

FY 2022 UNESCO Future Co-Creation Platform Project Commissioned by the Ministry of Education,
Culture, Sports, Science and Technology

Results of FY 2022 UNESCO Associated Schools Annual Activity Survey

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FY 2022 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

The FY 2022 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 20, 2022, and March 31, 2023.

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 2022 (December 2021 to November 2022).

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 2022 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

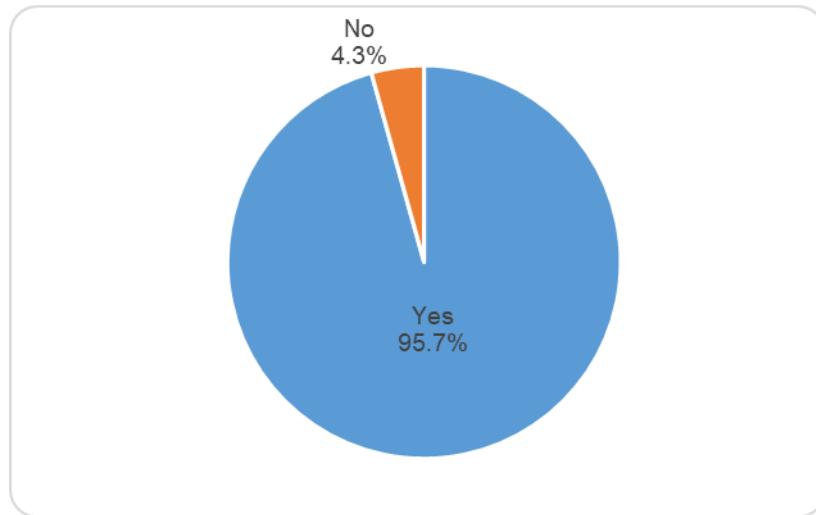
SURVEY METHOD

FY 2022 Activity Survey asked all 1,115 ASPnet School members for their cooperation in answering questions via the Internet. Ultimately, 624 schools (response rate of about 56.0%) responded (up 10.2% 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 FY 2022

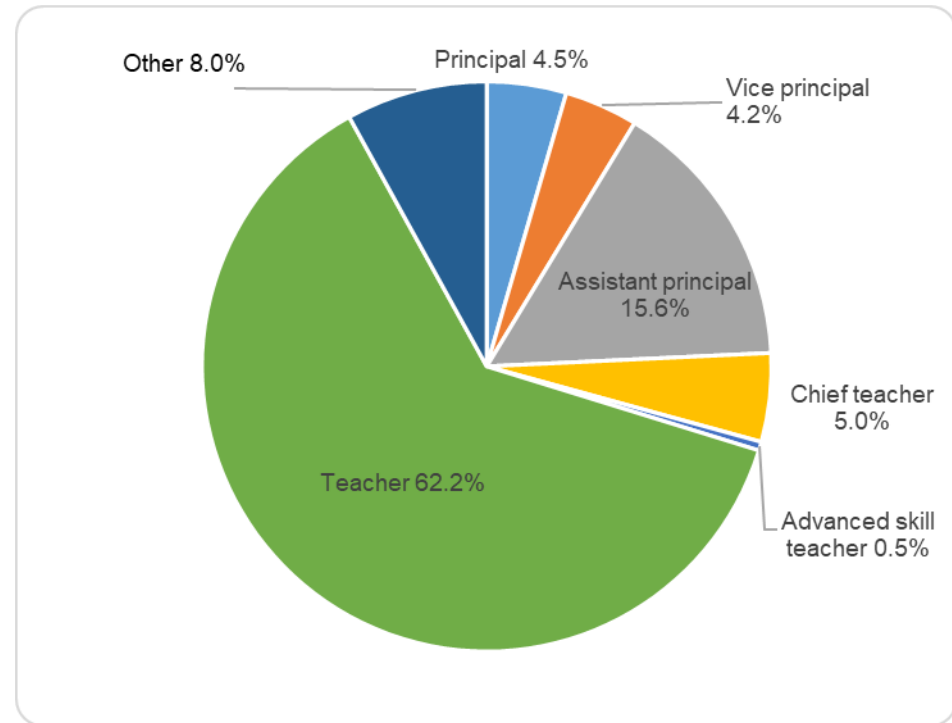
POSITIONING OF ASPNET SCHOOLS

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



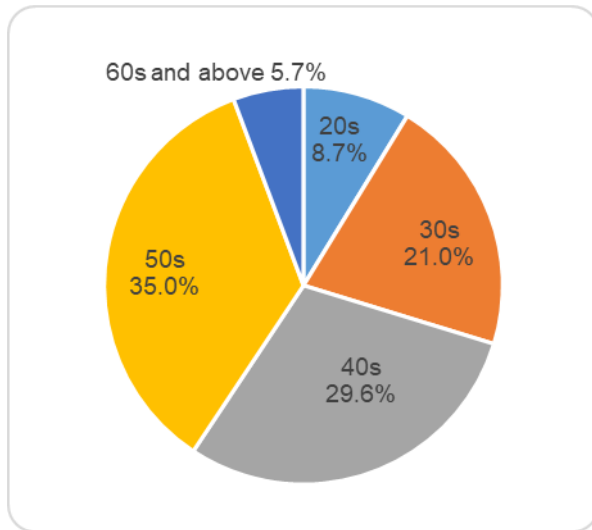
(Reference: 1. (1) Question 1) [N = 624]

Figure 2 Job title of the focal point



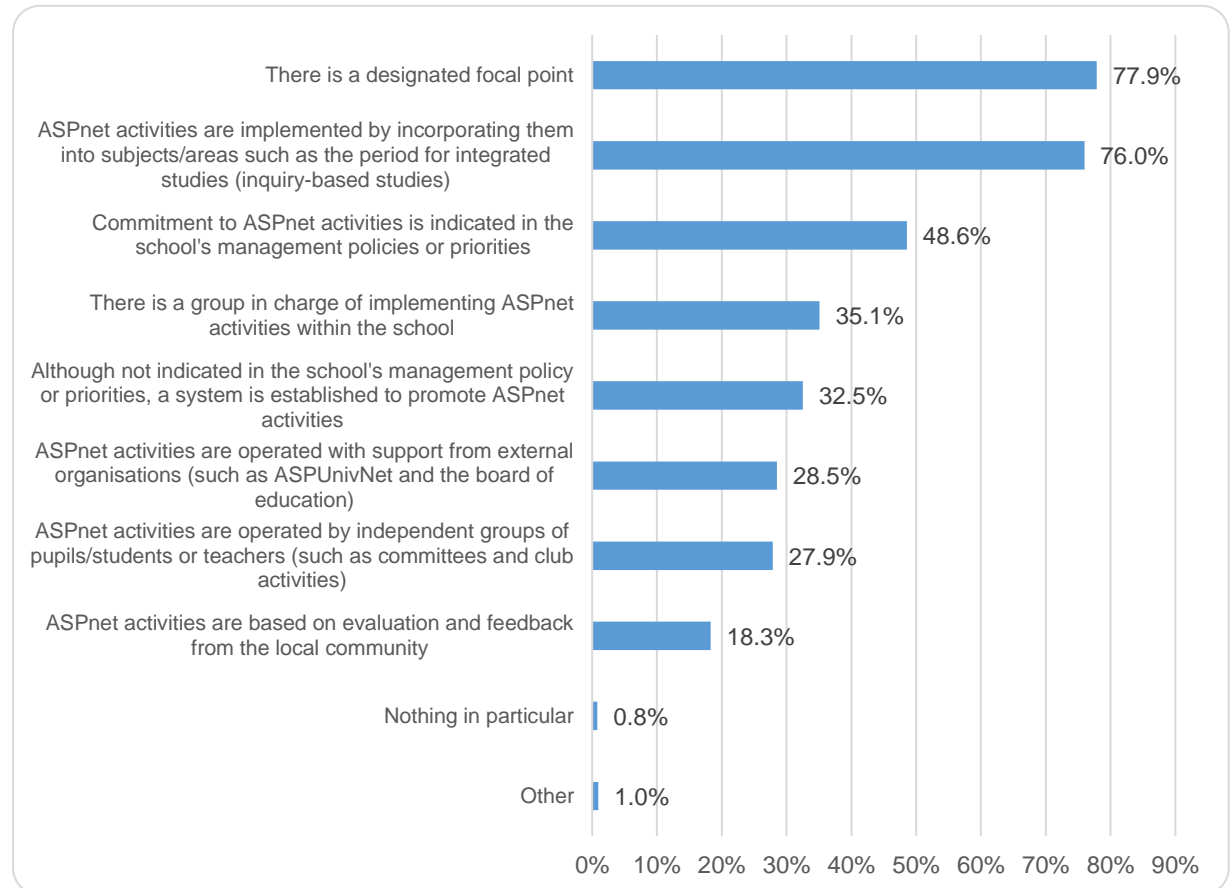
(Reference: 1. (1) Question 2) [N = 598]

Figure 3 Age group of the focal point



(Reference: 1. (1) Question 3) [N = 595]

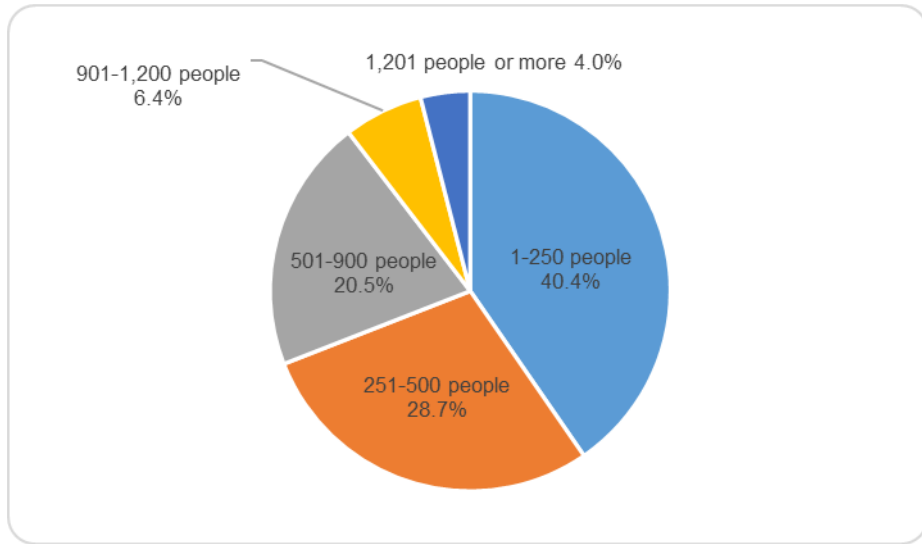
Figure 4 How do you implement a whole-school approach to systematically and continuously engage in ASPnet/ESD activities?



(Reference: 1. (1) Question 4) [N = 624 (*Multiple responses allowed)]

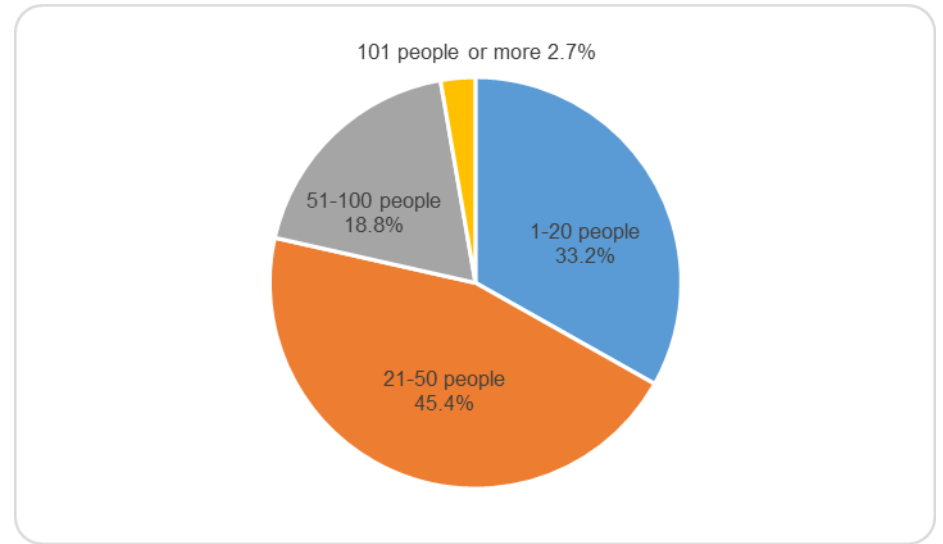
Other responses: Initiatives linked to ESD (SDGs) are promoted in all educational activities. ASPnet Candidate School newsletters covering International Days, etc. are distributed to all teachers, students, and parents from time to time.

Figure 5 School size (Number of students)



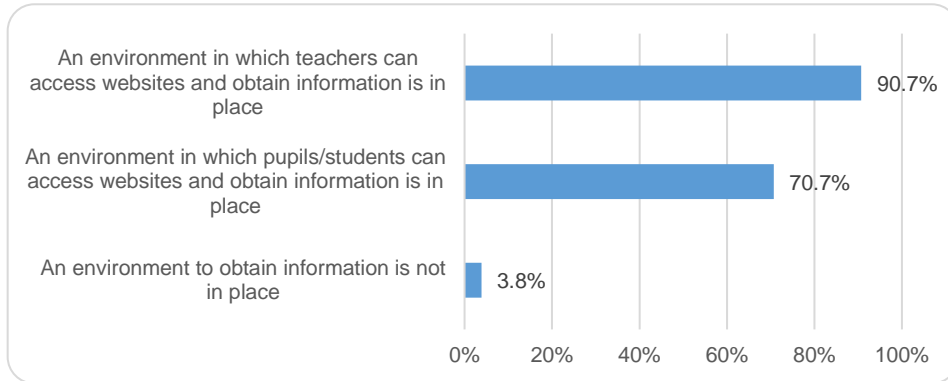
(Reference: 1. (1) Question 5) [N = 624]

Figure 6 School size (Number of teachers)



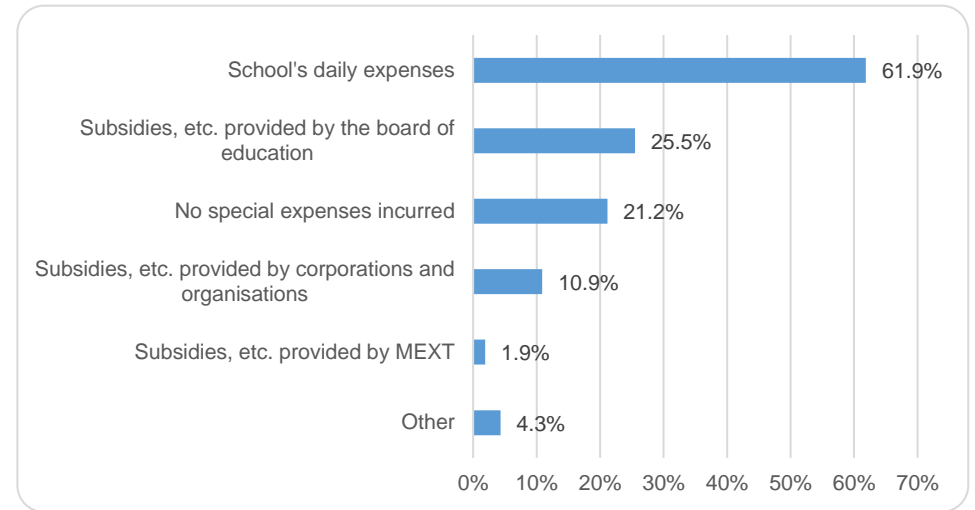
(Reference: 1. (1) Question 6) [N = 624]

Figure 7 Is an ICT environment in which information on ASPnet Schools in Japan and overseas can easily be obtained in place?



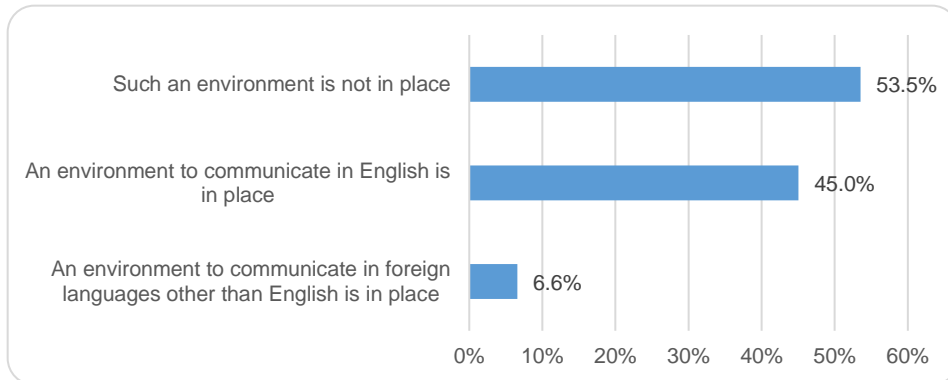
(Reference: 1. (1) Question 7) [N = 624 (*Multiple responses allowed)]

Figure 9 Source of funds for ASPnet School activities



(Reference: 1. (1) Question 9) [N = 624 (*Multiple responses allowed)]

Figure 8 Is an environment for information dissemination and interaction in foreign languages in place?



(Reference: 1. (1) Question 8) [N = 624 (*Multiple responses allowed)]

Table 1 Funding bodies

Main groups/organisations	
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
PTA	Municipalities' own social education organisations

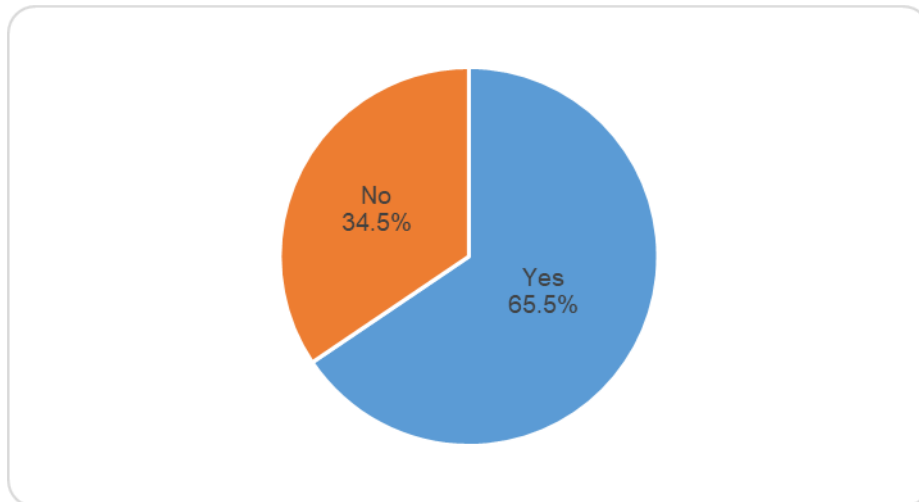
(Reference: 1. (1) Question 10) [N = 86]

Table 2 Effects of the outbreak of COVID-19

<ul style="list-style-type: none"> We were forced to scale back on the number of participants or venue or cease activities
<ul style="list-style-type: none"> There were fewer opportunities to interact with local or external bodies
<ul style="list-style-type: none"> Restrictions were imposed on interacting with the community (especially in facilities for the elderly)
<ul style="list-style-type: none"> We were unable to engage in experiential interaction and voluntary training
<ul style="list-style-type: none"> Use of public transport and other facilities was restricted
<ul style="list-style-type: none"> Activities were not carried out as planned owing to the increase in number of COVID-19 cases
<ul style="list-style-type: none"> International exchanges went online

(Reference: 1. (1) Question 12) [N = 403]

Figure 10 Were school activities affected by the outbreak of COVID-19?



(Reference: 1. (1) Question 11) [N = 624]

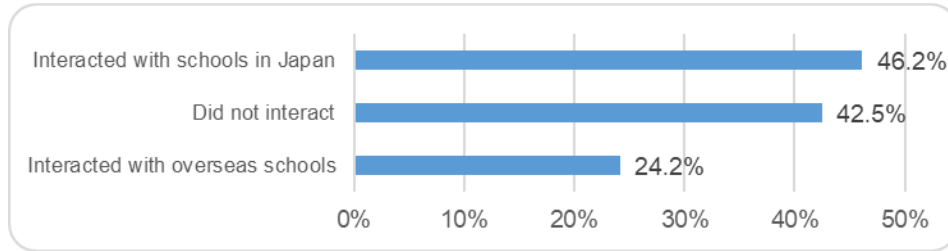
Table 3 What kind of efforts were made to implement activities during the COVID-19 pandemic?

<ul style="list-style-type: none"> Previous face-to-face interactions were changed to online communication
<ul style="list-style-type: none"> We devised ways to carry out activities by reducing the number of participants and expanding the area where the activities would take place
<ul style="list-style-type: none"> School personnel discussed how to improve the quality of educational activities contained in the guidelines
<ul style="list-style-type: none"> We went off campus to learn about cultural properties
<ul style="list-style-type: none"> We took thorough infection prevention measures
<ul style="list-style-type: none"> We took infection control measures by using chartered buses, etc.
<ul style="list-style-type: none"> We could not have face-to-face interaction, but communicated using letters, message boards, etc.

(Reference: 1. (1) Question 13) [N = 455]

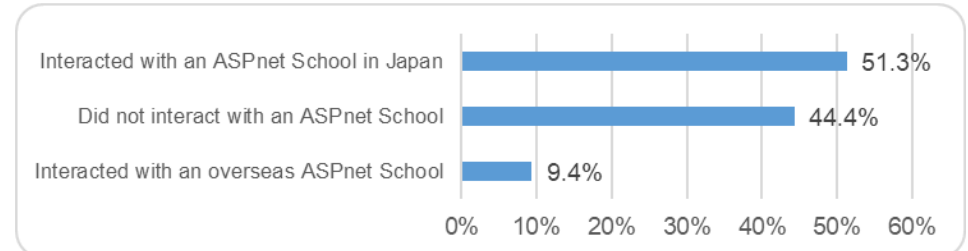
INTERACTION BETWEEN SCHOOLS IN JAPAN AND OVERSEAS

**Figure 11 Did the school interact with schools in Japan or overseas?
(Not restricted to ASPnet Schools)**



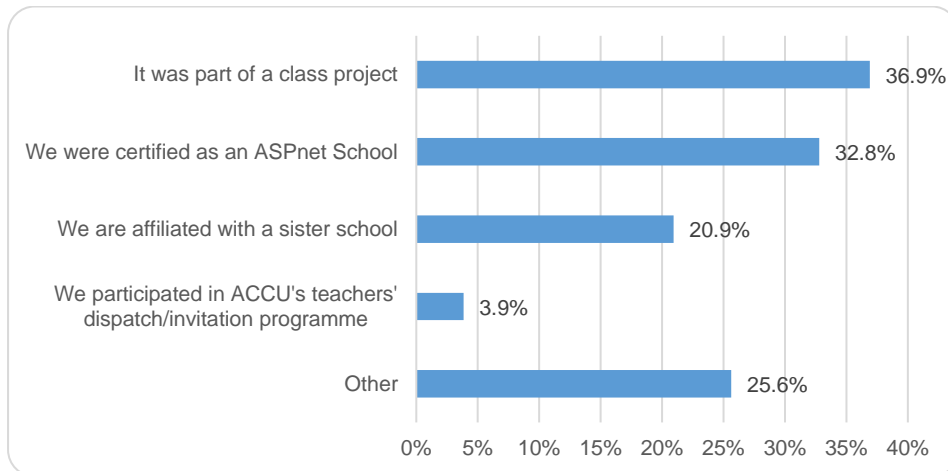
(Reference: 1. (2) Question 1) [N = 624 (*Multiple responses allowed)]

Figure 13 Did the school interact with ASPnet Schools in Japan or overseas?



(Reference: 1. (2) Question 3) [N = 374 (*Multiple responses allowed)]

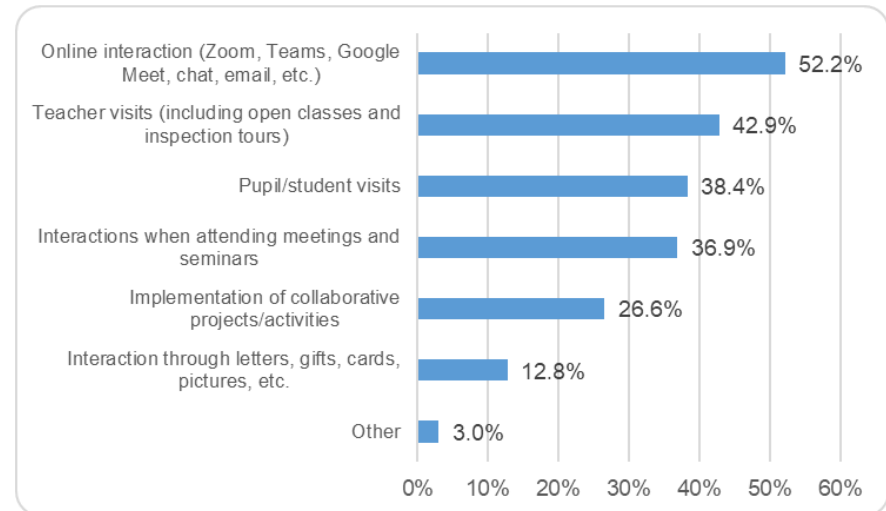
Figure 12 What are the factors behind the implementation of interschool exchange?



(Reference: 1. (2) Question 2) [N = 363 (*Multiple responses allowed)]

Other main responses: There is a platform for ASPnet Schools in the city/prefecture to interact with one another. We participate in international exchange programmes conducted in the prefecture. It was initiated in response to the Great East Japan Earthquake relief efforts. Teachers' network.

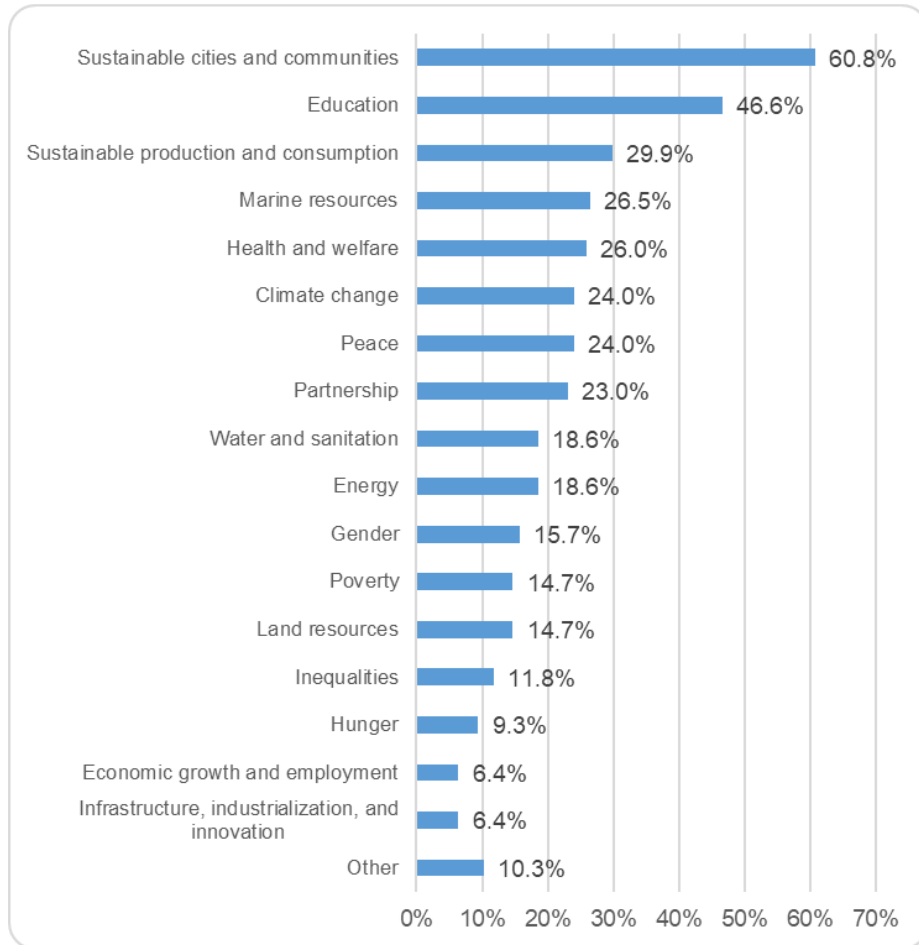
Figure 14 Methods of interaction with ASPnet Schools in Japan



(Reference: 1. (2) Question 4) [N = 203 (*Multiple responses allowed)]

Other main responses: Showed activity reports and presentations to each other. UNESCO Forum. High school students conducted classes at elementary schools. Collaborated with all ASPnet Schools in the prefecture.

Figure 15 Themes taken up when interacting with an ASPnet School in Japan



(Reference: 1. (2) Question 5) [N = 204 (*Multiple responses allowed)]

Other main responses: Conservation of World Heritage sites; support activities and sports exchanges in disaster-affected areas; initiatives to understand the SDGs; education on the circular environment of food and agriculture.

Table 4 Main outcomes of interacting with ASPnet Schools in Japan

<ul style="list-style-type: none"> The students were able to discuss one another's research topics
<ul style="list-style-type: none"> We agreed to protect the upstream and downstream environments of the river we share
<ul style="list-style-type: none"> It gave us an opportunity to reflect on how to conduct activities according to the developmental stage of the students
<ul style="list-style-type: none"> We were able to incorporate the learning perspectives of other schools into our school
<ul style="list-style-type: none"> Awareness of disaster prevention increased within the school
<ul style="list-style-type: none"> We were able to learn about the wonderful aspects of other regions
<ul style="list-style-type: none"> We were able to confirm the direction to take in our educational practices

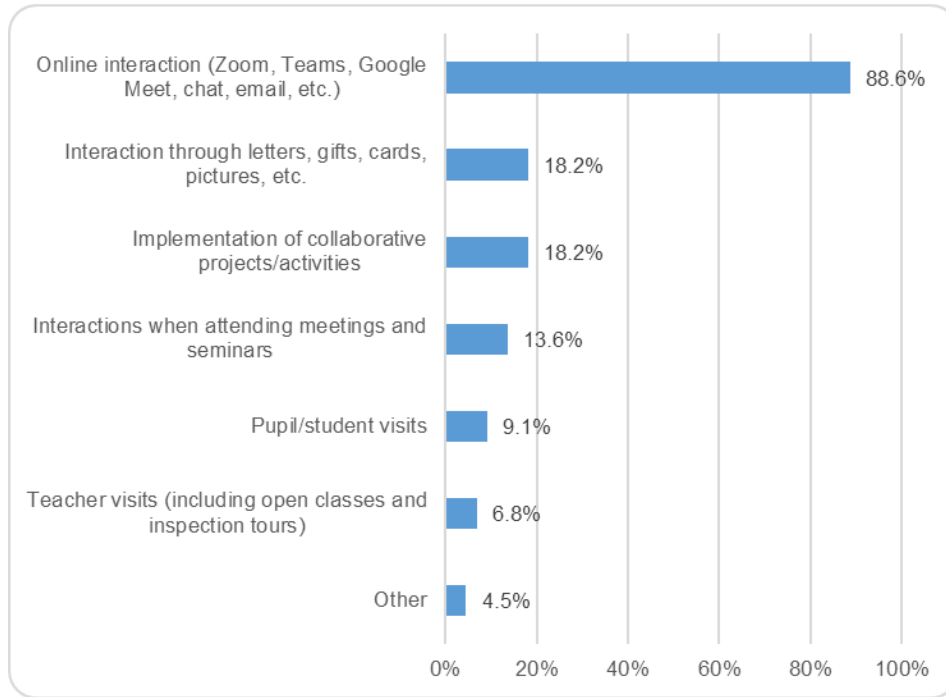
(Reference: 1. (2) Question 6) [N = 194]

Table 5 Main issues when interacting with ASPnet Schools in Japan

<ul style="list-style-type: none"> The cost and time required for face-to-face meetings
<ul style="list-style-type: none"> We have yet to engage in exchanges on topics other than education
<ul style="list-style-type: none"> Electronic equipment malfunction
<ul style="list-style-type: none"> Good practices of the partner school could not be necessarily implemented because of the differences in regional situations
<ul style="list-style-type: none"> Thorough attention had to be given to all parties involved in order to create opportunities during the COVID-19 pandemic
<ul style="list-style-type: none"> We would like to accumulate information that can be shared
<ul style="list-style-type: none"> We found it difficult to make the exchange an ongoing event rather than a one-time event

(Reference: 1. (2) Question 7) [N = 168]

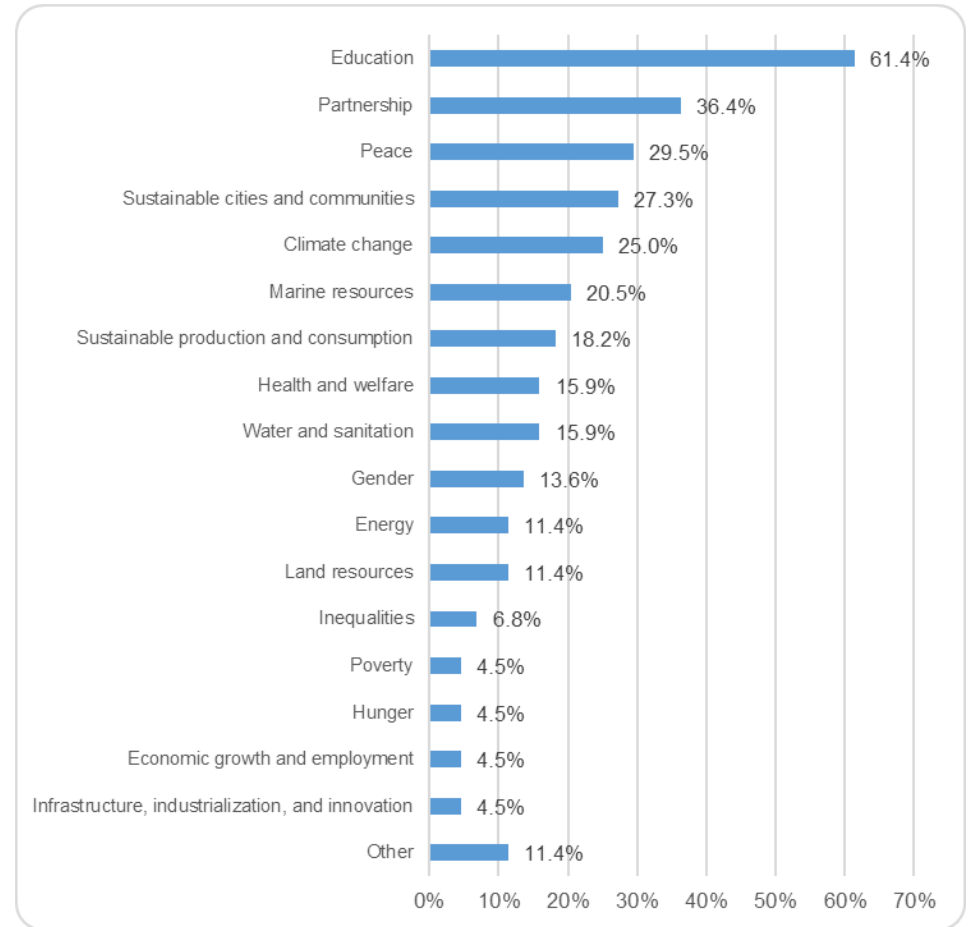
Figure 16 Methods of interaction with overseas ASPnet Schools



(Reference: 1. (2) Question 8) [N = 44 (*Multiple responses allowed)]

Other main responses: We hosted a presentation event in English on inquiry-based study (including the SDGs) and invited ASPnet Schools in Thailand and Malaysia to participate in it.

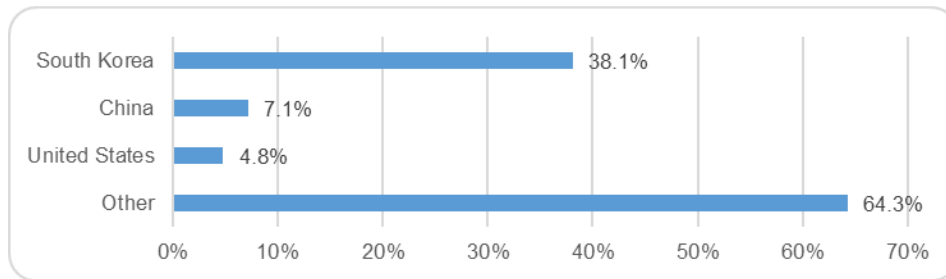
Figure 17 Themes taken up when interacting with an overseas ASPnet School



(Reference: 1. (2) Question 9) [N = 44 (*Multiple responses allowed)]

Other main responses: Cultural exchange; introduction of school activity features; improvement of communication skills.

Figure 18 Countries and regions of overseas exchange schools



(Reference: 1. (2) Question 10) [N = 42 (*Multiple responses allowed)]

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

Table 6 Main outcomes of interacting with overseas ASPnet Schools

<ul style="list-style-type: none"> By sharing issues, we broadened our perspectives and developed a collaborative attitude towards solving the issues
<ul style="list-style-type: none"> Cross-cultural understanding through interaction, understanding and exchange of educational culture and methods
<ul style="list-style-type: none"> We were able to learn about various children's thoughts and ideas and experience diverse cultures
<ul style="list-style-type: none"> We felt a sense of closeness towards a country that would generally be difficult to visit in terms of location and cost
<ul style="list-style-type: none"> We were able to interact with students who had completely different perspectives both in terms of religion and culture
<ul style="list-style-type: none"> There are more opportunities to think and speak about gender from the children's point of view

(Reference: 1. (2) Question 11) [N = 40]

Table 7 Main issues when interacting with overseas ASPnet Schools

<ul style="list-style-type: none"> Time setting based on the time difference with the other country
<ul style="list-style-type: none"> Language barrier in communicating with the partner school
<ul style="list-style-type: none"> Lack of communication facilities for online interaction
<ul style="list-style-type: none"> Difficulty in developing ongoing interaction
<ul style="list-style-type: none"> Need to clearly identify common issues
<ul style="list-style-type: none"> Limited interaction period owing to the difference in the annual schedules such as the timing of long holidays

(Reference: 1. (2) Question 12) [N = 36]

Table 8 Sources of information on international exchanges

Main organisations and methods	
Administrative bodies such as national/prefectural/municipal boards of education	Education-related public interest/general incorporated foundations (associations) (Japan Art Mile, etc.)
Local UNESCO associations	UNESCO ASPnet Schools Secretariat (ACCU)
ASPUivNet	Companies handling international exchange
Local network of ASPnet Schools	UNESCO-related organisations
Sister cities	Teachers' network

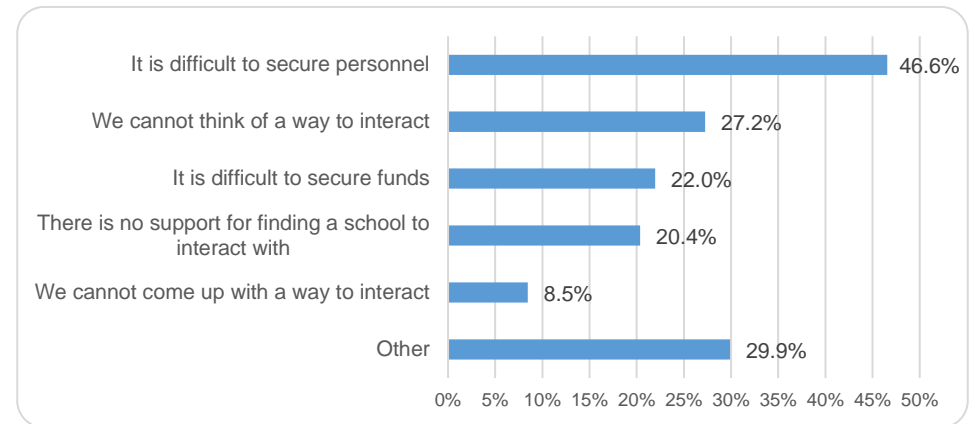
(Reference: 1. (2) Question 13) [N = 42]

Table 9 Support groups/networks for international exchanges

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

(Reference: 1. (2) Question 14) [N = 32]

Figure 19 Reasons for not interacting

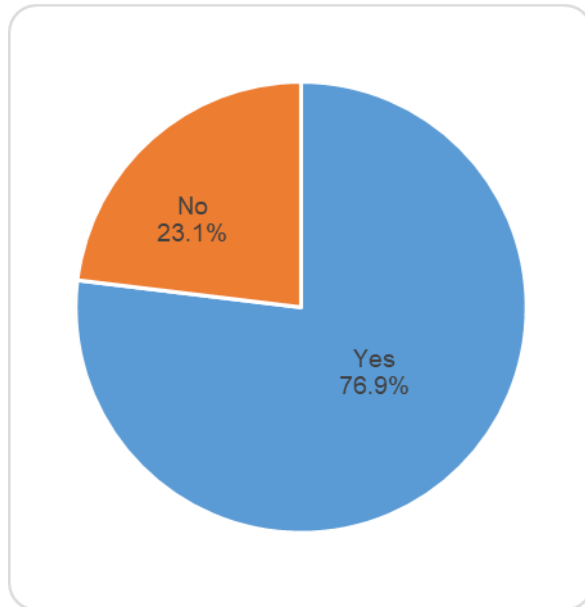


(Reference: 1. (2) Question 15) [N = 378 (*Multiple responses allowed)]

Other main responses: We could not proceed with the interaction because exchange of information was insufficient. We could not secure time to interact with schools because we actively carried out interaction with institutions other than schools. The schools we wish to interact with are often not members of ASPnet. Interactions with other schools have not been incorporated into the current activity plan.

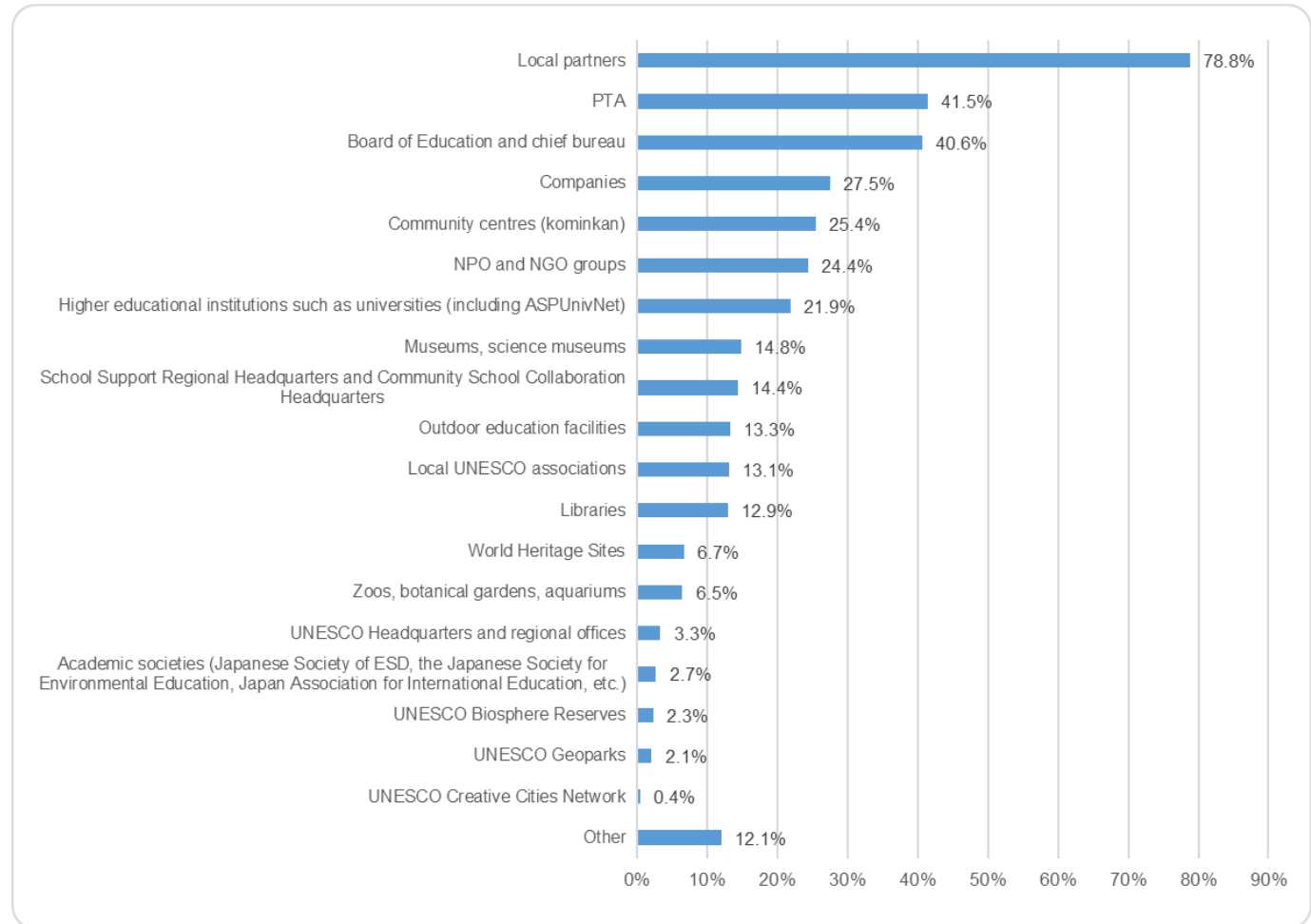
COLLABORATION WITH GROUPS OTHER THAN SCHOOLS

Figure 20 Did the school collaborate with groups other than schools?



(Reference: 1. (3) Question 1) [N = 624]

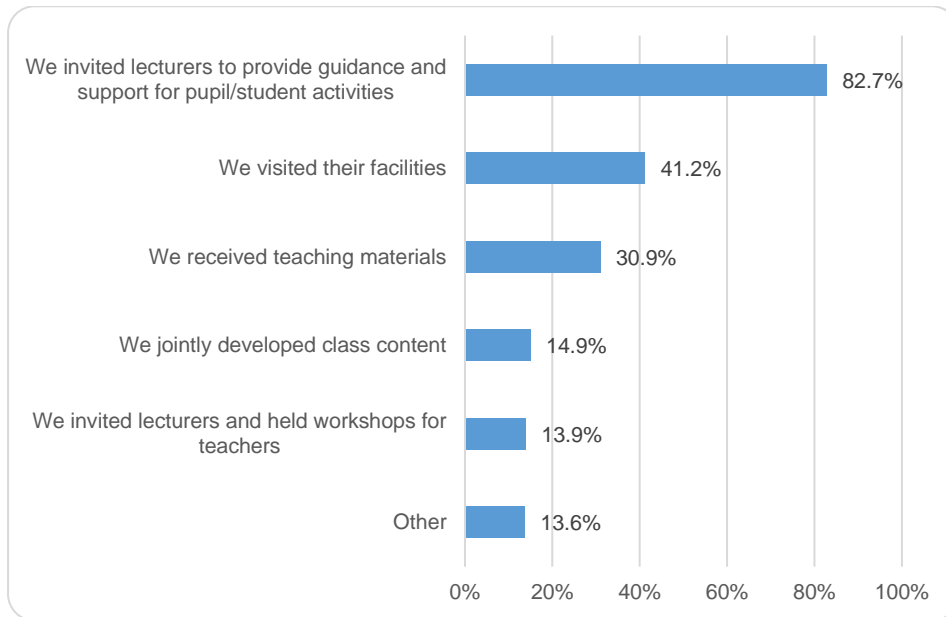
Figure 21 Collaborating groups



(Reference: 1. (3) Question 2) [N = 480 (*Multiple responses allowed)]

Other main responses: local public bodies, national organisations, local public institutions or facilities, educational bodies

Figure 22 Details of collaboration with groups other than schools



(Reference: 1. (3) Question 3) [N = 469 (*Multiple responses allowed)]

Other main responses: We co-hosted an event for primary and lower secondary school students. We ensured the safety of student activities. We were introduced to a partner school to interact with. A guide for children was provided during a World Heritage site study.

Table 10 Main factors behind interaction with external bodies

<ul style="list-style-type: none"> Proposal from the Board of Education, activity as an SGH (Super Global High School)
<ul style="list-style-type: none"> Calls for interaction on bulletin boards, circular notices, and school communications
<ul style="list-style-type: none"> We were asked if there were any personnel collaborating with town revitalization activities
<ul style="list-style-type: none"> We referred to the organisation's website and made an inquiry
<ul style="list-style-type: none"> ASPnet, sister school exchanges, school personnel's personal connections

(Reference: 1. (3) Question 4) [N = 432]

Table 11 Main outcomes of interactions with external bodies

<ul style="list-style-type: none"> We were able to strengthen ties with the local community
<ul style="list-style-type: none"> We were able to implement a variety of activities that we could not have with school resources
<ul style="list-style-type: none"> Deepened understanding by acquiring specialized knowledge
<ul style="list-style-type: none"> Enhanced students' motivation to learn, broadened students' perspectives
<ul style="list-style-type: none"> Fostered compassion and gratitude through interaction with external people
<ul style="list-style-type: none"> Changed the students' attitude towards people with disabilities
<ul style="list-style-type: none"> We were able to implement high-quality activities after receiving guidance and support from a professional point of view, based on extensive knowledge and experience

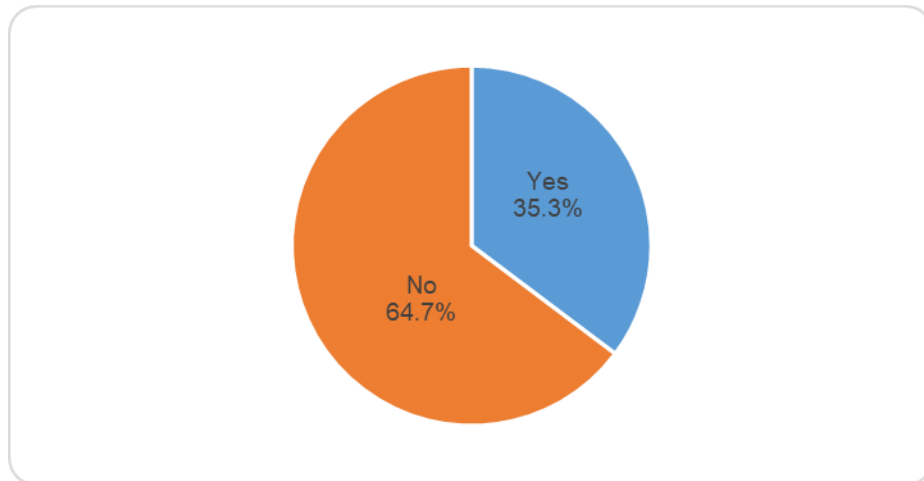
(Reference: 1. (3) Question 5) [N = 430]

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
• Managing necessary expenses
• Heavy burden on teachers in the preparation stage

(Reference: 1. (3) Question 6) [N = 385]

Figure 23 Did the school participate in ESD/ASPnet Schools training programmes outside the school?



(Reference: 1. (3) Question 7) [N = 624]

Table 13 Main groups that hosted workshops

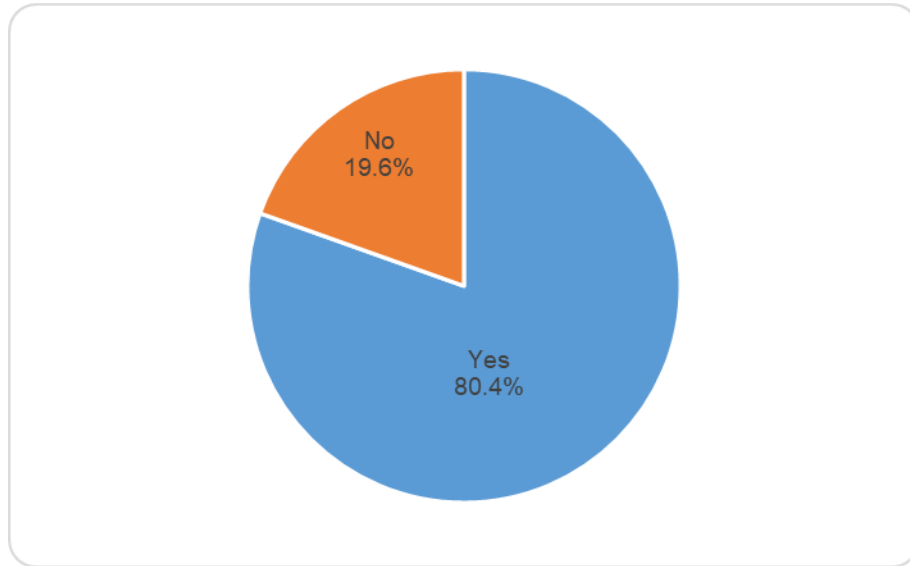
Group name	
Administrative bodies such as national/prefectural/municipal boards of education	UNESCO ASPnet Schools Secretariat (ACCU)
Academic societies and study groups	ESD Resource Center of Japan
NPOs/NGOs	Japanese Society of Education for Sustainable Development (JSESD)
ASPUnivNet, university institutions	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 organisations and international organisations	Education-related public interest/general incorporated foundations (associations)

(Reference: 1. (3) Question 8) [N = 201]

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

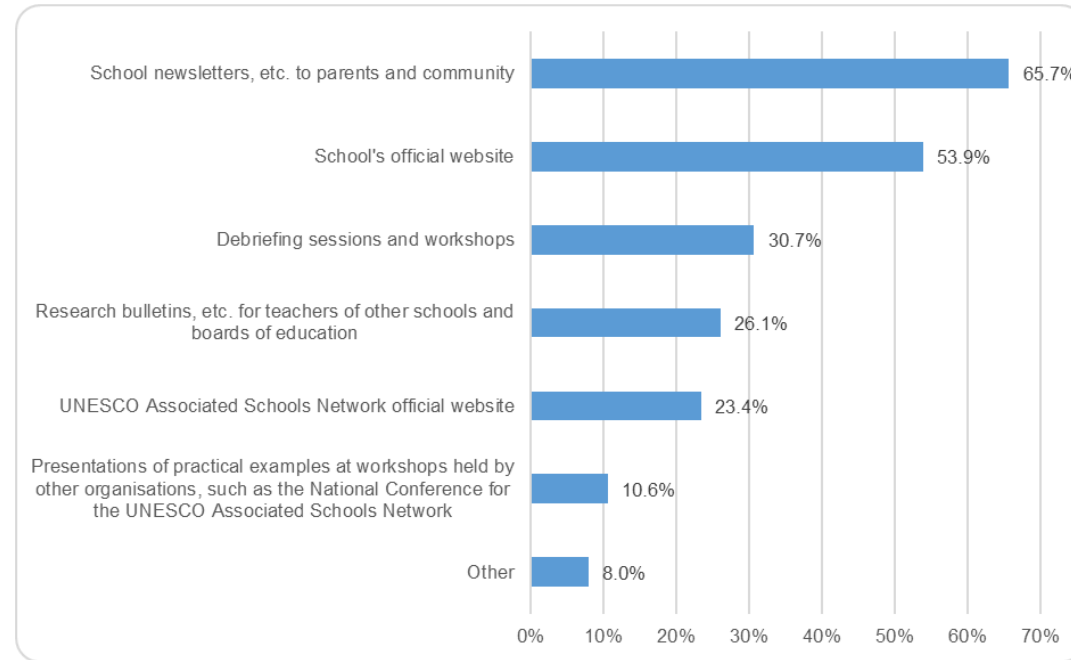
DISSEMINATING THE OUTCOMES OF ACTIVITIES AS REGIONAL CENTRES OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Figure 24 Did the school make efforts to disseminate ESD principles by sharing the outcomes of ASPnet School-related practices and research projects?



(Reference: 1. (4) Question 1) [N = 624]

Figure 25 Methods of disseminating efforts



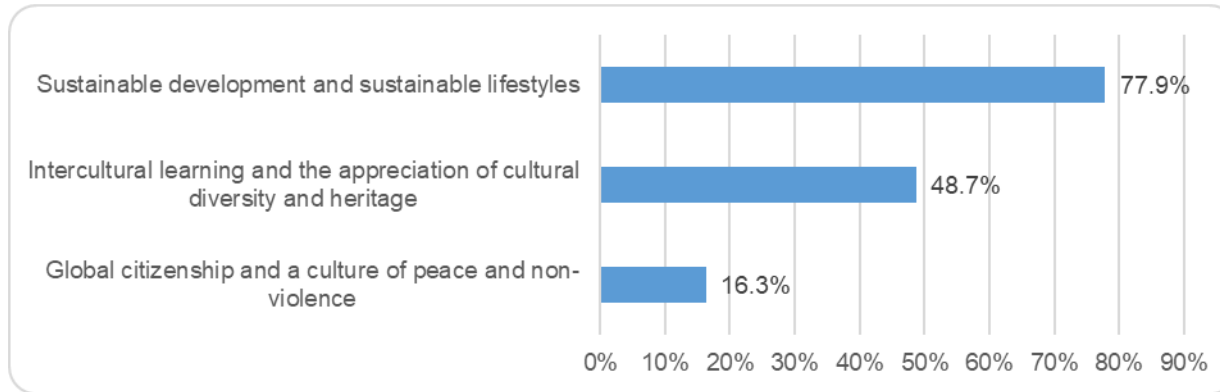
(Reference: 1. (4) Question 2) [N = 499 (*Multiple responses allowed)]

Other key responses: Distribution and posting of flyers at local events and malls; using local magazines, media/corporate websites, and SNS sites; asking a local newspaper company to post an interview on their newspaper.

OUTCOMES OF ACTIVITIES AS AN ASPNET SCHOOL

THREE THEMATIC ACTION AREAS OF ASPNET SCHOOLS

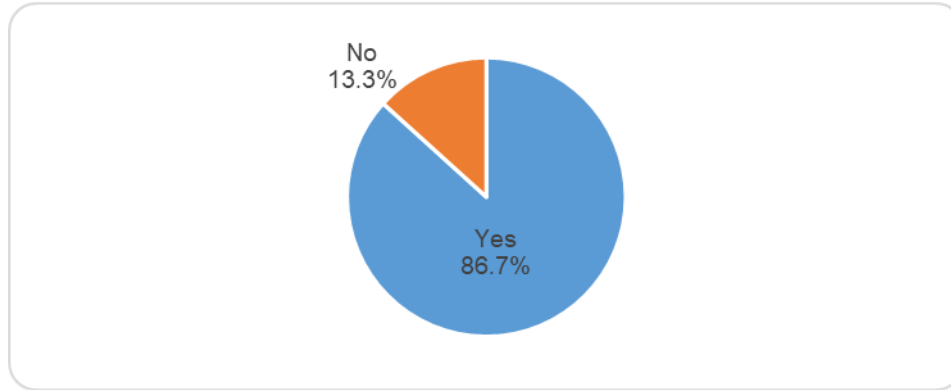
Figure 26 Which of the three thematic action areas showed particular results?



(Reference: 2. (1) Question 1) [N = 624 (*Multiple responses allowed)]

AWARENESS OF THE RELATIONSHIP BETWEEN ESD AND SDGS

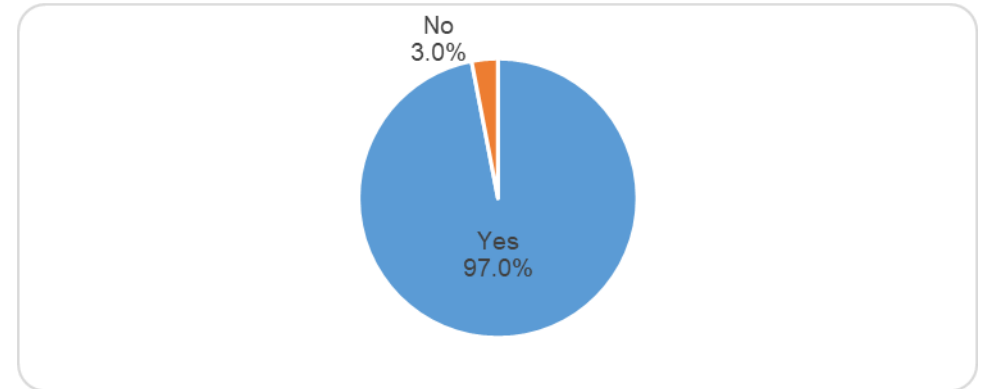
Figure 27 Are you aware that the "ESD: Toward Achieving the SDGs (ESD for 2030)" has been adopted by the UN as well as UNESCO?



(Reference: 2. (2) Question 1) [N = 624]

(Reference: 2. (2) Question 2) [N = 624]

Figure 29 Are you aware that ESD is stipulated in the preamble to the New Curriculum Guidelines (for elementary, junior, and senior high schools) and the New Course of Study for Kindergartens?



(Reference: 2. (2) Question 3) [N = 624]

Figure 28 Are you aware that ESD is positioned as Target 4.7 of Goal 4 of the SDGs (Education)?

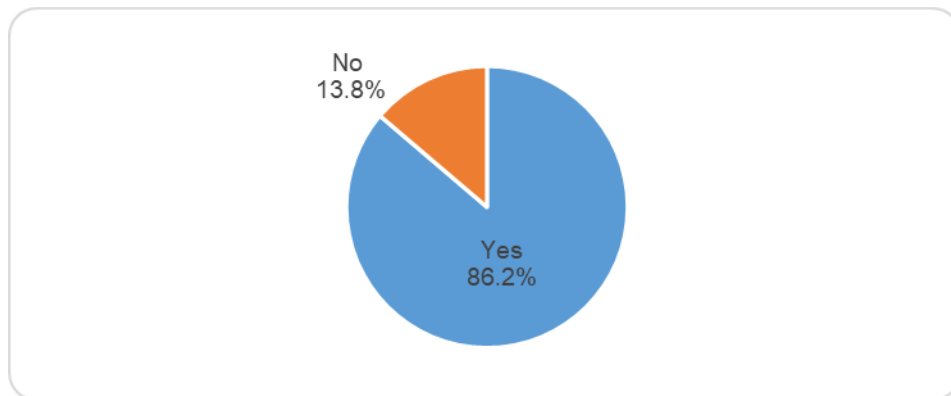
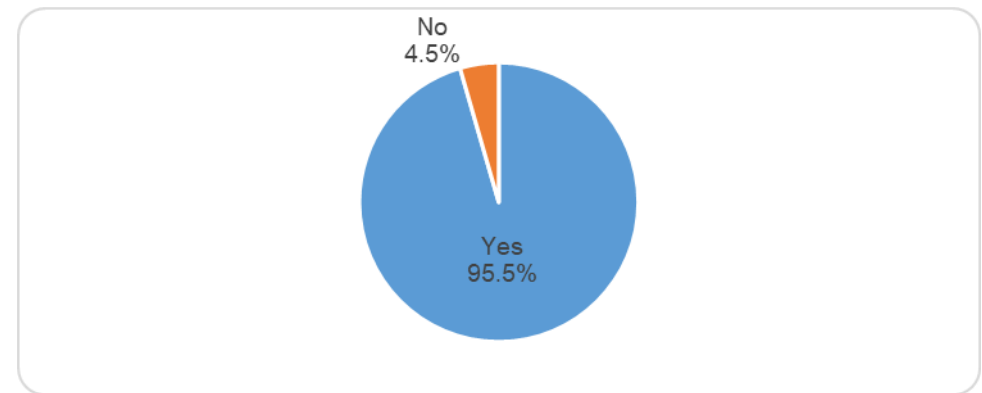


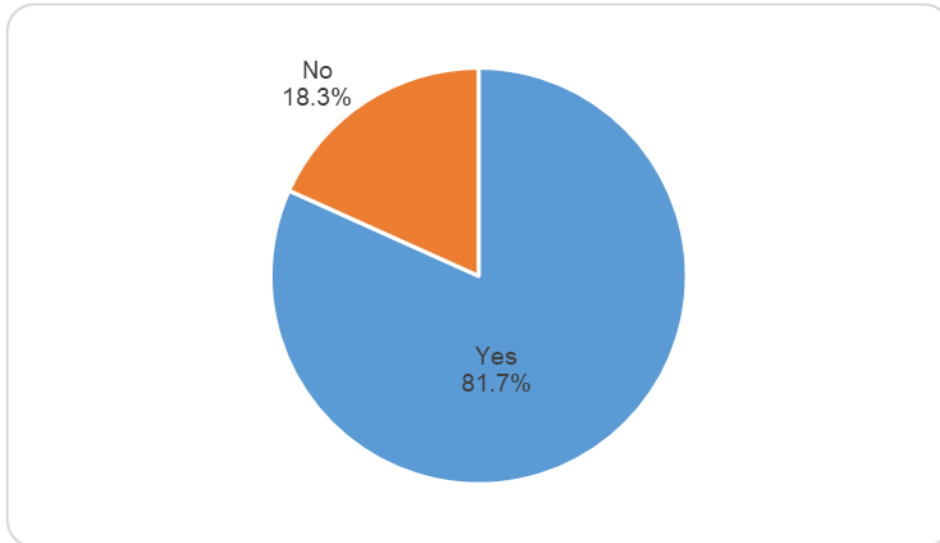
Figure 30 Are you aware of the relationship between ESD and the 17 goals of the SDGs?



(Reference: 2. (2) Question 4) [N = 624]

CHANGES RESULTING FROM ACTIVITIES AS AN ASPNET SCHOOL

Figure 31 Are the qualities and abilities desired to be developed through educational activities as an ASPnet School clarified?



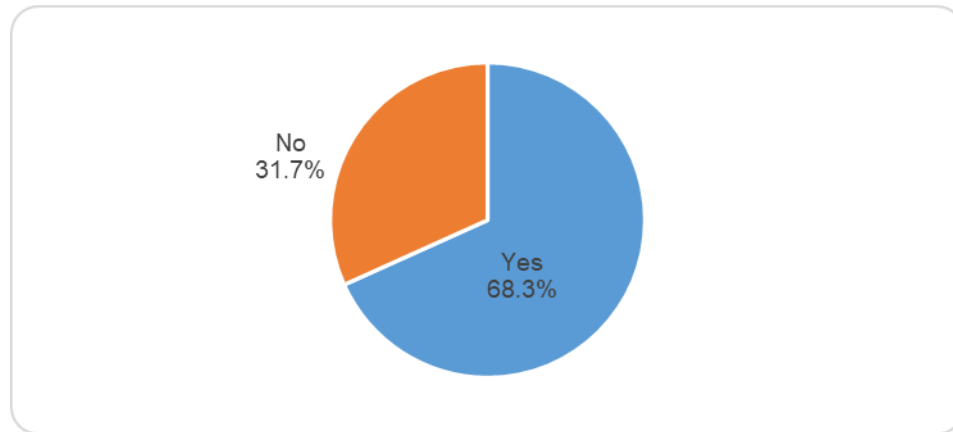
(Reference: 2. (3) Question 1 (1)) [N = 624]

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
Ability to take voluntary action and communicate	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	Understanding of the SDGs
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	Ability to take ownership 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
Expressiveness	Willingness to take on challenges

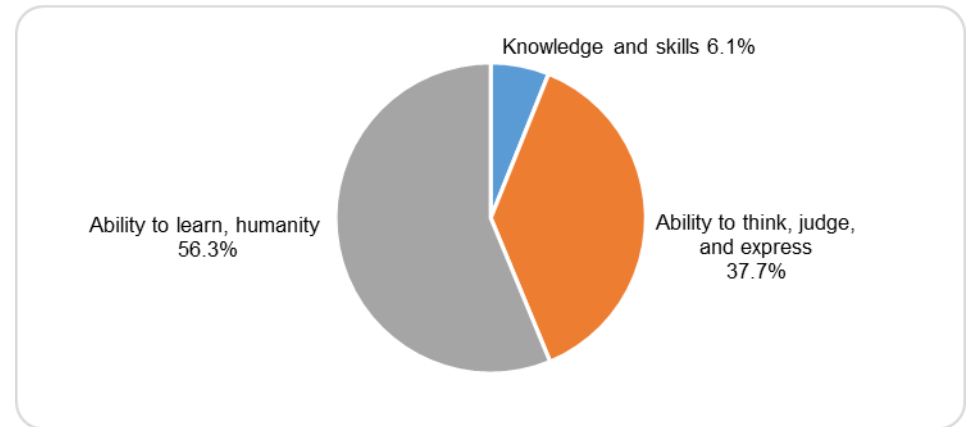
(Reference: 2. (3) Question 1 (2)) [N = 306]

Figure 32 Are creative ways to evaluate educational activities implemented?



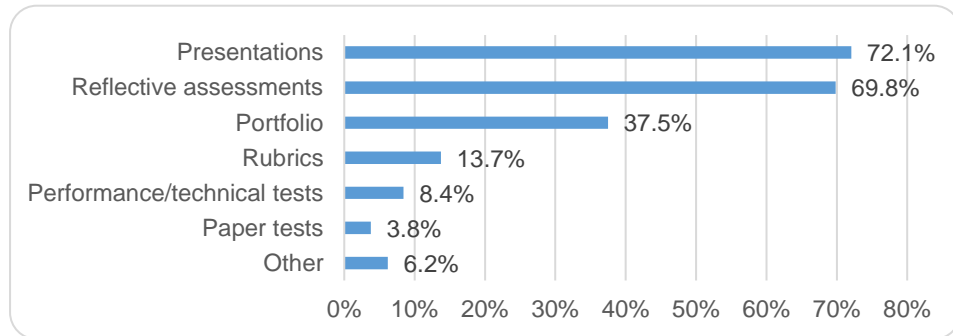
(Reference: 2. (3) Question 1 (3)) [N = 624]

Figure 34 Which of the "Three pillars of qualities and abilities" has changed the most?



(Reference: 2. (3) Question 1 (5)) [N = 624]

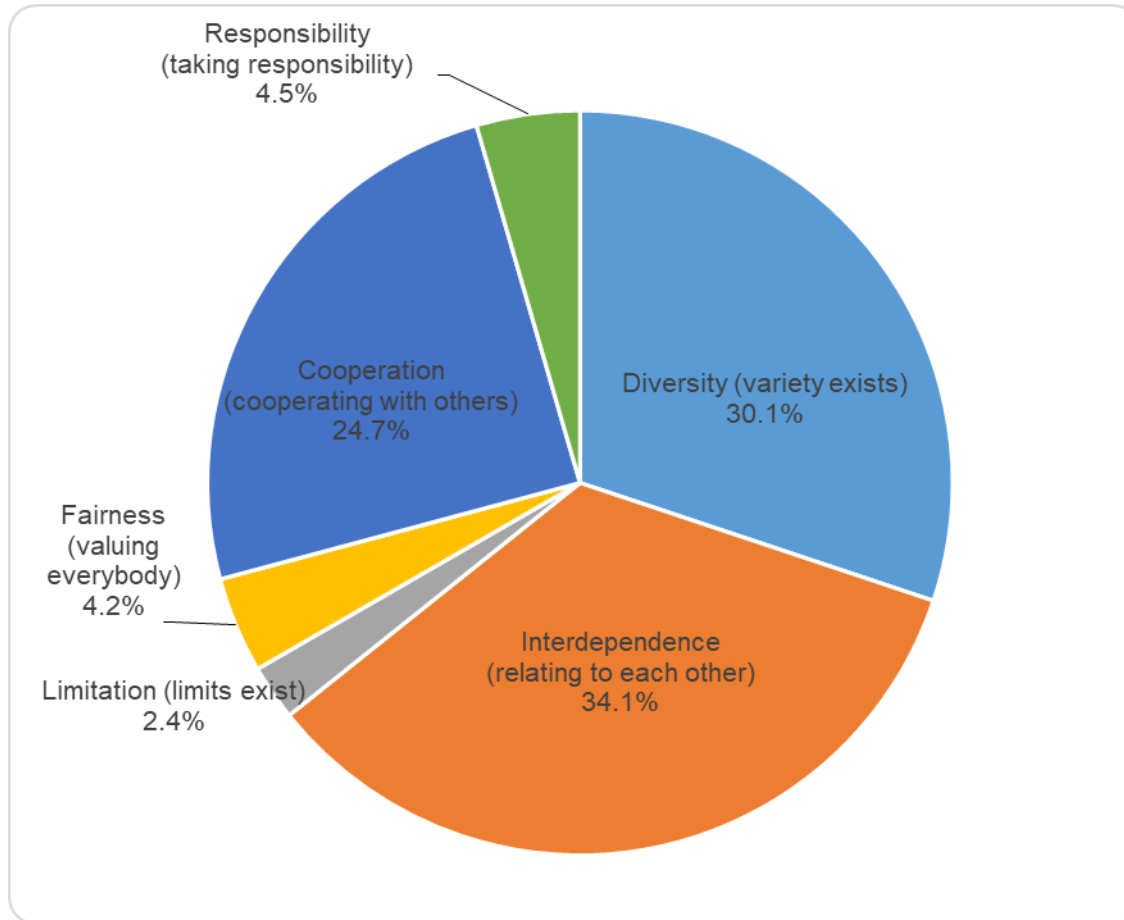
Figure 33 Methods for evaluating educational activities



(Reference: 2. (3) Question 1 (4)) [N = 451 (*Multiple responses allowed)]

Other main responses: Parental questionnaires, presentation of projects, ESD passports

Figure 35 Which of the six perspectives for building a sustainable society has developed the most?



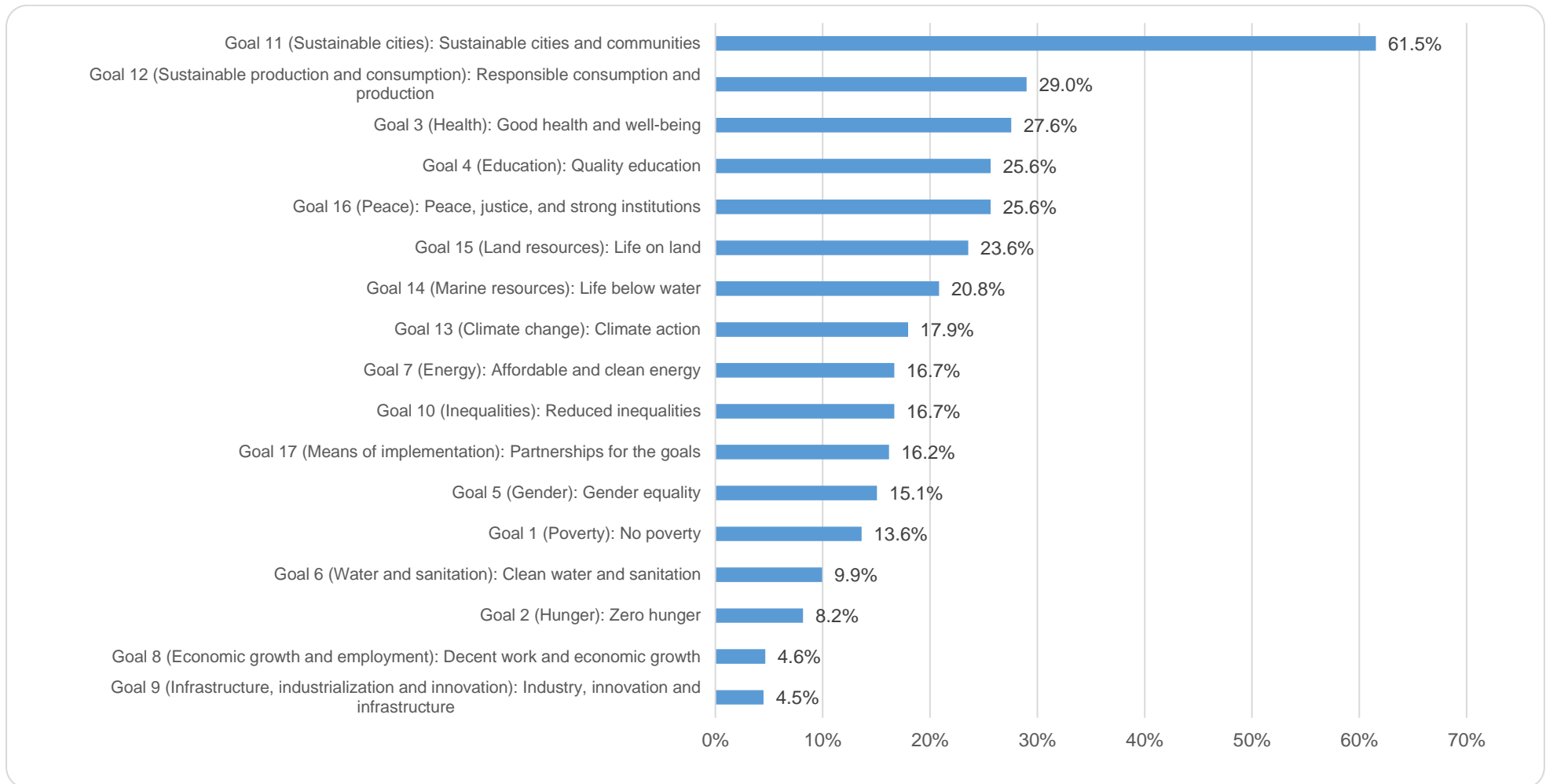
(Reference: 2. (3) Question 1 (6)) [N = 624]

Table 15 Main motivators that encouraged changes in students

<ul style="list-style-type: none"> • Experiential learnings from the period of integrated studies and the period for inquiry-based cross-disciplinary study
<ul style="list-style-type: none"> • Educational activities connected to the local community
<ul style="list-style-type: none"> • Visits and interactions with people who pupils/students normally do not interact with
<ul style="list-style-type: none"> • Educational activities related to the SDGs, including international, welfare, environment, peace, oceans, and disaster prevention education
<ul style="list-style-type: none"> • Pupil/student-centred learning activities
<ul style="list-style-type: none"> • Opportunities to express findings, such as presentations
<ul style="list-style-type: none"> • Use of rubrics in each subject

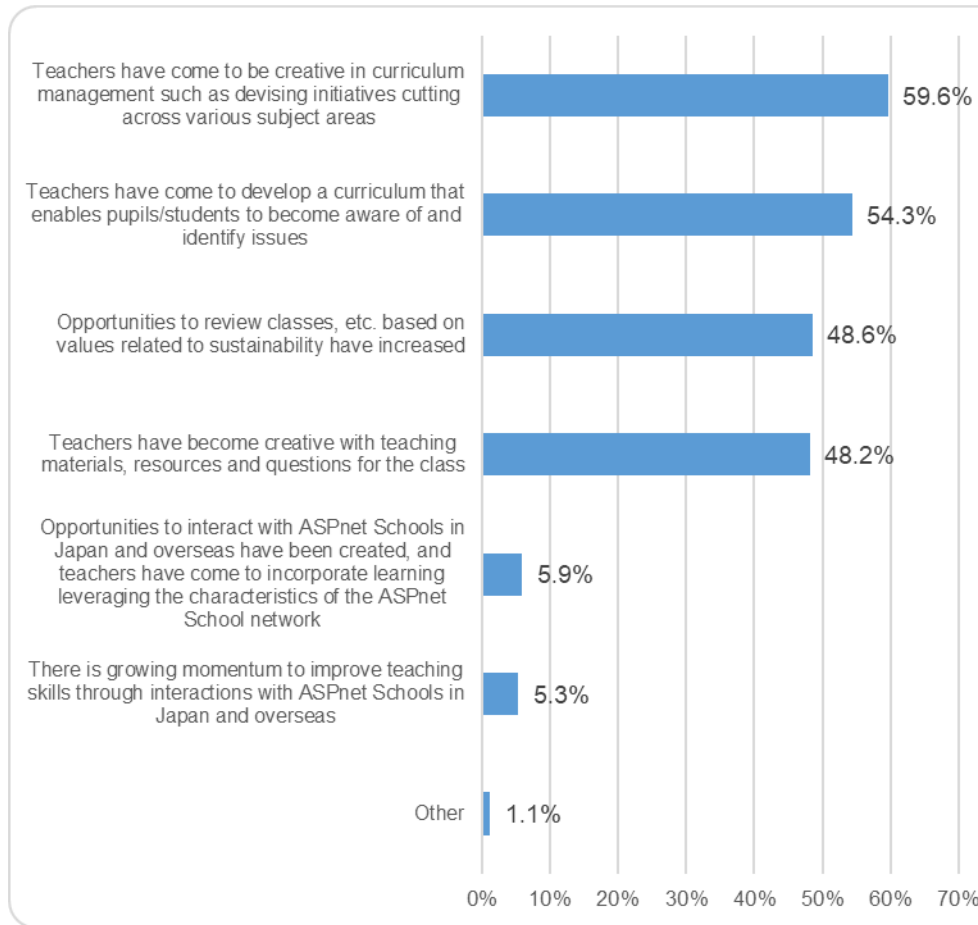
(Reference: 2. (3) Question 2) [N = 327]

Figure 36 SDGs taken up in educational activities



(Reference: 2. (3) Question 3) [N = 624 (*Select up to 3)]

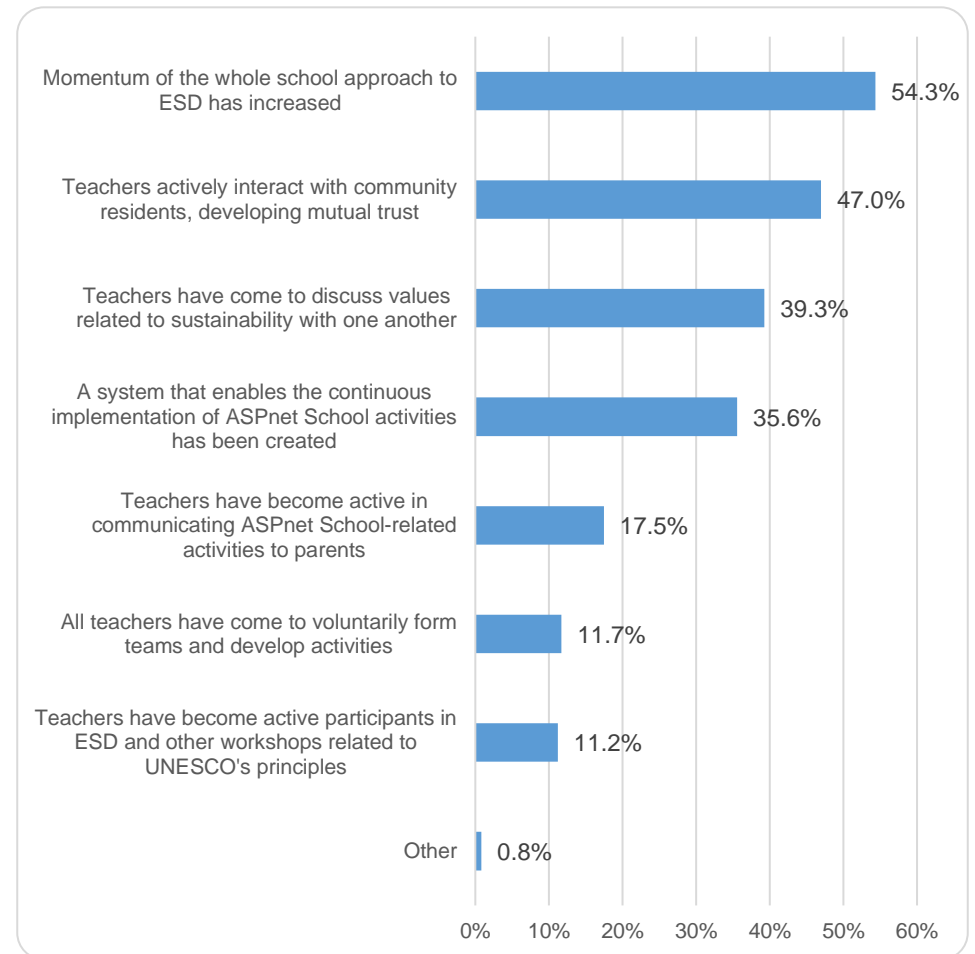
Figure 37 Changes in curriculum and teaching methods



(Reference: 2. (3) Question 4 (1)) [N = 624 (*Multiple responses allowed)]

Other main responses: Teachers have become active in utilizing external human resources; teachers have become aware that various student activities are linked to the SDGs.

Figure 38 Changes in school management



(Reference: 2. (3) Question 4 (2)) [N = 624 (*Multiple responses allowed)]

Other main responses: Teachers have begun creating educational materials to disseminate information on regional attractiveness; parents and teachers work together as a team to develop activities.

Table 16 Main motivators that encouraged changes in teachers

• Participation in learning activities involving the community/community cleanup/community volunteer activities
• Use of the period for integrated studies
• Opportunities for presentation of learnings
• In-school training
• Implementation of in-school study group meetings
• Off-campus training/interschool exchange/online exchange classes with other 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
• Regional conferences for ASPnet Schools
• Through collaboration with universities, companies, and external organisations, a perspective of positioning individual educational activities as part of school management has emerged

(Reference: 2. (3) Question 5) [N = 254]

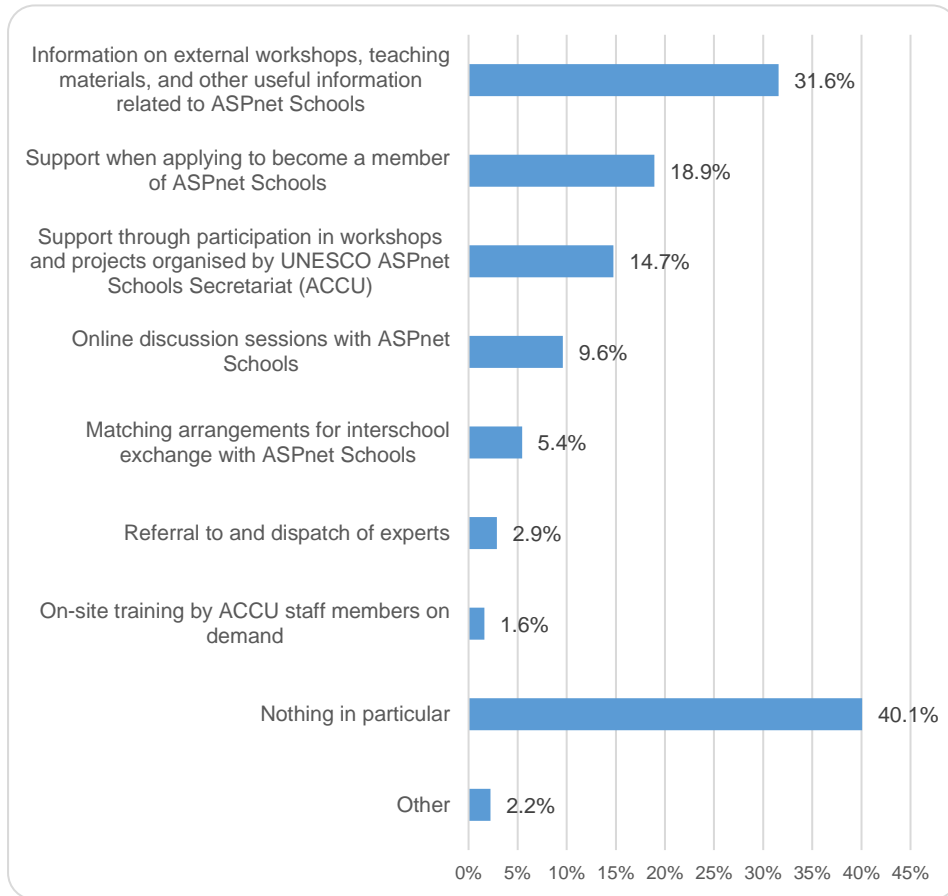
Table 17 Main initiatives that enhanced teachers' motivation

• Implementation of workshops by external lecturers/inquiry-based study coordinators
• Posting of ESD priorities (teachers' room)
• 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
• Restructuring cross-curricular learning activities
• Detailed cooperation with administrative body

(Reference: 2. (3) Question 6) [N = 190]

USAGE OF SUPPORT FOR ASPNET SCHOOLS

Figure 39 What sort of support did you receive from the UNESCO ASPnet Schools Secretariat?



(Reference: 3. Question 1) [N = 624 (*Multiple responses allowed)]

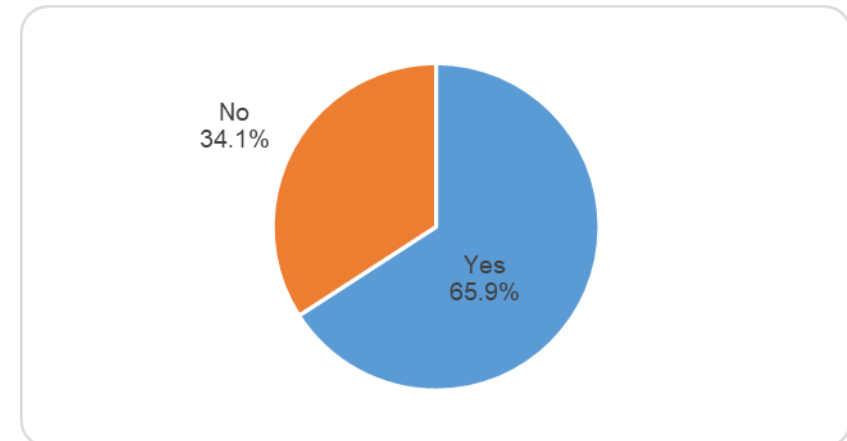
Other main responses: Support on how to log in when preparing activity reports; posting of materials prepared by students.

Table 18 What sort of support do you wish to receive from the UNESCO ASPnet Schools Secretariat?

• Support for the cost of activities
• Dispatch of lecturers, provision of on-site classes on demand and workshops
• Provision of various information such as external events and lists of ASPnet Schools overseas
• Provision of practical examples and video materials
• Clarification of types of support that can be provided
• Simplification of the method of submitting the annual activity report

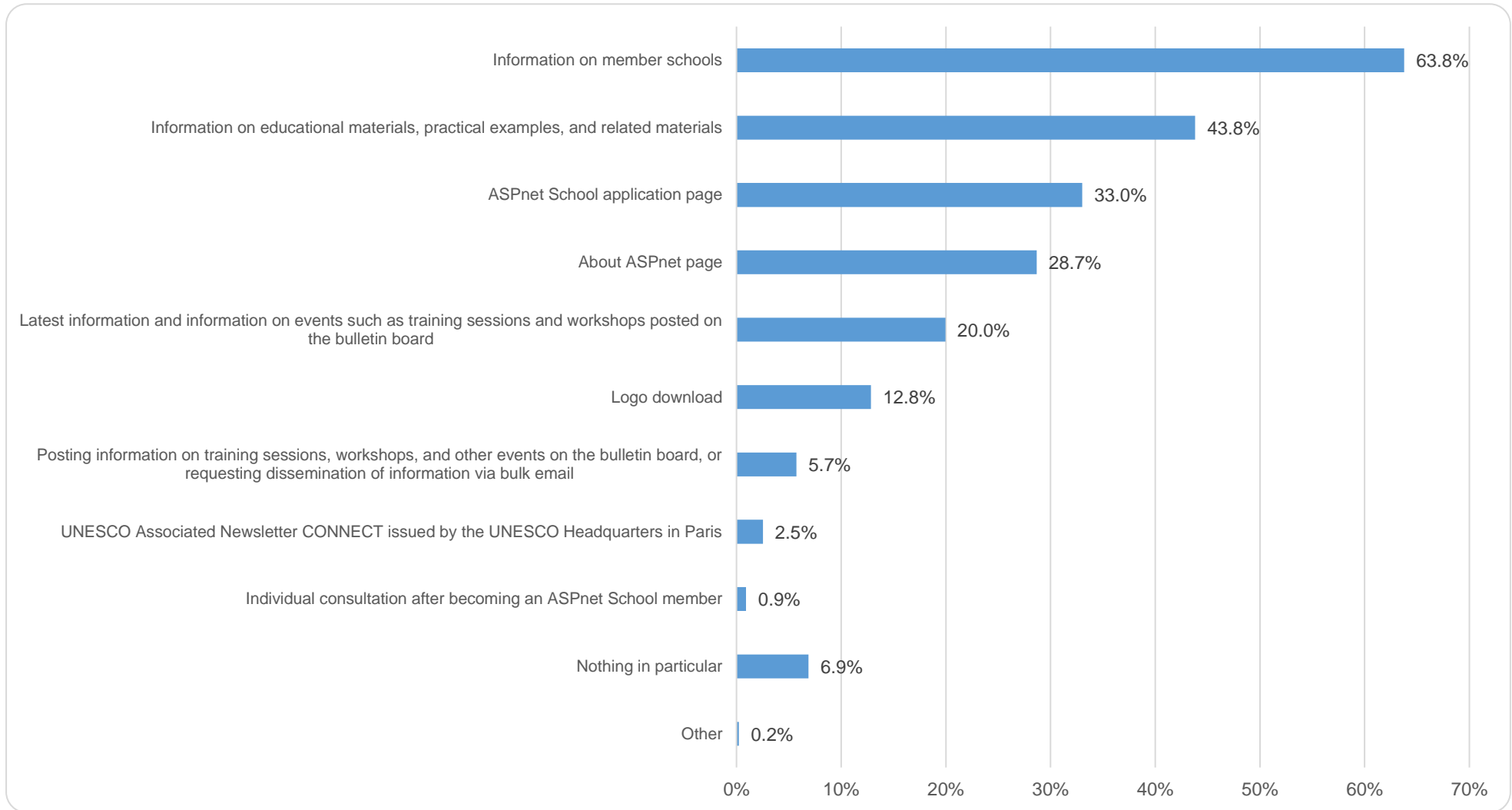
(Reference: 3. Question 2) [N = 133]

Figure 40 Do you use the ASPnet Schools' official website?



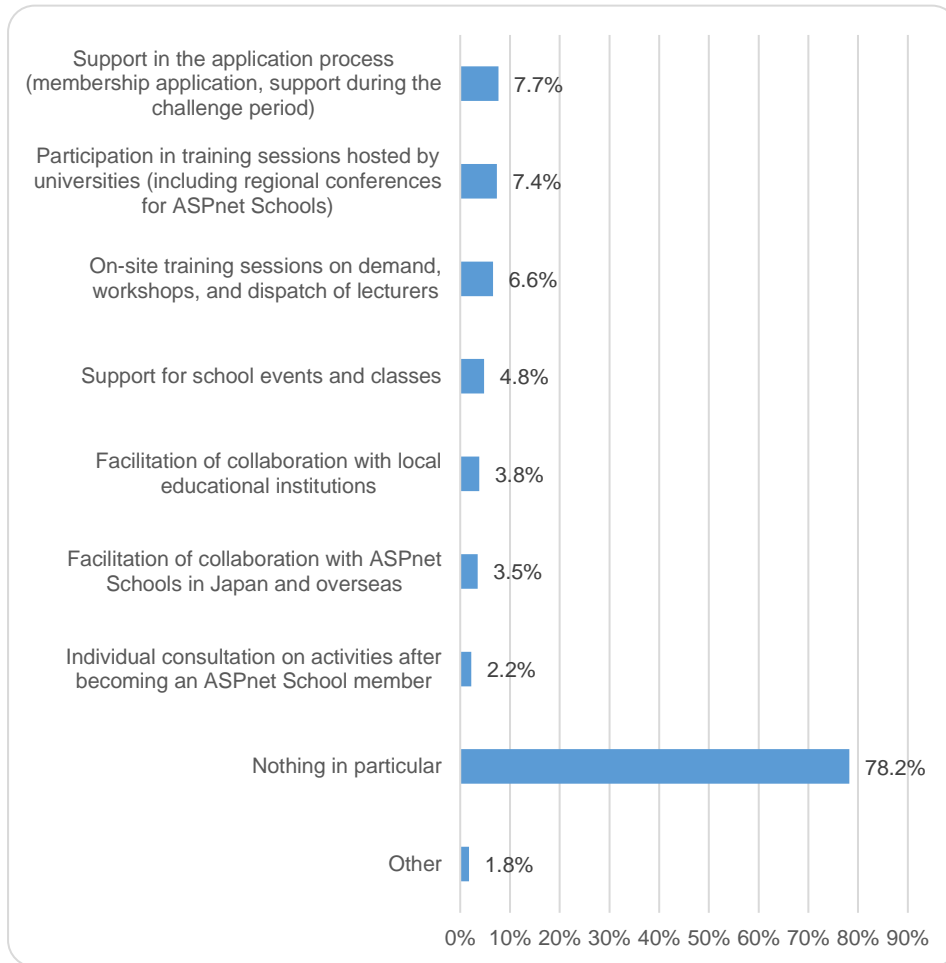
(Reference: 3. (3) Question 3) [N = 624]

Figure 41 What types of function/information did you use?



(Reference: 3. Question 4) [N = 436 (*Multiple responses allowed)]

Figure 42 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 = 624 (*Multiple responses allowed)]

Table 19 If you selected "Other" in Question 5 (Figure 42), please explain briefly

• Advice on how to introduce ESD in the classroom, which would attract the students' interest
• Implementation of cultural exchange activities with international students
• Advice from lecturers at ASPnet School events and SDGs/ESD networking events
• Collaboration in climate change education and global citizenship education projects
• Request for lecturers at events related to ASPnet Schools outside the school
• Planning and implementation of ASPUnivNet joint research projects

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

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Asia-Pacific Cultural Centre for UNESCO (ACCU)

Publishers Club Bldg, 1-32-7F, Kanda-Jimbocho, Chiyoda-ku, Tokyo 101-0051, Japan

E-mail: webmaster@accu.or.jp URL: <http://www.accu.or.jp>

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