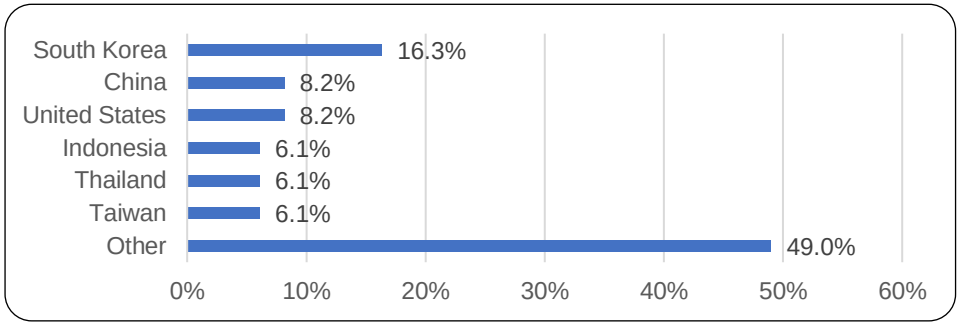
(Reference: 1. (2) Question 8) [N = 31 (*Multiple responses allowed)]
Other main responses: Interaction within the local ASPnet high-school network

Figure 17 Details of interaction with overseas ASPnet Schools



(Reference: 1. (2) Question 9) [N = 31 (*Multiple responses allowed)]
Other main responses: Cultural understanding, COVID-19 challenges, global citizenship

Figure 18 Countries and regions of overseas exchange schools



(Reference: 1. (2) Question 10) [N = 49 (*Multiple responses allowed)]
Other main answers: Australia, Germany, Bulgaria, Mexico

Table 6 Main outcomes of interacting with overseas ASPnet Schools

• We deepened understanding of multiculturalism through international exchanges
• It was an opportunity for pupils/students and teachers to realize that they had the power to achieve world peace within themselves
• Contributed to the development of global human resources with global perspectives and management skills
• We were able to see what was perceived as an issue or challenge in the international context

(Reference: 1. (2) Question 11) [N = 30]

Table 7 Main issues when interacting with overseas ASPnet Schools

• Time setting based on the time difference with the other country
• Language barrier regarding communication with the other school
• Lack of communication facilities for online interaction
• Online interaction is more restrictive than face-to-face communication

(Reference: 1. (2) Question 12) [N = 26]

Table 8 Sources of information on overseas exchanges

Main groups	
Administrative bodies such as national/prefectural/municipal boards of education	Teachers' connections
Local UNESCO associations	ACCU
ASPUnivNet, higher educational institutions	Search on the Internet
Local network of ASPnet Schools	UNESCO-related organizations
Sister schools	Education-related public interest/general incorporated foundations (associations) (Such as Japan Art Mile)

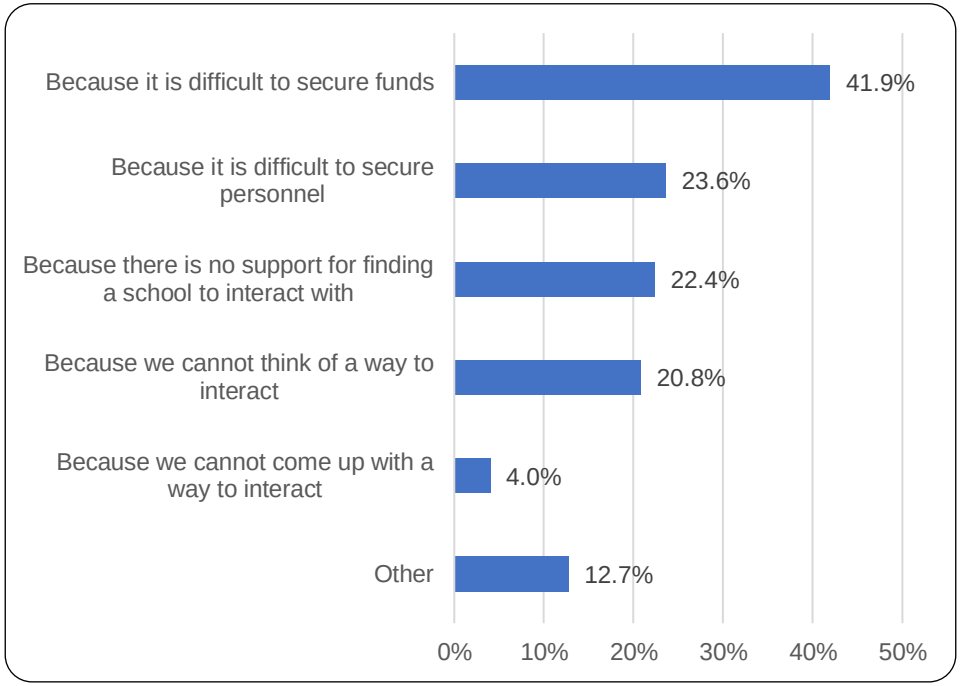
(Reference: 1. (2) Question 13) [N = 32]

Table 9 Support groups/networks for overseas exchanges

Group name	
Administrative bodies such as national/prefectural/municipal boards of education	Local UNESCO associations
Education-related public interest/general incorporated foundations (associations) (Such as Japan Art Mile)	ACCU
UNESCO-related organizations	Independent administrative agencies
International exchange organizations	Universities in Japan and overseas

(Reference: 1. (2) Question 14) [N = 23]

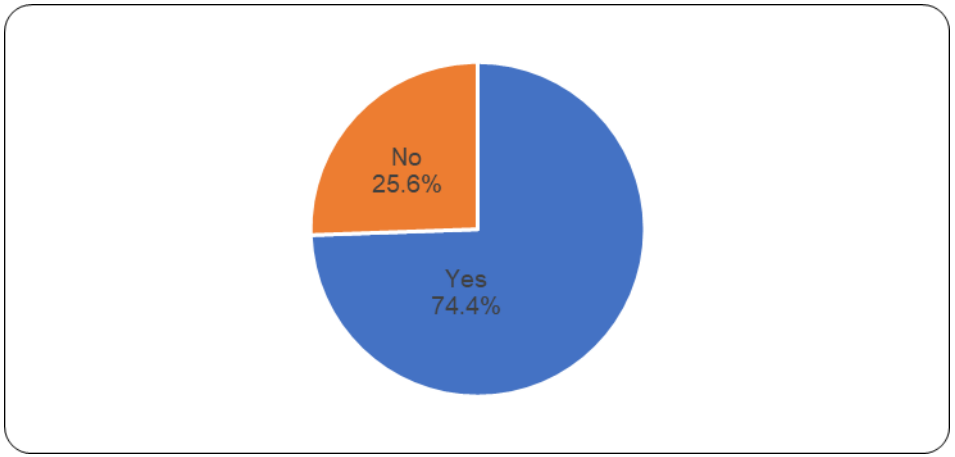
Figure 19 Reasons for not interacting



(Reference: 1. (2) Question 15) [N = 322 (*Multiple responses allowed)]
Other main responses: Preventing COVID-19 infections as a top priority led to refraining from interaction. It is difficult to secure the time required for preparation for interaction, etc. Every year, we had opportunities to interact with international students, but we could no longer accept them due to the COVID-19 pandemic. The school we interact with is not a ASPnet School. Travel was restricted due to the COVID-19 pandemic.

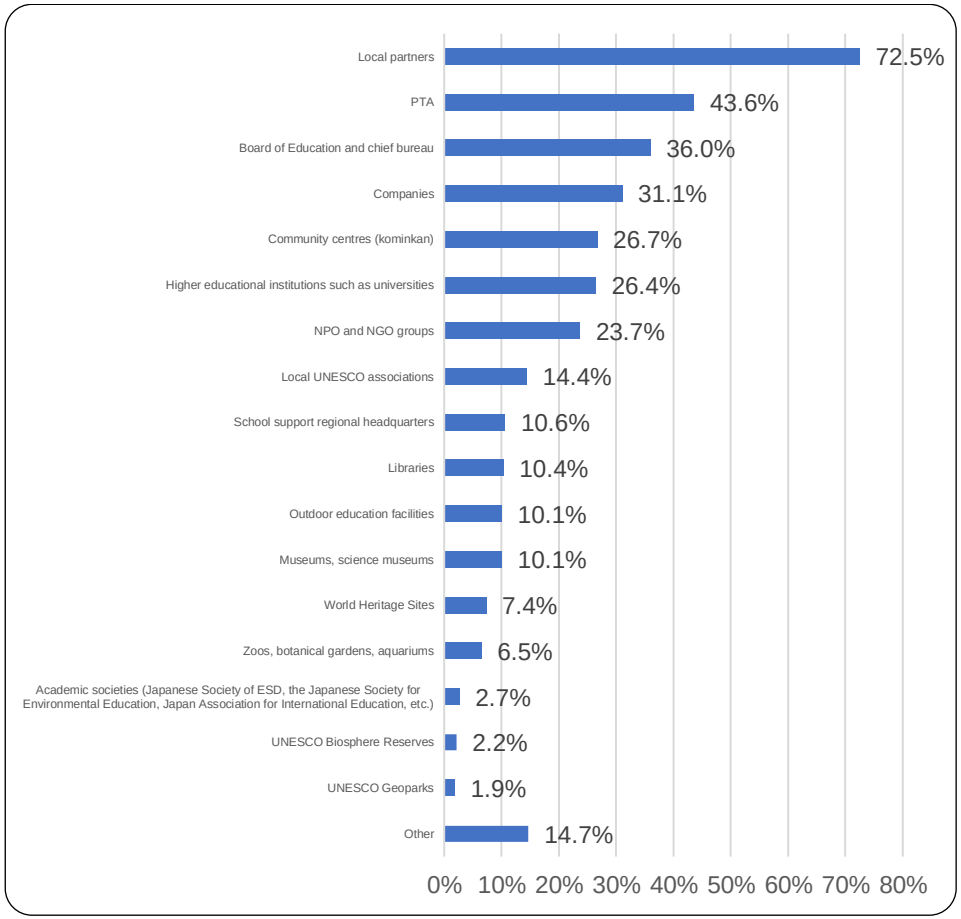
COLLABORATION WITH GROUPS OTHER THAN SCHOOLS

Figure 20 Collaboration with groups other than schools



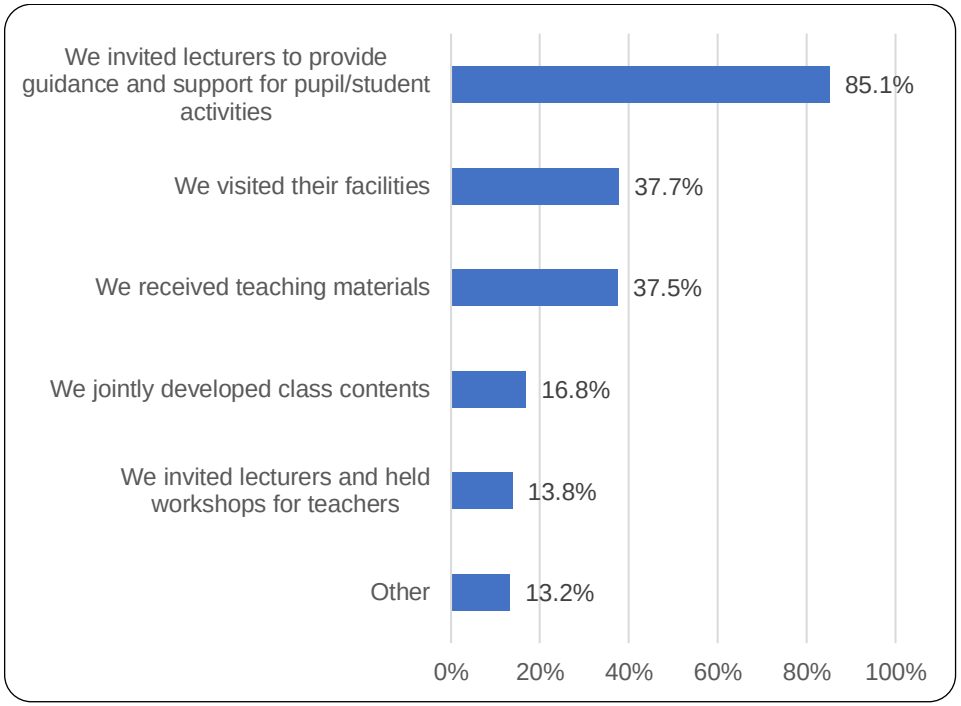
(Reference: 1. (3) Question 1) [N = 493]

Figure 21 Collaborating groups



(Reference: 1. (3) Question 2) [N = 367 (*Multiple responses allowed)]
Other main responses: local public bodies, national organizations, local public institutions or facilities, educational bodies

Figure 22 Details of collaboration with groups other than schools



(Reference: 1. (3) Question 3) [N = 363 (*Multiple responses allowed)]
Other main responses: We asked them to mediate a project we participated in. Mutual exchanges were held. We received cooperation in publicity activities. We had our deliverables exhibited.

Table 10 Main factors behind interaction with external bodies

• Our school requested support from local organizations for local studies
• Calls for interaction on bulletin boards, circular notices, and school communications
• Referrals from school personnel
• We referred to the organization's website and made an inquiry
• Approach from the other party

(Reference: 1. (3) Question 4) [N = 337]

Table 11 Main outcomes of interactions with external bodies

• We were able to strengthen the connection between the school and the community
• We were able to implement a variety of activities that we could not have with school resources
• Deepened understanding by acquiring specialized knowledge
• Motivation to learn among pupils and students improved
• Fostered compassion and gratitude through interaction with external people

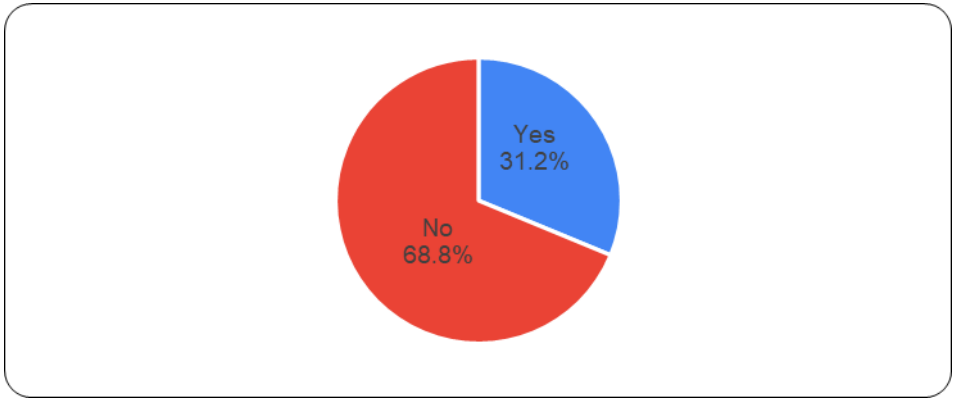
(Reference: 1. (3) Question 5) [N = 340]

Table 12 Main issues of interactions with external bodies

• Adjusting schedule and securing time for interaction with the other party
• Measures to maintain interaction in the future
• Clarifying the meaning and purpose of interaction and sharing them among related parties
• Restrictions on activities due to the COVID-19 pandemic
• It was difficult to secure necessary funds

(Reference: 1. (3) Question 6) [N = 302]

Figure 23 Participation in ESD/ASPnet Schools training programmes outside the school



(Reference: 1. (3) Question 7) [N = 493]

Table 13 Main groups that hosted workshops

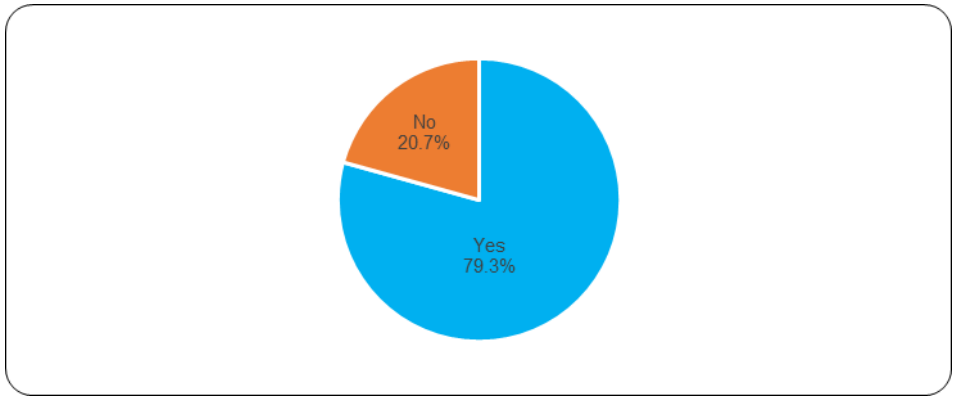
Group name	
Administrative bodies such as national/prefectural/municipal boards of education	ACCU
Academic societies and study groups	ESD Resource Center of Japan
NPOs/NGOs	The Japanese Society of Education for Sustainable Development (JSESD)
ASPUnivNet, university institutions	Local ESD consortium
National Federation of UNESCO Associations in Japan, local UNESCO associations, and regional UNESCO Liaison Councils	Local network of ASPnet Schools
Companies	Regional Centres of Expertise (RCE) on ESD
UNESCO-related organizations and international organizations	Education-related public interest/general incorporated foundations (associations)

(Reference: 1. (3) Question 8) [N = 152]

■ **Responses to Question 9** will be used by the UNESCO ASPnet Schools Secretariat as reference for gathering event information.

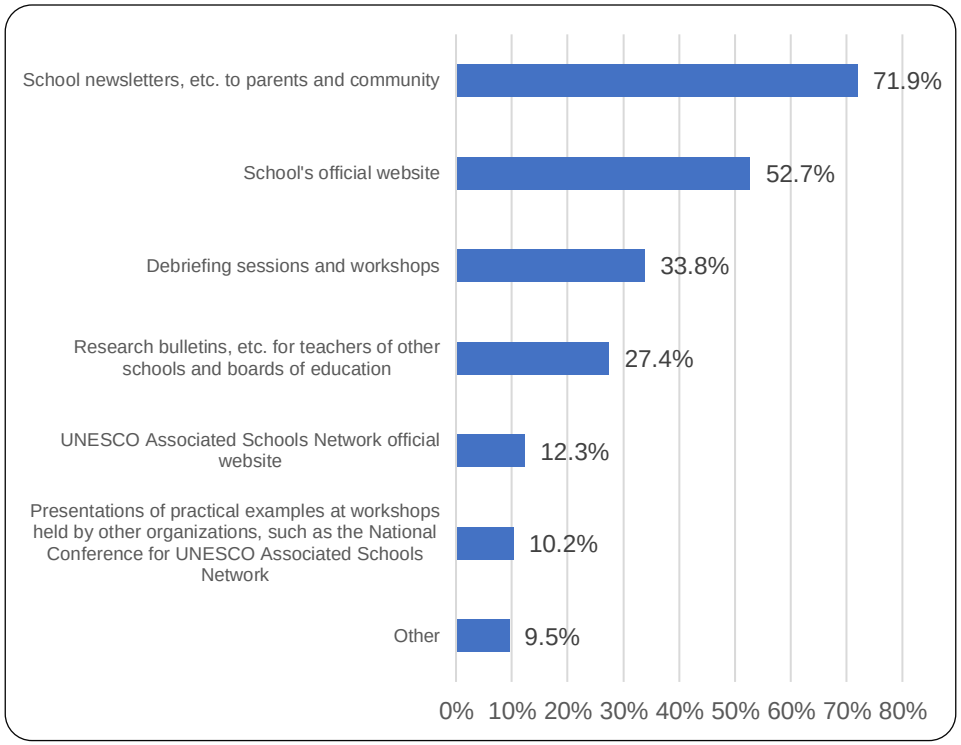
DISSEMINATING THE OUTCOMES OF ACTIVITIES AS REGIONAL CENTRES OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Figure 24 Dissemination of ASPnet School-related activities and ASPnet School principles



(Reference: 1. (4) Question 1) [N = 493]

Figure 25 Methods of disseminating outcomes

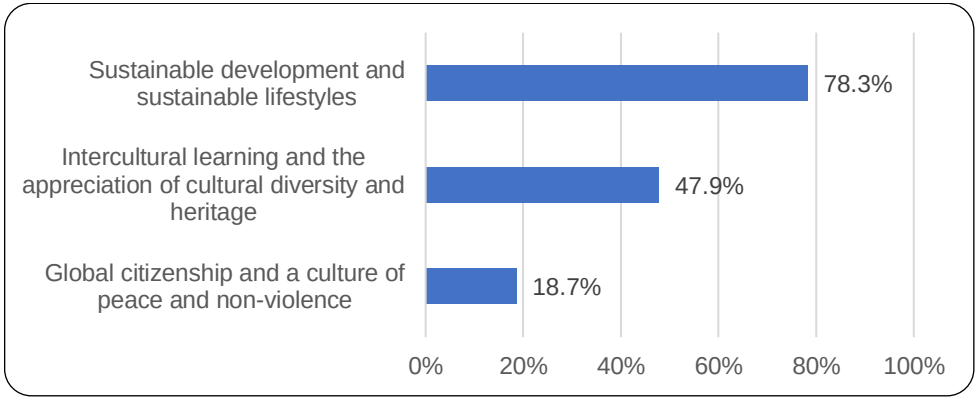


(Reference: 1. (4) Question 2) [N = 391 (*Multiple responses allowed)]
Other main responses: Media posting, presentations at various events, created booklets, online courses, creation of own website, participation in contests

OUTCOMES OF ACTIVITIES AS AN ASPnet SCHOOL

THREE THEMATIC ACTION AREAS OF ASPnet SCHOOLS

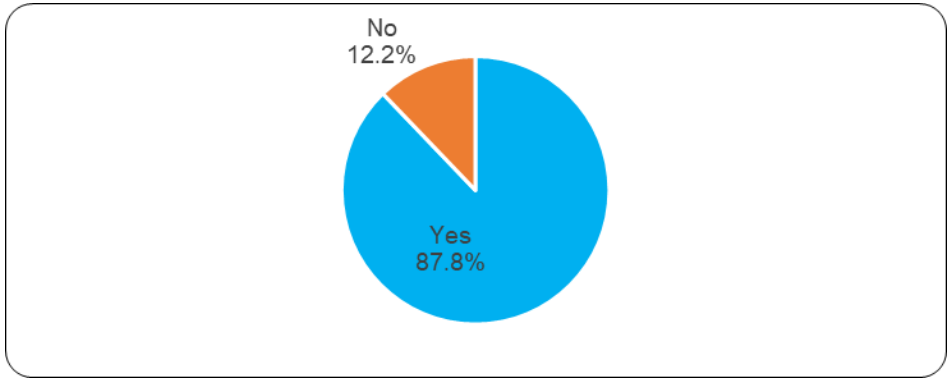
Figure 26 Area which achieved particular outcomes among the ASPnet Schools' three thematic action areas



(Reference: 2. (1) Question 1) [N = 493 (*Multiple answers allowed)]

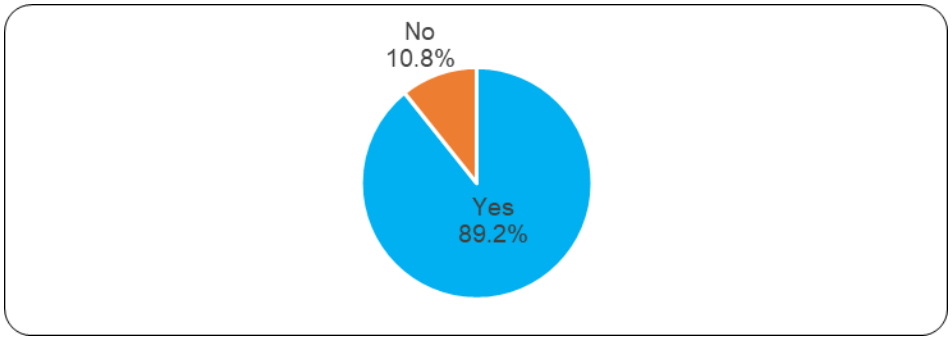
AWARENESS OF THE RELATIONSHIP BETWEEN ESD AND SDGS

Figure 27 Awareness of "ESD: Toward Achieving the SDGs (ESD for 2030)"



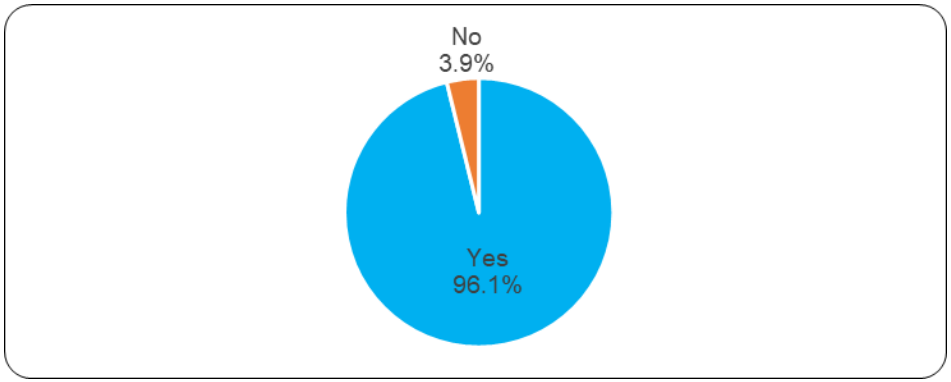
(Reference: 2. (2) Question 1) [N = 493]

Figure 28 Awareness of Goal 4 of the SDGs (Education) Target 4.7



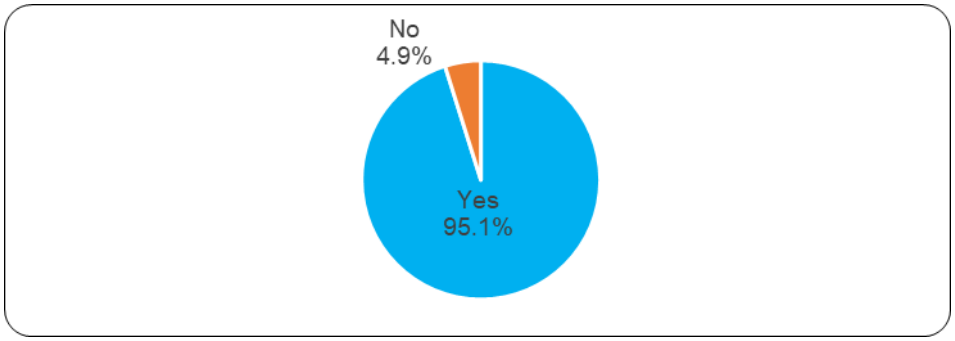
(Reference: 2. (2) Question 2) [N = 493]

Figure 29 Awareness of ESD as stipulated in the preamble to the New Curriculum Guidelines (for elementary, junior, and senior high schools) or the New Course of Study for Kindergartens



(Reference: 2. (2) Question 3) [N = 493]

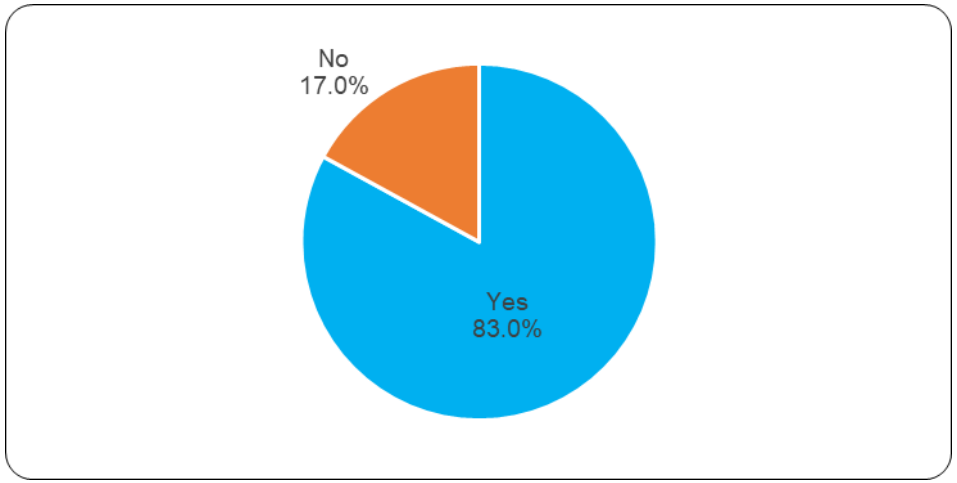
Figure 30 Awareness of the relationship between ESD and the 17 goals of the SDGs



(Reference: 2. (2) Question 4) [N = 493]

CHANGES RESULYING FROM ACTIVITIES AS AN ASPnet SCHOOL

Figure 31 Clarification of the qualities and abilities desired to be developed through educational activities as an ASPnet School



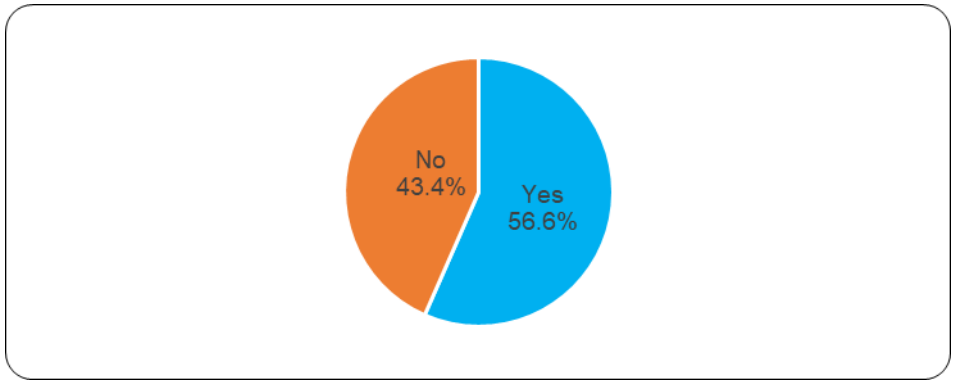
(Reference: 2. (3) Question 1 (1)) [N = 493]

Table 14 Main qualities and abilities acquired through ASPnet School activities

Main qualities and abilities	
Maintaining and conserving local traditional culture	Ability to value connection
Communication skills	Problem-solving ability
Global citizenship	Symbiosis with nature and awareness of recycling
Ability to contribute to local communities	Spirit of service
Attitude of respecting others, cooperativeness	Critical thinking
Voluntary willingness to learn	Presentation ability
Tenacity	Ability to collect, analyze, and disseminate information
Awareness of environmental protection	Compassion and spirit of mutual assistance
Social norms	Receptive attitude
Ability to think multilaterally and comprehensively	Ability to anticipate the future and plan
Interest and concern regarding foreign cultures and languages	Improved foreign language ability
Logical and scientific thinking	Practical ability in planning and management, etc.
Ability to identify and set issues	Respect for peace
Fostering a sense of mission	Internalization of issues
Understanding and respecting diversity	Attitude toward independent learning
Proactive and positive attitude	Attachment to the community
Acquisition of a global perspective	Sustainable lifestyle practices
Fostering awareness on human rights	Ability to pursue issues

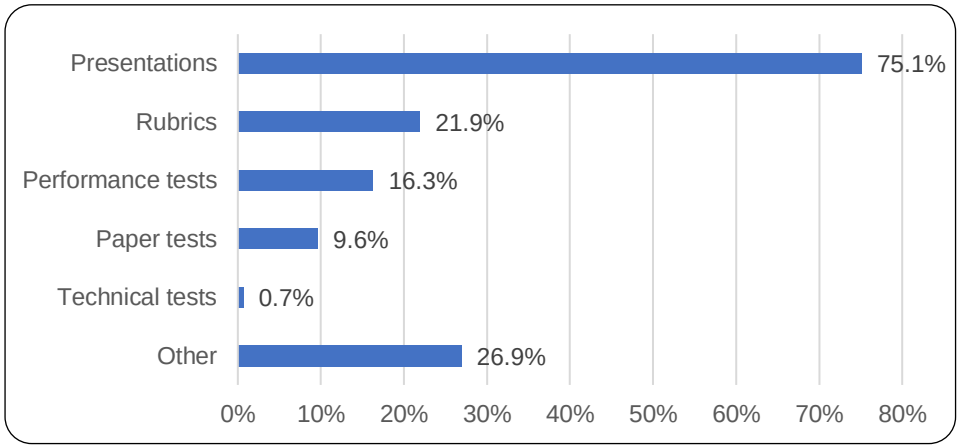
(Reference: 2. (3) Question 1 (2)) [N = 318]

Figure 32 Implementation of creative ways to evaluate educational activities



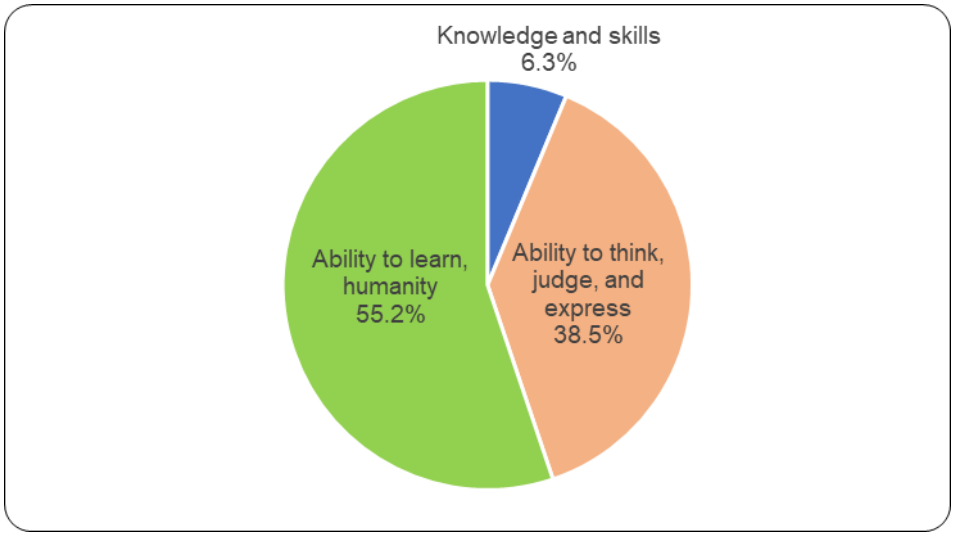
(Reference: 2. (3) Question 1 (3)) [N = 493]

Figure 33 Methods for evaluating educational activities



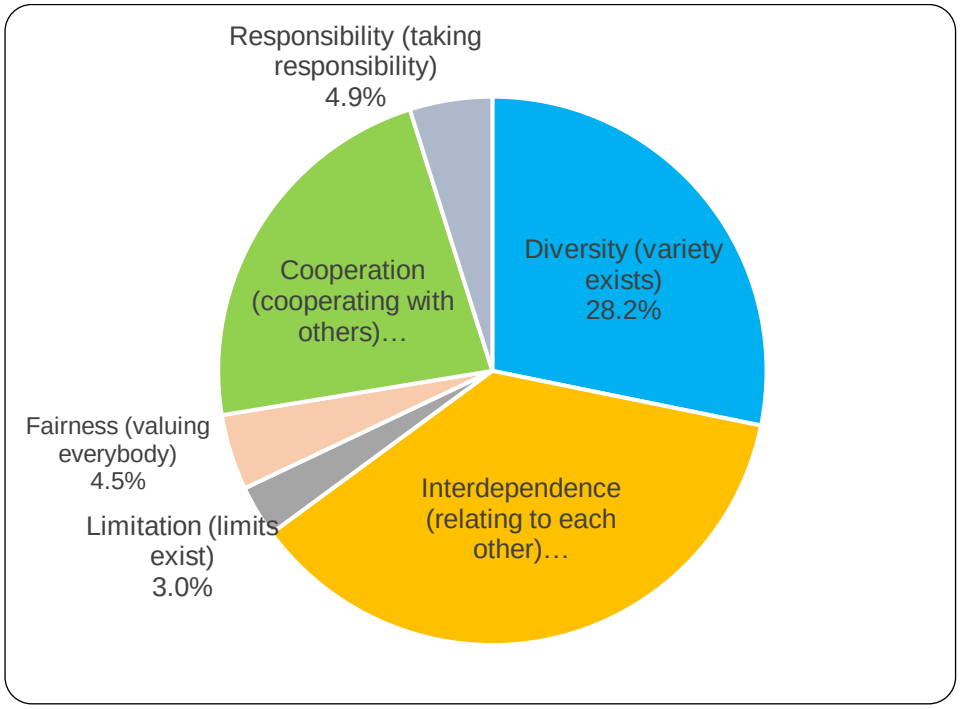
(Reference: 2. (3) Question 1 (4)) [N = 301 (*Multiple responses allowed)]
Other main responses: Questionnaires, portfolios, deliverables, reflections and comments

Figure 34 Item of the "Three pillars of qualities and capabilities" that has changed the most



(Reference: 2. (3) Question 1 (5)) [N = 493]

Figure 35 Item of the six perspectives for building a sustainable society that has changed the most



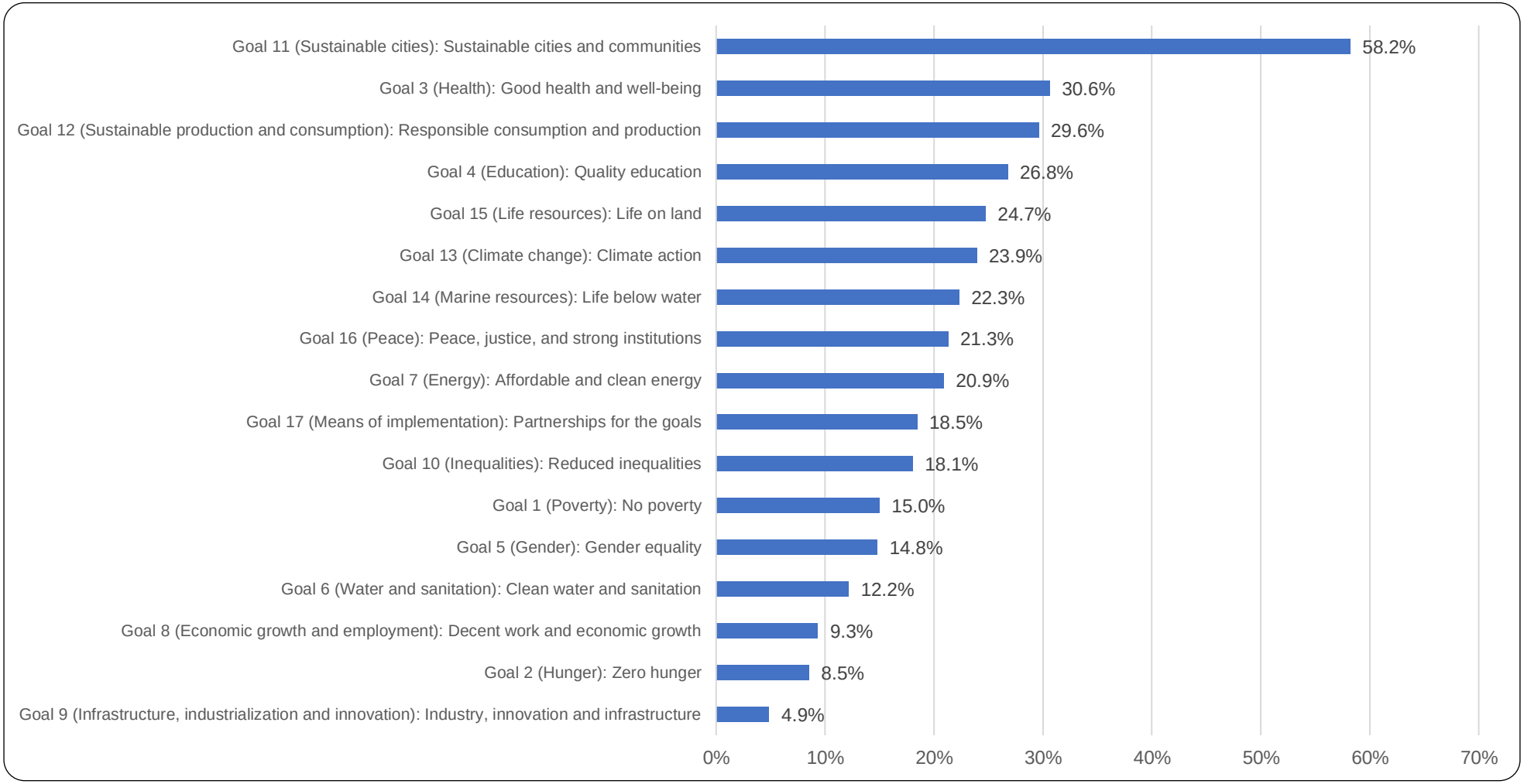
(Reference: 2. (3) Question 1 (6)) [N = 493]

Table 15 Main motivators that encouraged changes in students

• Experiential learnings from the period of integrated studies and the period for inquiry-based cross-disciplinary study
• Educational activities connected to the local community
• Visits and interaction activities with people who pupils/students normally do not interact with
• Educational activities related to the SDGs, including international, welfare, environment, peace, oceans, and disaster prevention education
• Pupil/student-centered learning activities
• Opportunities to express results, such as presentations

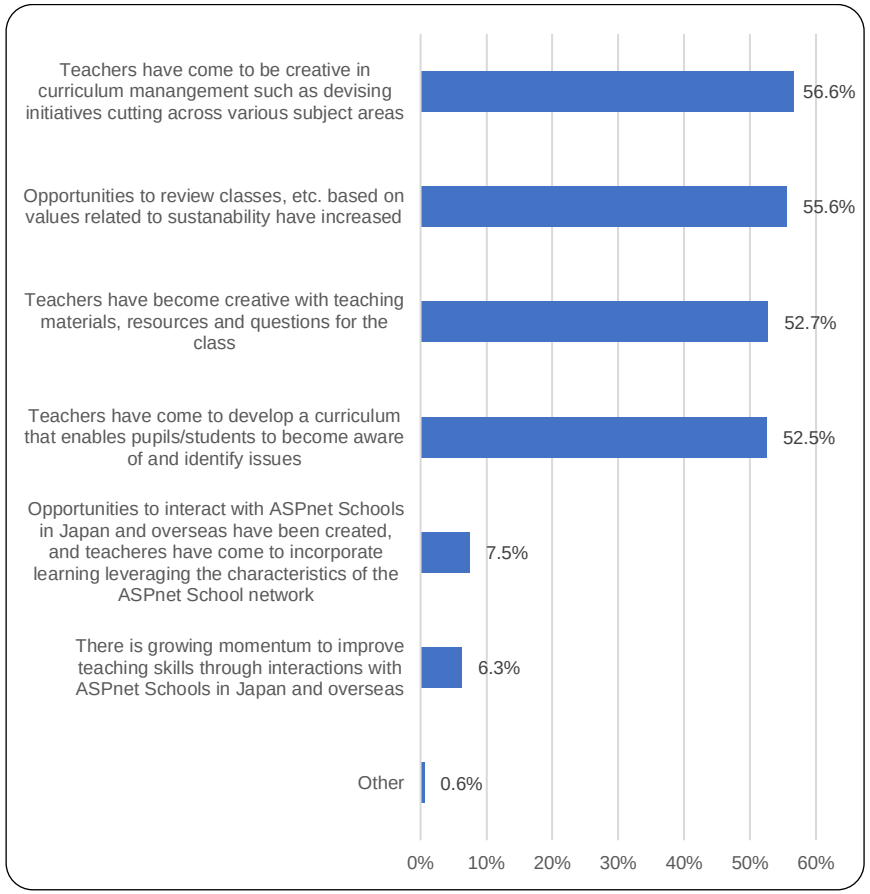
(Reference: 2. (3) Question 2) [N = 280]

Figure 36 SDGs taken up in educational activities



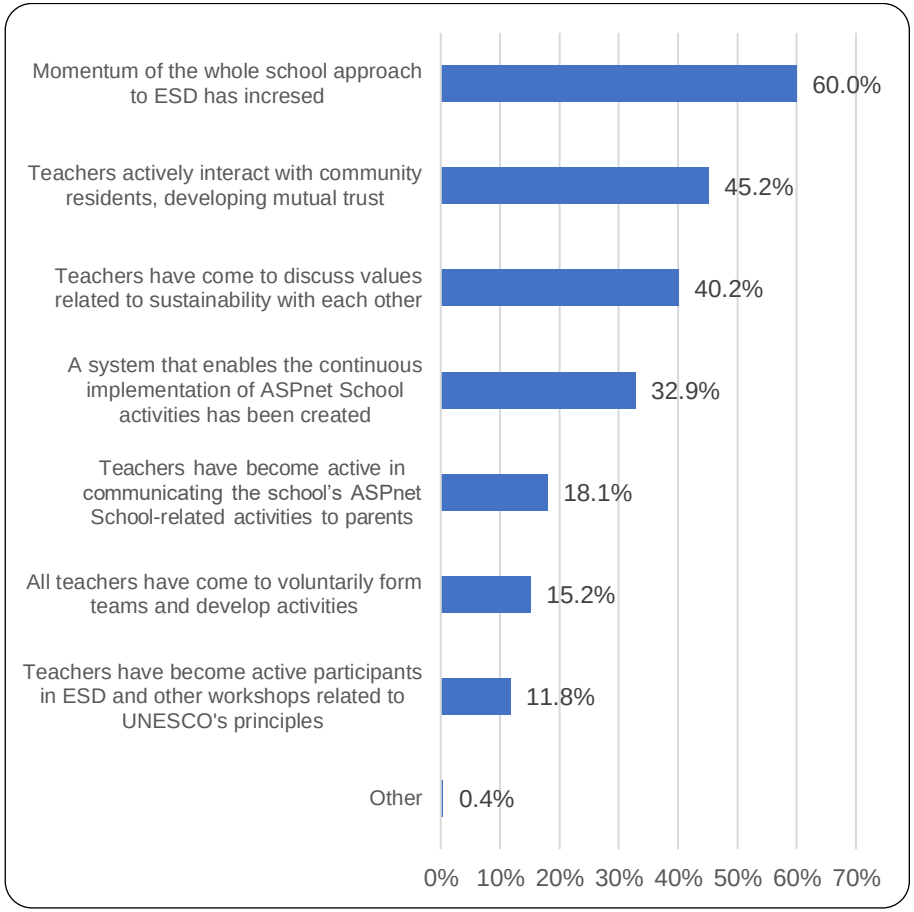
(Reference: 2. (3) Question 3) [N = 493 (*Select up to 3)]

Figure 37 Changes in curriculum and teaching methods as a result of implementing educational activities as an ASPnet School



(Reference: 2. (3) Question 4 (1)) [N = 493 (*Multiple responses allowed)]
Other main responses: Teachers have come to review the relationship between the instructional content of the ESD calendar and the SDGs. Teachers have come to actively utilize external human resources.

Figure 38 Changes in teachers' attitude regarding school management as a result of implementing educational activities as an ASPnet School



(Reference: 2. (3) Question 4 (2)) [N = 493 (*Multiple responses allowed)]
Other answers were included in the options

Table 16 Main motivators that encouraged changes in school personnel

• Learning activities and community exchanges involving the local community
• Use of the period for integrated studies
• Opportunities for presentation of learnings
• In-school training
• Implementation of in-school study group meetings
• External training or interaction among schools
• Creating classes utilizing local human resources
• ESD-related training and subsequent implementation of learnings in classes
• Collaboration among schools and with the community
• Opportunities to present and discuss initiatives

(Reference: 2. (3) Question 5) [N = 214]

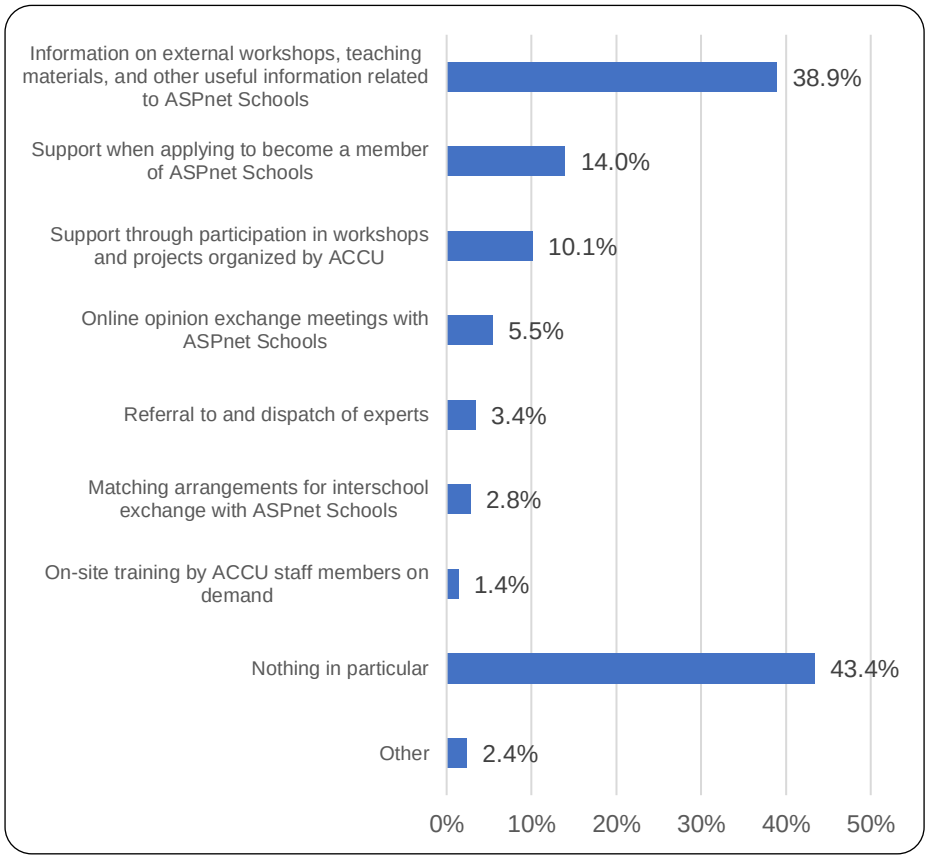
Table 17 Main initiatives that enhanced school personnel's motivation

• Implementation of workshops by external lecturers
• Opportunities to externally present activities
• Developing practices in cooperation with local human resources
• Interaction among teachers (in school, in the region, and overseas)
• In-school demonstration lessons, follow-up study groups, and research presentations
• Third-party evaluation
• Development of cross-curricular class practices
• Use of the period for integrated studies
• Joint efforts with students
• Participation in company-sponsored projects

(Reference: 1. (3) Question 6) [N = 148]

USAGE OF SUPPORT FOR ASPnet SCHOOLS

Figure 39 Usage of UNESCO ASPnet Schools Secretariat



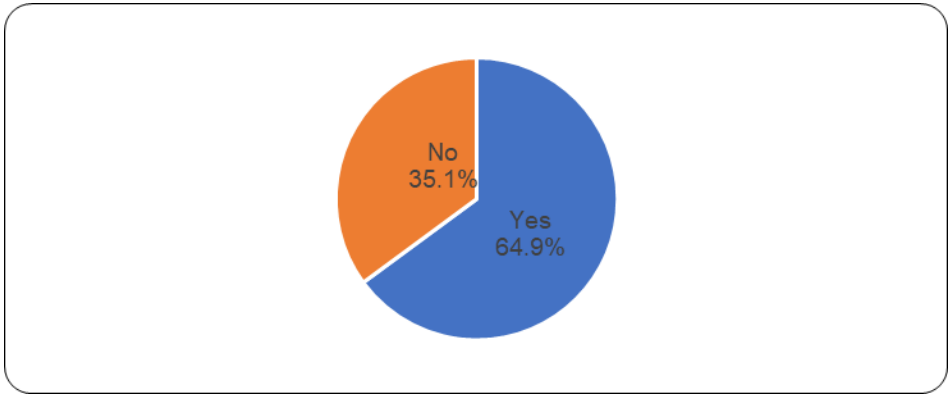
(Reference: 3. Question 1) [N = 493 (*Multiple responses allowed)]
Other main responses: Provision of information such as the ASPnet School SDGs Assist Project grants and the campaign for spoiled postcards, inquiries related to the Annual Activity Report.

Table 18 Details of support requested to be provided by UNESCO ASPnet Schools Secretariat

• Support for the cost of activities
• Dispatch of lecturers, holding on-site classes on demand and workshops
• Providing various information such as external events and lists of ASPnet Schools overseas
• Providing practical examples and video materials
• Specification of a list of support that can be provided
• Simplification of the method of submitting activity reports

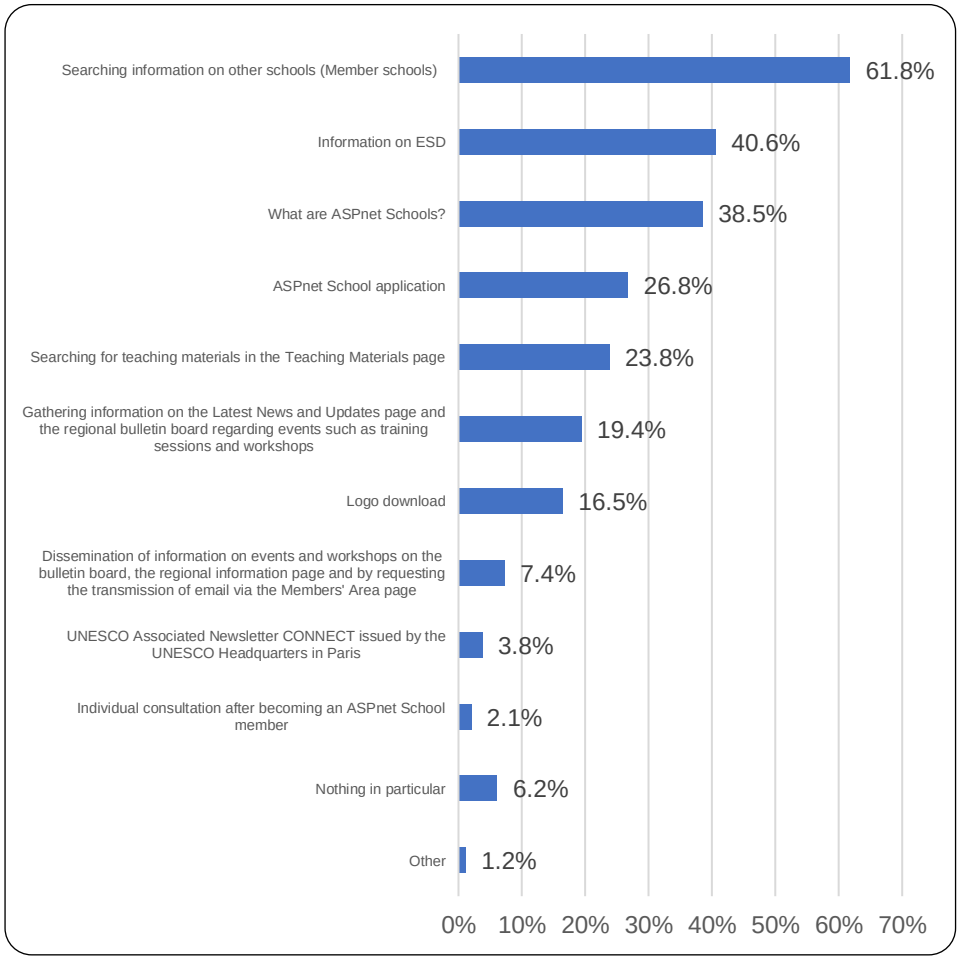
(Reference: 3. Question 2) [N = 129]

Figure 40 Usage of the ASPnet Schools' official website



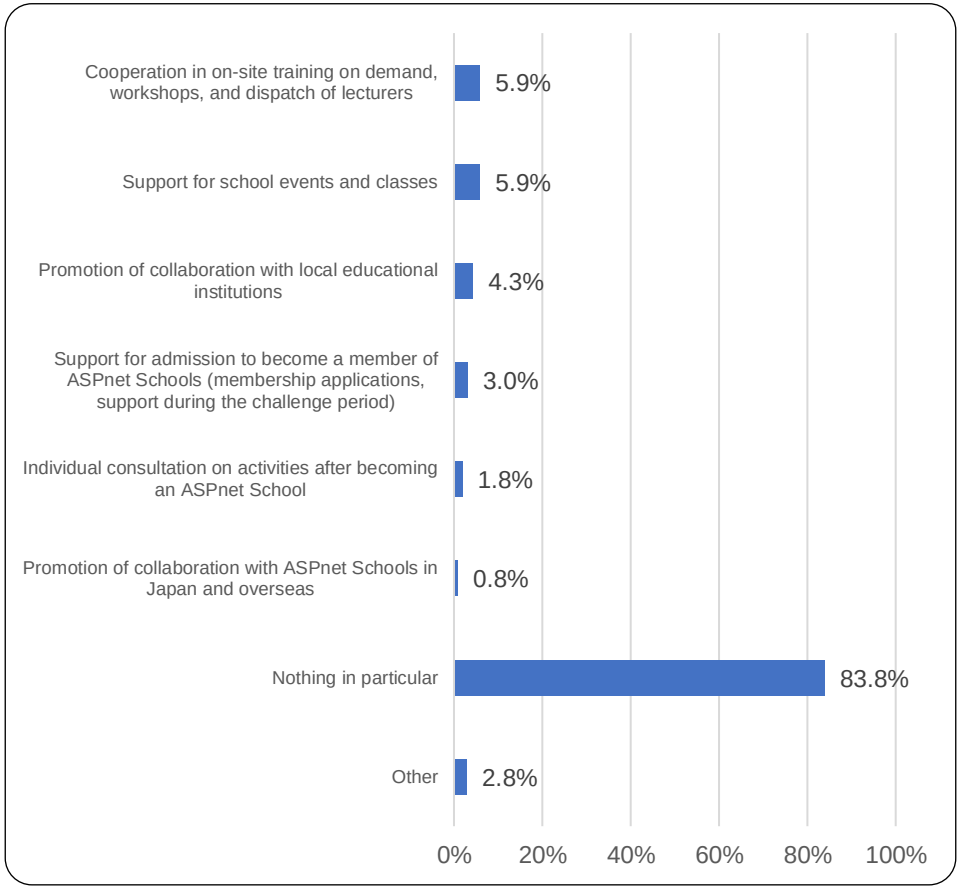
(Reference: 3. Question 3) [N = 493]

Figure 41 Usage of the ASPnet Schools' official website functions



(Reference: 3. Question 4) [N = 340 (*Multiple responses allowed)]
Other main responses: Information on other schools' activity reports, various procedures related to ASPnet Schools, International days

Figure 42 Contents of cooperation and support from the Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet)



(Reference: 3. Question 5) [N = 493 (*Multiple answers allowed)]

Table 19 If you selected "Other" to Question 5, please explain briefly.

• Lectures at events sponsored by the Board of Education
• Collaboration on projects
• Implementation of exchange activities with international students at universities
• Introducing events related to ASPnet Schools
• Request for lecturers at events related to ASPnet Schools outside the school

(Reference: 3. Question 6) [N = 13]

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