

FY 2024 UNESCO Future Co-Creation Platform Project Commissioned by
the Ministry of Education, Culture, Sports, Science and Technology

Results of FY 2024 UNESCO Associated Schools

Annual Activity Survey

TABLE OF CONTENTS

FY 2024 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY	6
RESULTS OF FY 2024 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY	6
SURVEY METHOD.....	6
SURVEY OF ACTIVITIES DURING FY 2024	8
ENVIRONMENTAL STRUCTURE AS AN ASPNET SCHOOL	8
INTERACTION BETWEEN SCHOOLS IN JAPAN AND OVERSEAS	1 2
COLLABORATION WITH EXTERNAL ORGANIZATIONS.....	1 7
DISSEMINATING THE OUTCOMES OF ACTIVITIES AS REGIONAL CENTRES OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)	2 2
OUTCOMES OF ACTIVITIES AS AN ASPNET SCHOOL	2 3
ACTIVITIES REQUIRED AS AN ASPNET SCHOOL.....	2 3
AWARENESS OF THE RELATIONSHIP BETWEEN ESD AND SDGS.....	2 6
CHANGES RESULTING FROM ACTIVITIES AS AN ASPNET SCHOOL.....	2 7
USAGE OF SUPPORT FOR ASPNET SCHOOLS	3 2
《 Figures and tables 》	
Figure 1 School size (Number of students)	7
Figure 2 School size (Number of teachers and staff members).....	7
Figure 3 Does the school have a designated focal point (person in charge)?.....	8
Figure 4 Job title of the focal point	8
Figure 5 Age group of the focal point	9
Figure 6 What sort of measures are taken to implement ASPnet/ESD activities systematically and continuously by your school as a whole?.....	1 0

Figure 7	Is an environment in which interaction in a foreign language is possible in place?	1	1
Figure 8	Source of funds for ASPnet School activities	1	1
Figure 9	Did the school interact with schools in Japan or overseas?	1	2
Figure 10	What are the factors behind the implementation of interschool exchange?	1	2
Figure 11	Methods of interaction with ASPnet Schools in Japan.....	1	3
Figure 12	Methods of interaction with ASPnet Schools overseas.....	1	3
Figure 13	Outcomes of interschool exchange.....	1	4
Figure 14	Issues concerning interschool exchange	1	4
Figure 15	Where did you obtain information on interschool exchange?.....	1	5
Figure 16	Were there any ASPnet Schools among the schools you interacted with?.....	1	6
Figure 17	Geographical classification of international partner schools	1	6
Figure 18	Reasons for not interacting	1	6
Figure 19	Did the school collaborate with external organizations?	1	7
Figure 20	Collaborating groups	1	8
Figure 21	Details of collaboration with external organizations	1	9
Figure 22	Main outcomes of interaction with external organizations.....	2	0
Figure 23	Main issues of interaction with external orgaizations.....	2	0
Figure 24	Did the school participate in ESD/ASPnet School training programmes outside the school?	2	1
Figure 25	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)?	2	2
Figure 26	Methods of disseminating efforts	2	2
Figure 27	Which of the three thematic action areas showed particular results?	2	3
Figure 28	Did the school commemorate at least two International Days with a school-wide		

celebration?.....	2 3
Figure 29 SDGs taken up in educational activities	2 5
Figure 30 Are you aware that the “ESD: Toward Achieving the SDGs (ESD for 2030)” has been adopted by the UN as well as UNESCO?.....	2 6
Figure 31 Are you aware that ESD is positioned as Target 4.7 of Goal 4 of the SDGs (Education)?·	2 6
Figure 32 Are the qualities and abilities desired to be developed through activities as an ASPnet School clarified?	2 7
Figure 33 Are evaluations made for qualities and abilities acquired through educational activities as an ASPnet School?	2 7
Figure 34 Methods for evaluating educational activities.....	2 8
Figure 35 Which of the six perspectives for building a sustainable society has developed the most?	2 8
Figure 36 Changes in curriculum and teaching methods	3 0
Figure 37 Changes in school management	3 1
Figure 38 What sort of support did you receive from the UNESCO ASPnet Schools Secretariat?·	3 2
Figure 39 Do you use the ASPnet Schools’ official website?.....	3 4
Figure 40 What types of function/information did you use?.....	3 4
Figure 41 What type of support or cooperation did you receive from the Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet)?	3 5
Table 1 Funding bodies	1 1
Table 2 Organization which provided support.....	1 5
Table 3 Main factors behind interaction with external organizations	1 9
Table 4 Main groups that hosted training programmes of Figure 24.....	2 1
Table 5 Which International Days did you celebrate?	2 4

Table 6	Main qualities and abilities acquired through ASPnet School activities.....	2 9
Table 7	Main motivators that encouraged changes in pupils/students	2 9
Table 8	What sort of support do you wish to receive from the UNESCO ASPnet Schools Secretariat?	3 3
Table 9	If you selected “Other” in Question 5 (Figure 41, please explain briefly.....	3 5

FY 2024 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

The FY 2024 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 19, 2024, and February 14, 2025.

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 2024 (April 2024 to March 2025).

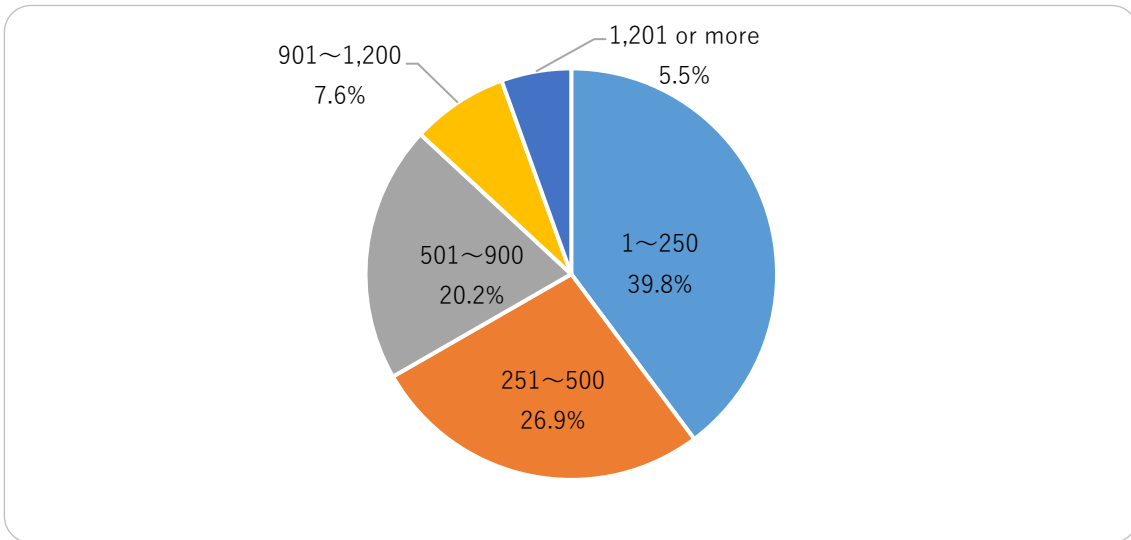
The analysis of descriptive responses in this report summarizes the issues that emerge from simple descriptive statistics and is not derived through rigorous statistical analysis. The total values may exceed 100% for questions with multiple responses allowed. Regarding the notation for response counts, the number of respondents is denoted as n , while the total number of responses (the cumulative count of multiple responses) is denoted as N .

RESULTS OF FY 2024 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

SURVEY METHOD

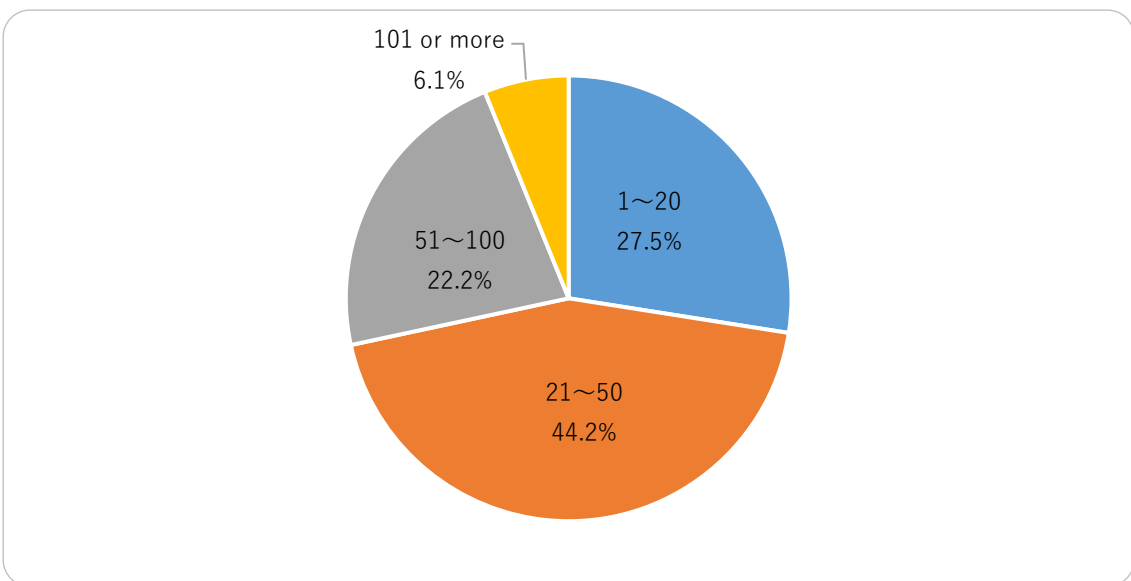
FY 2024 Activity Survey asked all 979 ASPnet School members for their cooperation in answering questions via the Internet. Ultimately, 342 schools (response rate of about 35.0%) responded (down 8.0% from the previous year). As for the methods of requesting participation in the Activity Survey, in addition to posting information on the official website, e-mail notifications were sent to all ASPnet Schools. The basic information of the schools which participated in the survey is as follows.

Figure 1 School size (Number of students)



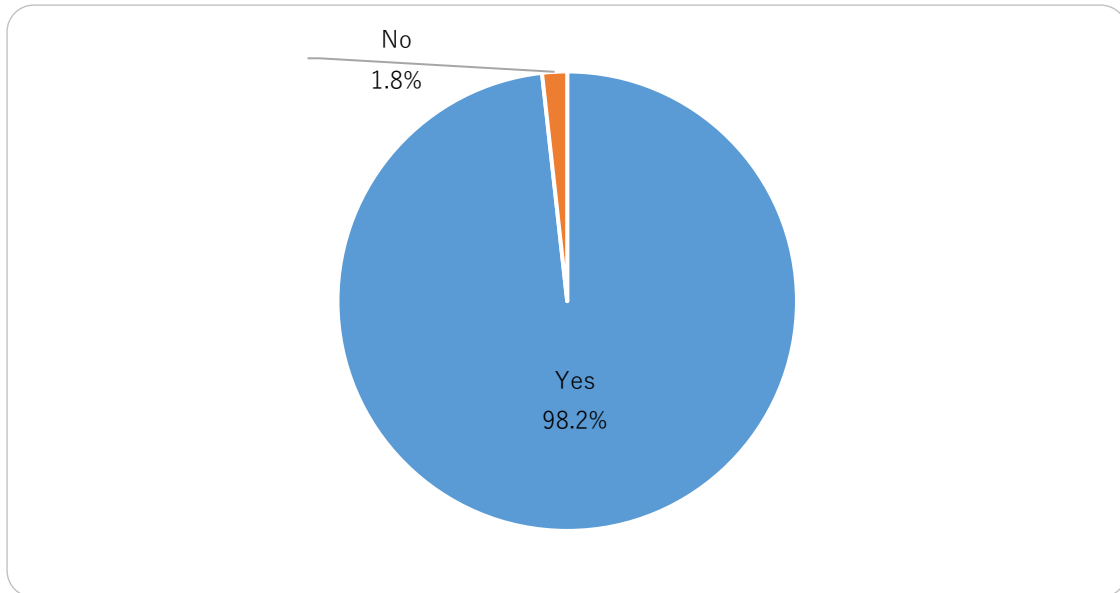
{n=342}

Figure 2 School size (Number of teachers and staff members)



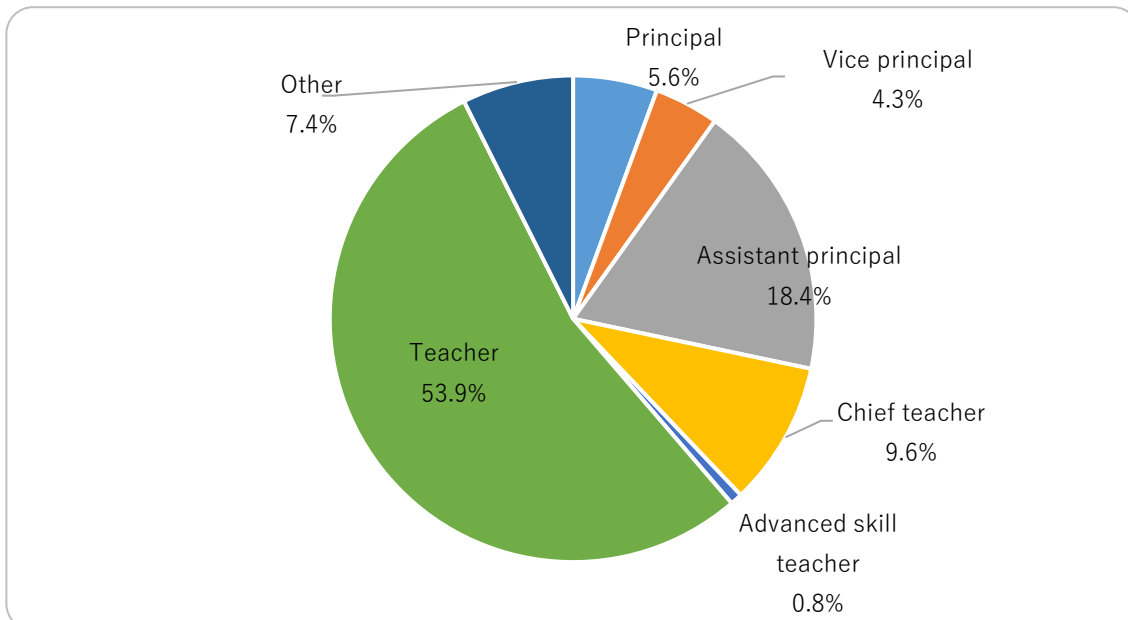
{n=342}

Figure 3 Does the school have a designated focal point (person in charge)?



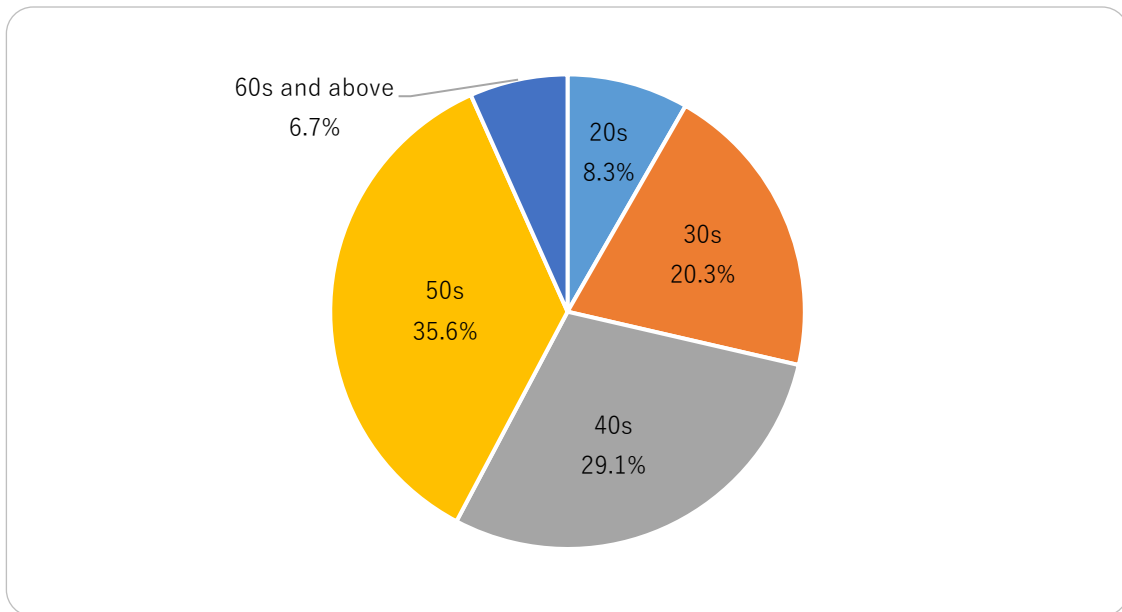
(Reference : 1. (1) Question 1) (n=342)

Figure 4 Job title of the focal point



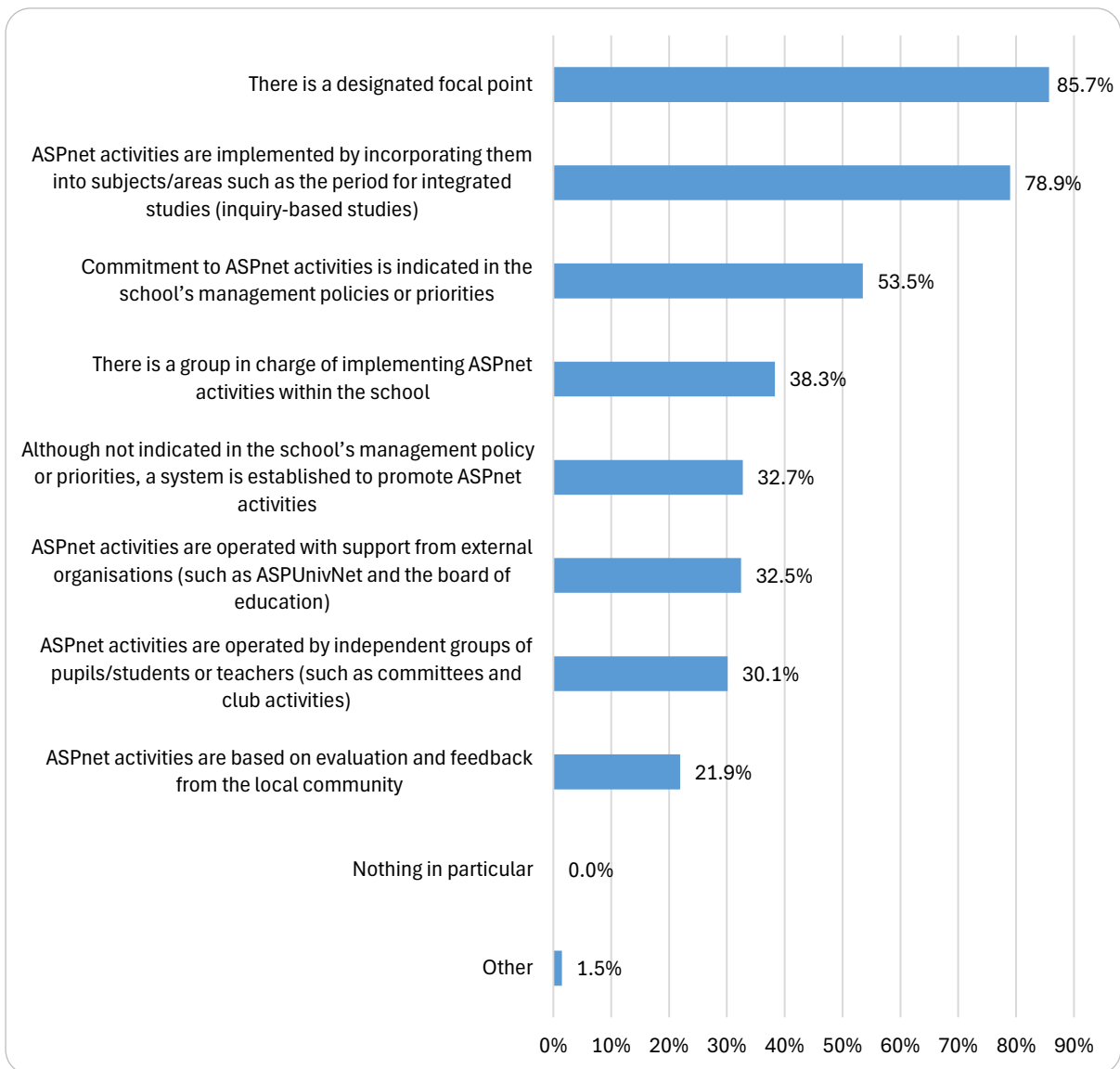
(Reference : 1.(1) Question 2 *Multiple responses allowed) (n=336) (N=375)

Figure 5 Age group of the focal point



(Reference : 1.(1) Question 3 *Multiple responses allowed) (n=336) (N=374)

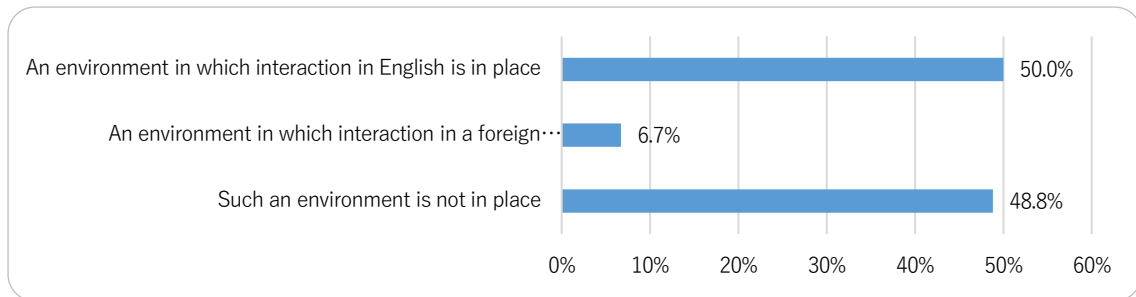
Figure 6 What sort of measures are taken to implement ASPnet/ESD activities systematically and continuously by your school as a whole?



(Reference : 1. (1) Question 4 *Multiple responses allowed) (n=342) (N=1,283)

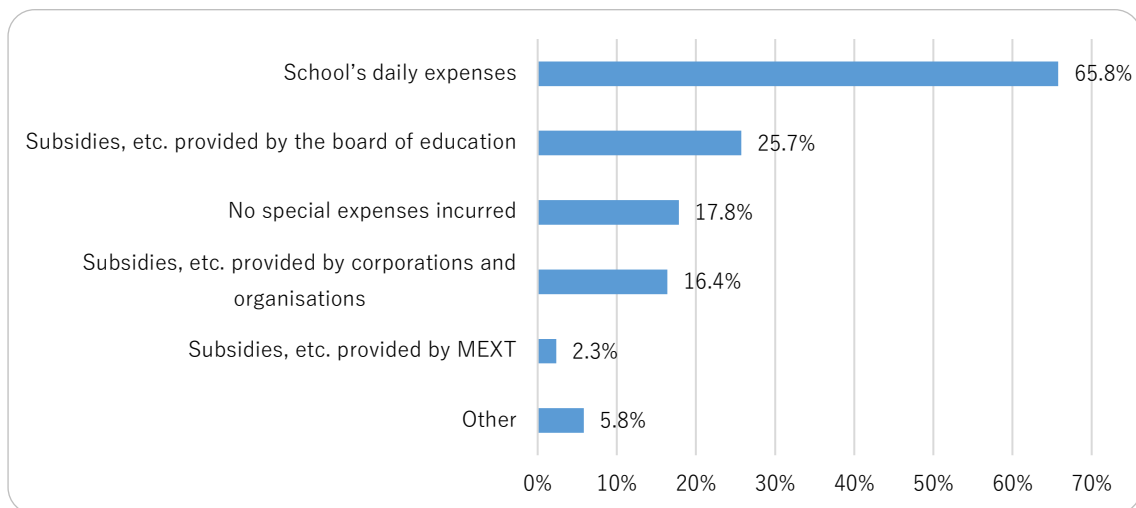
Other main responses: ASPnet School activities are conducted by linking them to various initiatives; a “UNESCO Seminar” is offered as an elective subject within our school’s designated courses (seminars); it is clearly stated in the curriculum of relevant subjects that ASPnet/ESD activities will be implemented.

Figure 7 Is an environment in which interaction in a foreign language is possible in place?



(Reference: 1. (1) Question 5 *Multiple responses allowed) (n=342) (N=361)

Figure 8 Source of funds for ASPnet School activities



(Reference: 1. (1) Question 6 *Multiple responses allowed) (n=342) (N=458)

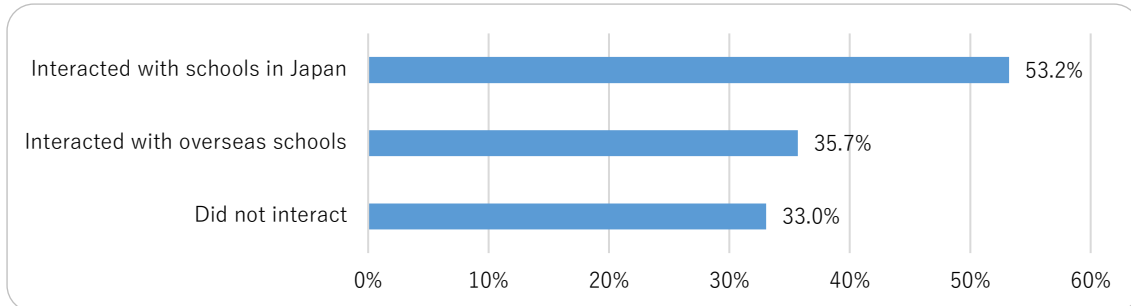
Table 1 Funding bodies

Companies that provide education-related assistance	Education-related regional councils
Universities	Public/general interest incorporated foundations (associations)
Local UNESCO associations	JA (Japan Agricultural Cooperatives)
Local funding bodies	Rotary Clubs
Nonprofit organizations	Alumni associations and promotion Rotary Clubs associations of the school
JICA	PTA

(Reference: 1. (1) Question 7) (n=68)

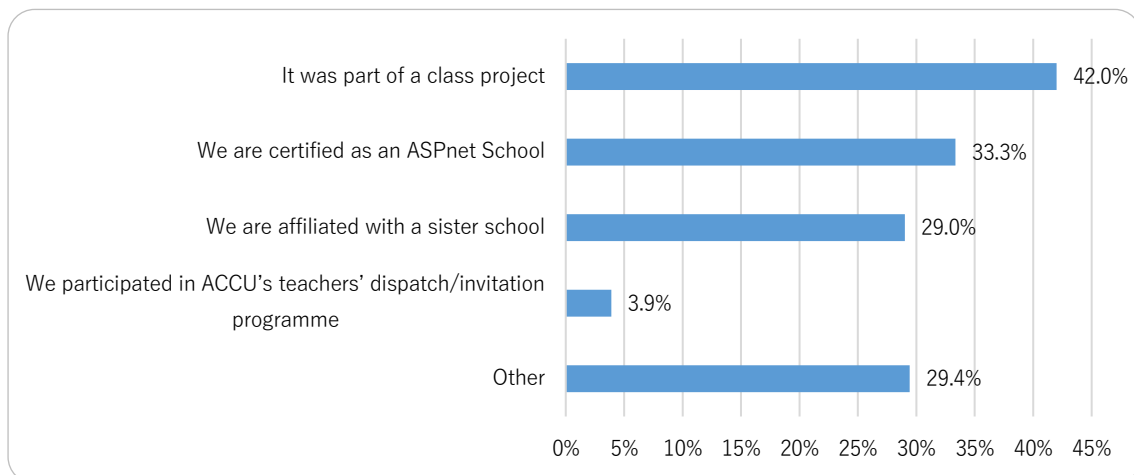
INTERACTION BETWEEN SCHOOLS IN JAPAN AND OVERSEAS

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



(Reference: 1. (2) Question 1 *Multiple responses allowed) (n=342) (N=417)

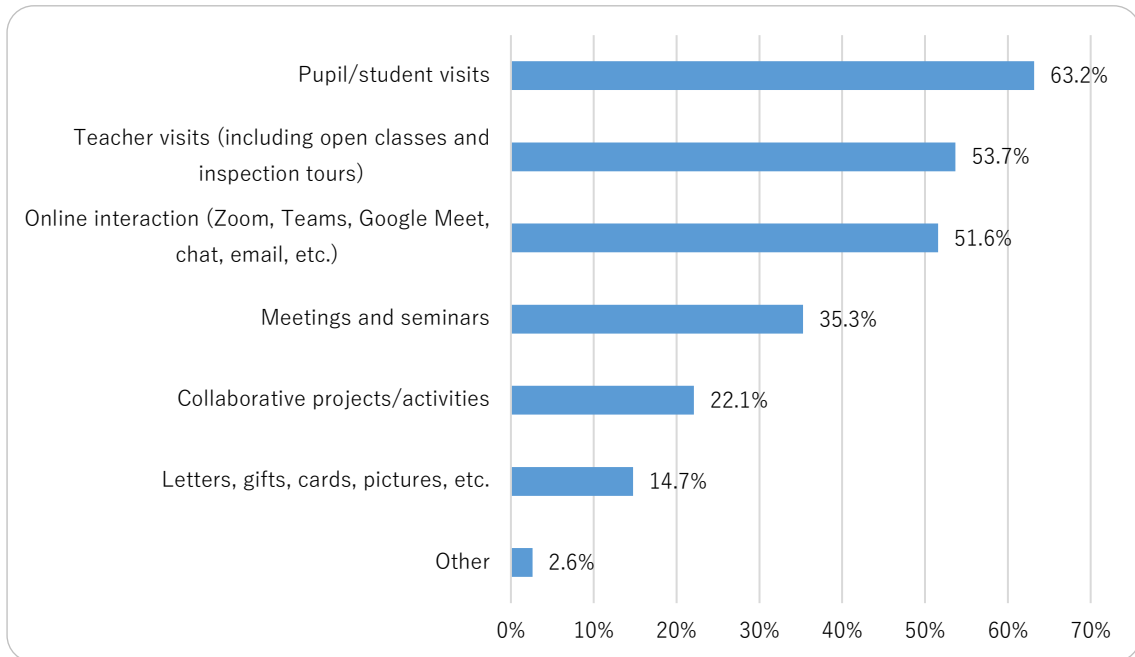
Figure 10 What are the factors behind the implementation of interschool exchange?



(Reference: 1. (2) Question 2 *Multiple responses allowed) (n=231) (N=318)

Other main responses: Interaction in inquiry-based studies within the Super Science High School (SSH) and World Wide Learning (WWL) programmes; connections among teachers; consultation with the board of education; introduction from the municipality; interaction/collaboration with universities

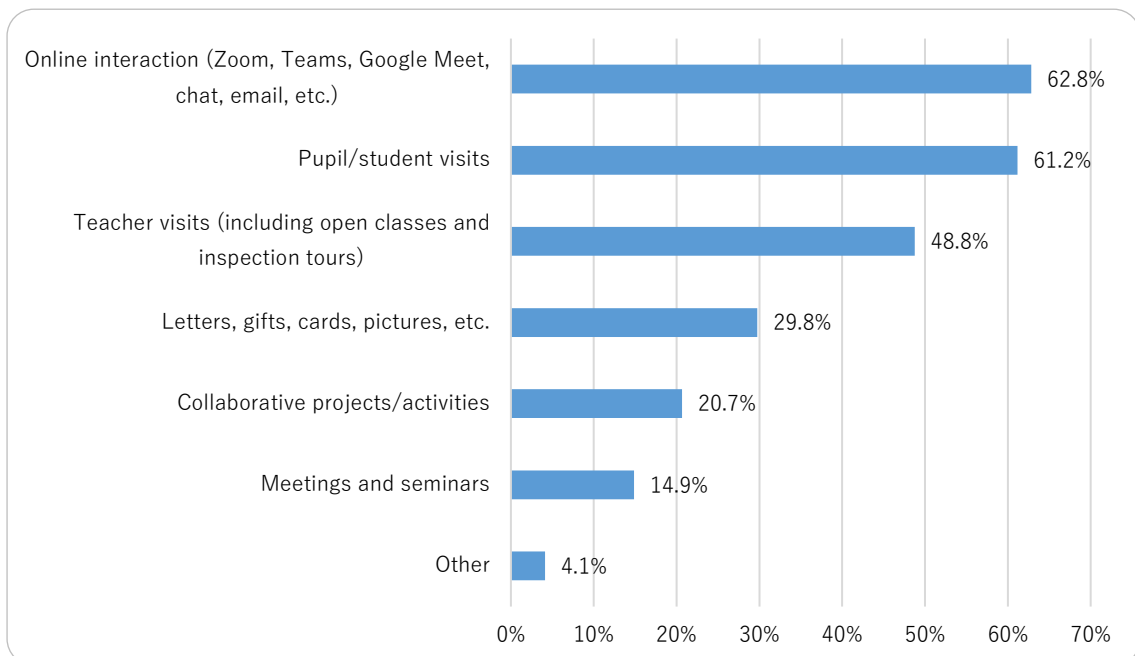
Figure 11 Methods of interaction with ASPnet Schools in Japan



(Reference: 1. (2) Question 3 *Multiple responses allowed) (n=190) (N=462)

Other main responses: Participation in the Ocean Summit (online); group exchange events; participation in ASPnet School Children’s Summit; presentation videos; held exchange events.

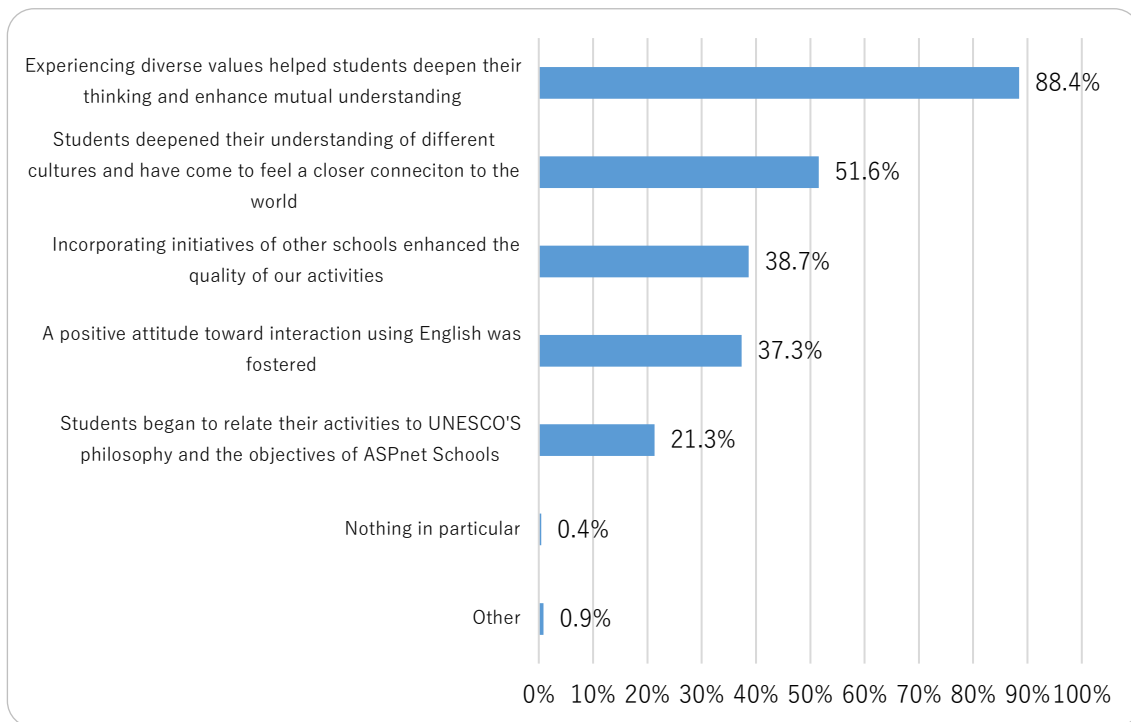
Figure 12 Methods of interaction with ASPnet Schools overseas



(Reference: 1. (2) Question 4 *Multiple responses allowed) (n=121) (N=293)

Other main responses: through the reading material that we created and provided in English, Chinese, and Urdu; by visiting the school during our school trip; receiving secondary school students from abroad; interschool exchange events.

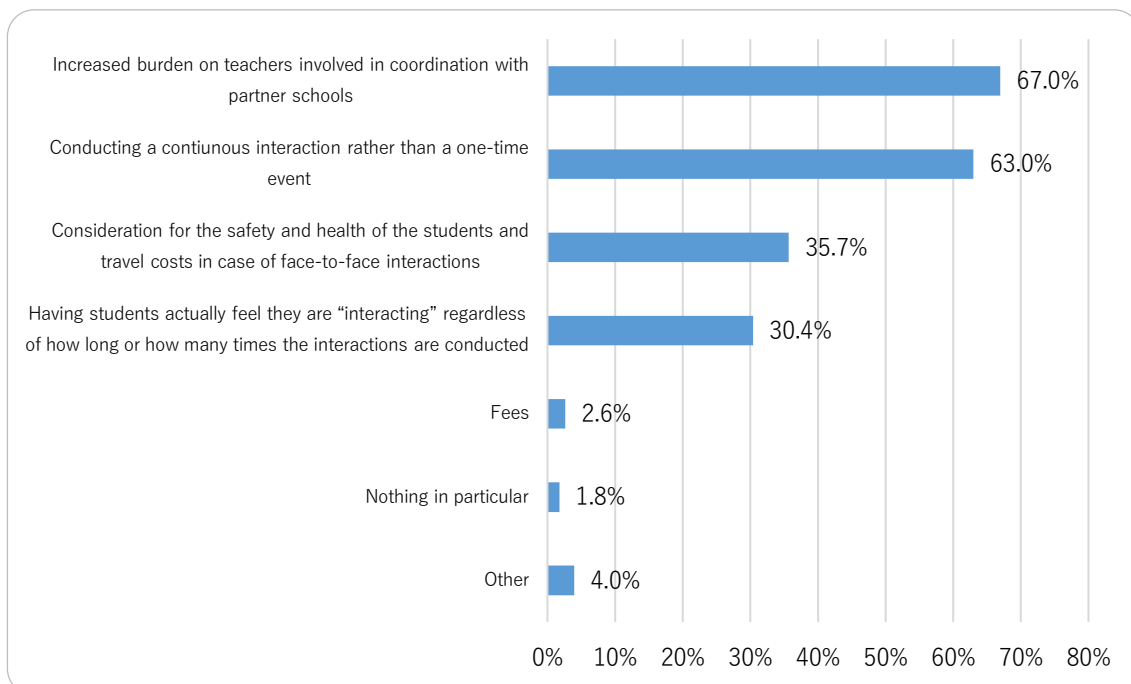
Figure 13 Outcomes of interschool exchange



(Reference: 1. (2) Question 5 *Multiple responses allowed) (n=225) (N=537)

Other main responses: Students broadened their perspectives by gaining knowledge of ESD and the SDGs and became more active in volunteer activities; the experience was enjoyable and meaningful.

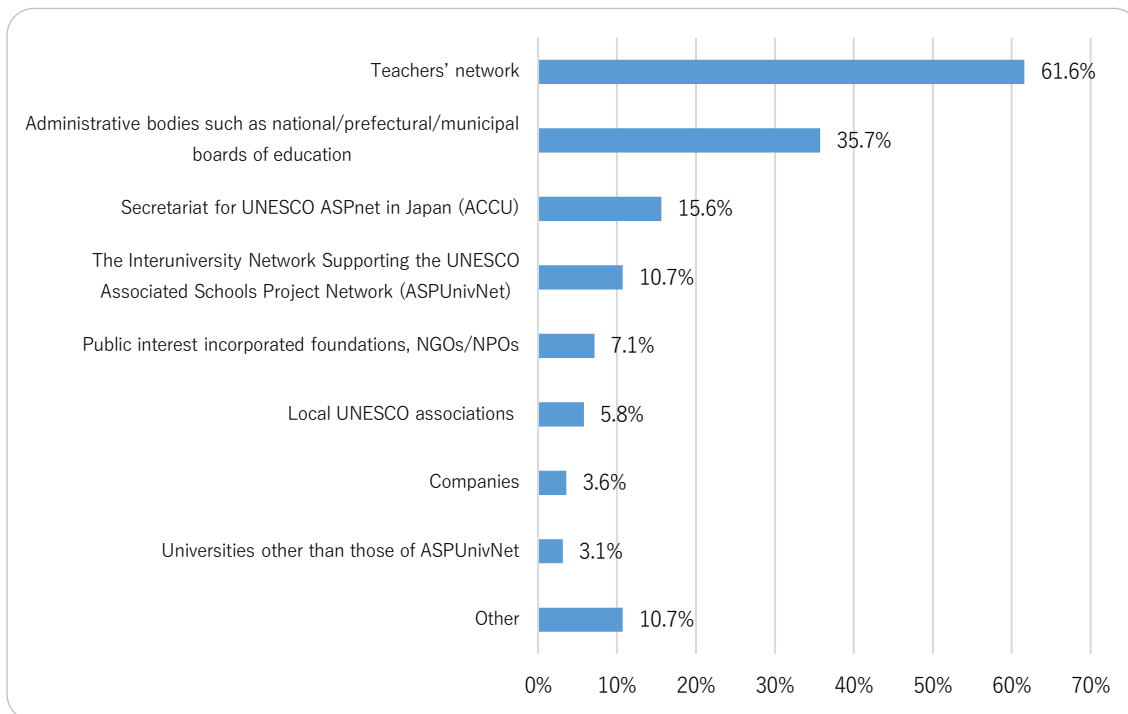
Figure 14 Issues concerning interschool exchange



(Reference: 1. (2) Question 6 *Multiple responses allowed) (n=227) (N=464)

Other main responses: Communication malfunctions; time difference; applying insights gained through exchanges to school initiatives; aligning sense of purpose.

Figure 15 Where did you obtain information on interschool exchange?



(Reference: 1. (2) Question 7 *Multiple responses allowed) (n=224) (N=345)

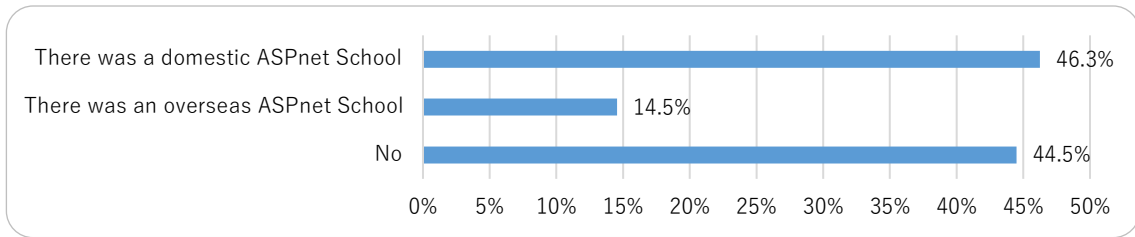
Other main responses: UNESCO Headquarters; the partner school's website

Table 2 Organization which provided support

Administrative bodies such as national/prefectural/municipal boards of education	Regional educational councils
Local UNESCO association	Public interest/general Companies incorporated foundations (associations)
ASPUnivNet	Universities
Rotary Clubs	Companies
NPOs	Administrative bodies of other countries

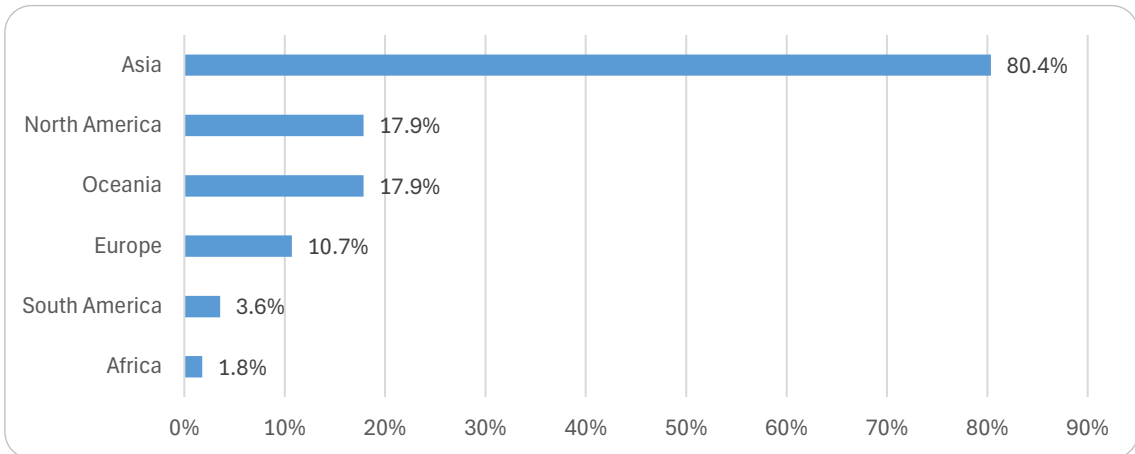
(Reference: 1. (2) Question 8) (n=52)

Figure 16 Were there any ASPnet Schools among the schools you interacted with?



(Reference: 1. (2) Question 9 *Multiple responses allowed) (n=227) (N=239)

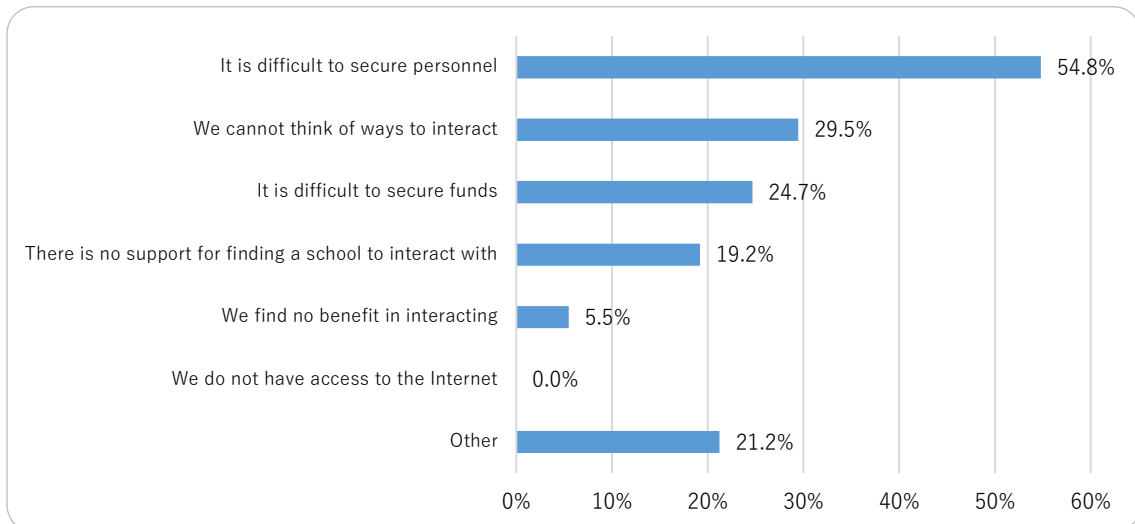
Figure 17 Geographical classification of international partner schools



(Reference: 1. (2) Question 10 *Multiple responses allowed) (n=56) (N=74)

Main countries (regions): U.S.A., Korea, Malaysia, Taiwan, Australia, Thailand, New Zealand

Figure 18 Reasons for not interacting

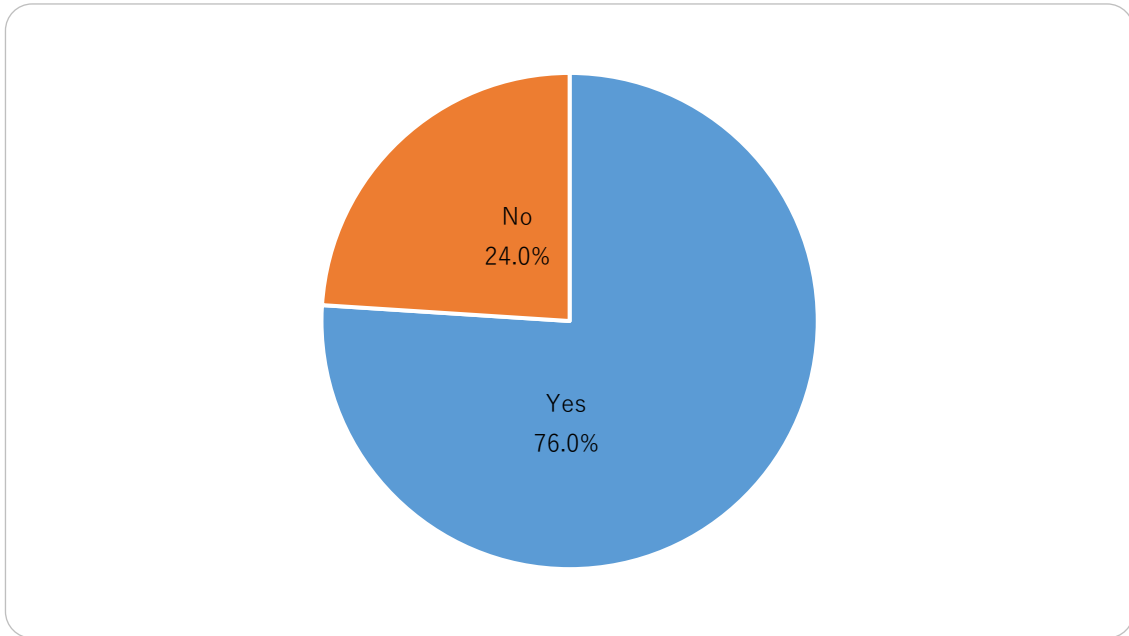


(Reference: 1. (2) Question 11 *Multiple responses allowed) (n=146) (N=226)

Other main responses: We lost contact since the outbreak of COVID 19; it was difficult to coordinate our schedule; we prioritize interaction with the local residents; the students are not confident enough/passive.

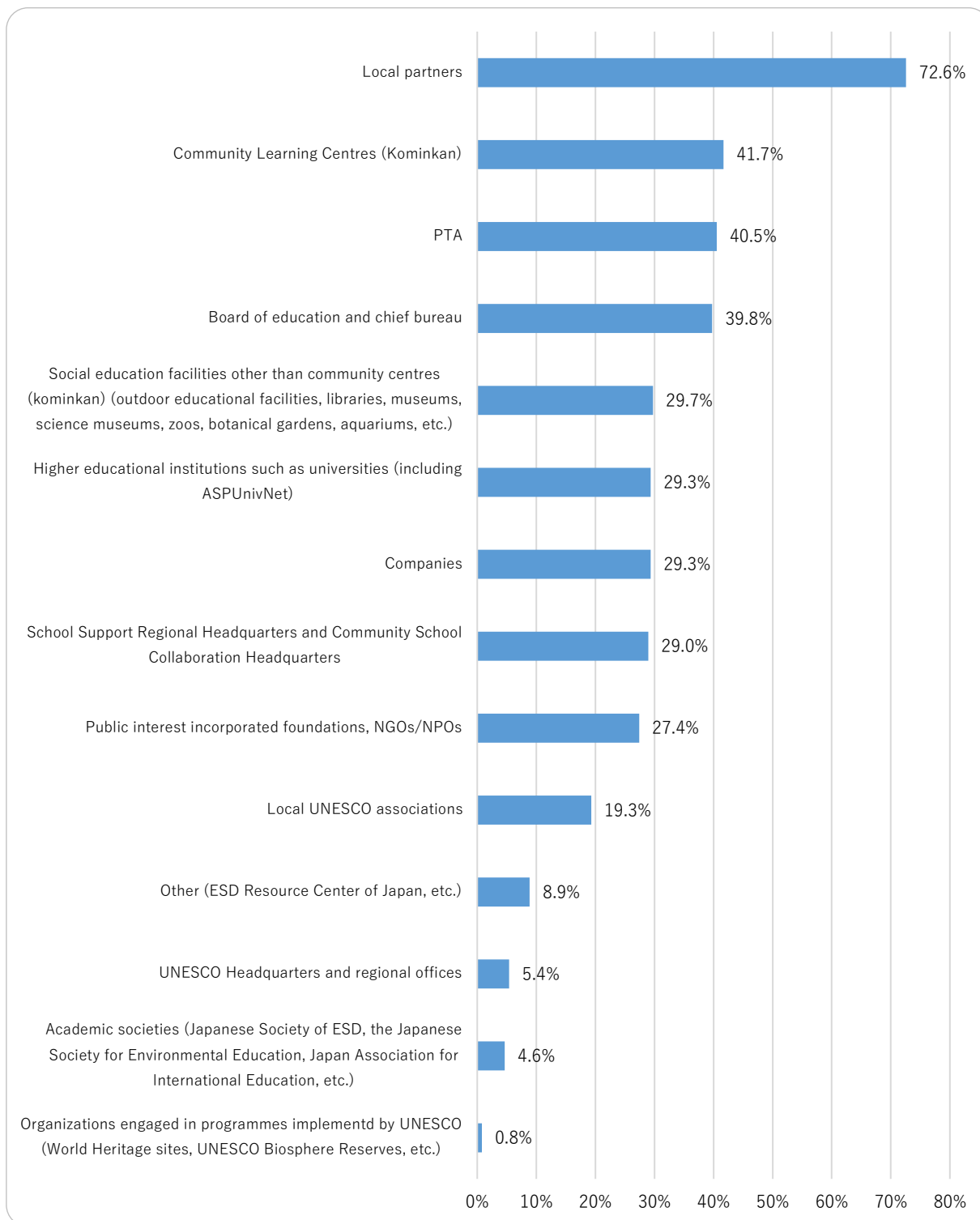
COLLABORATION WITH EXTERNAL ORGANIZATIONS

Figure 19 Did the school collaborate with external organizations?



(Reference: 1. (3) Question 1) (n=342)

Figure 20 Collaborating groups

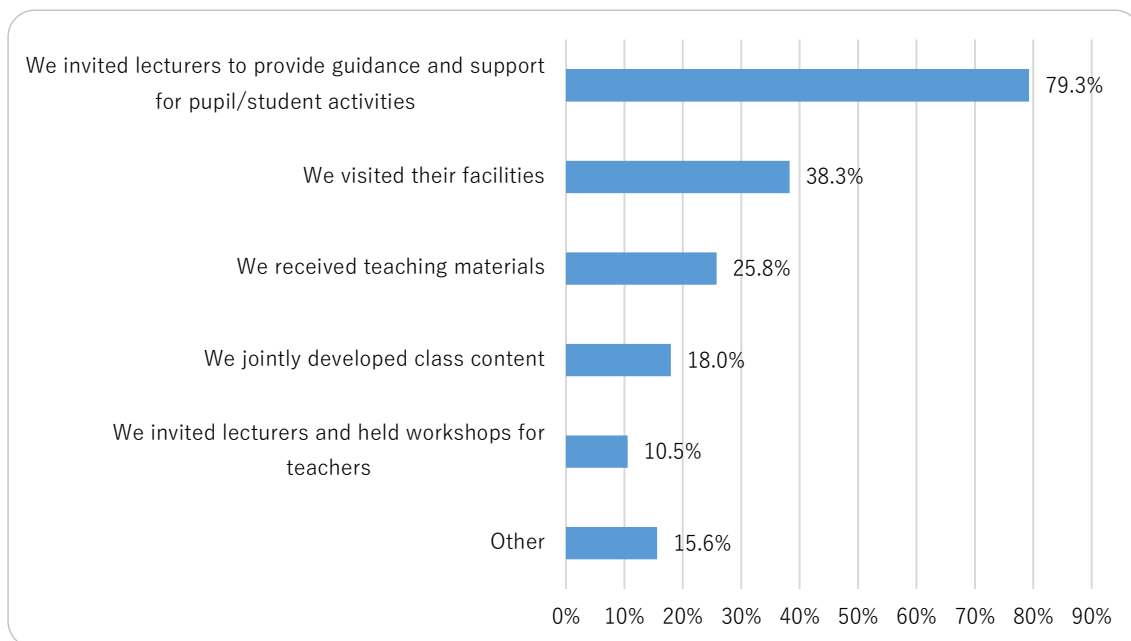


(Reference: 1. (3) Question 2 *Multiple responses allowed) (n=259) (N=980)

Projects/organizations included in UNESCO's lists and designations: Ogasawara World Heritage Centre, Ogasawara Marine Center, Ogasawara Boninology Institute

Other main responses: ESD Resource Center of Japan, local public institutions and facilities, embassies, local volunteer groups

Figure 21 Details of collaboration with external organizations



(Reference: 1. (3) Question 3 *Multiple responses allowed) (n=256) (N=480)

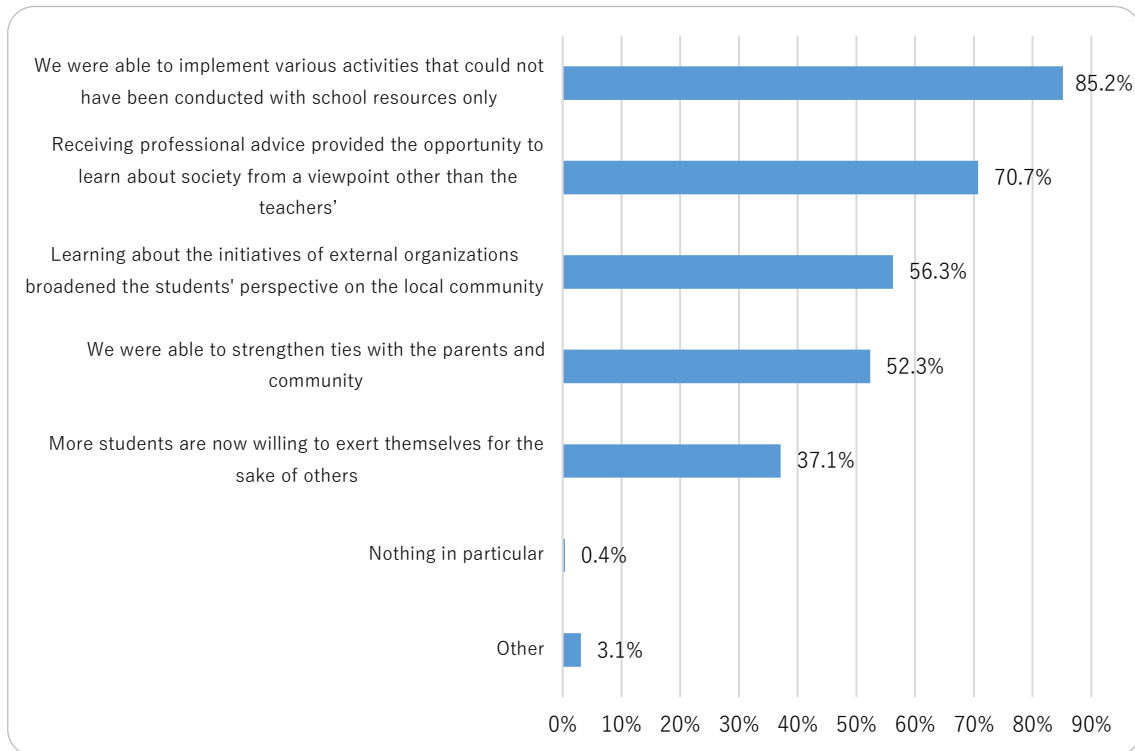
Other main responses: We sent gifts to welfare facilities; we participated in the municipality's SDGs promotion projects; we participated in volunteer activities; we received advice from a distinguished guest at our ASPnet School presentation.

Table 3 Main factors behind interaction with external organizations

We were certified as an ASPnet School	Information provided from the board of education
Cooperation from the local UNESCO association	Connections with the community or among teachers
We received proposals from companies/we requested their cooperation	Connections with the local NPOs

(Reference: 1. (3) Question 4) (n=206)

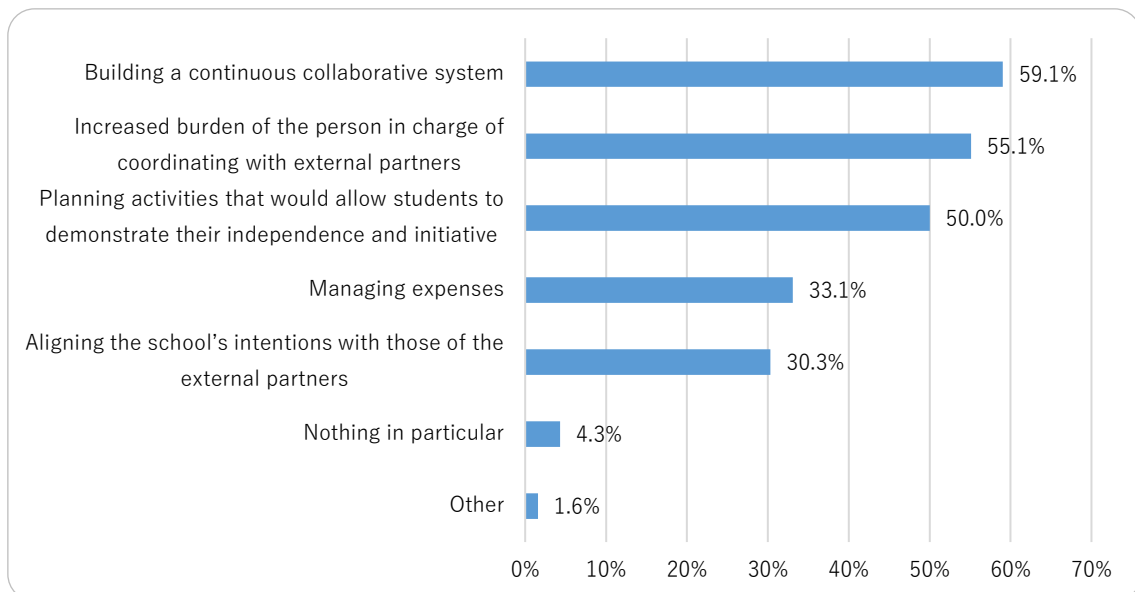
Figure 22 Main outcomes of interaction with external organizations



(Reference: 1. (3) Question 5 *Multiple responses allowed) (n=256) (N=781)

Other main responses: We are receiving support for adjusting schedules with our partner school and interpretation; the external organization was able to rediscover the value of local educational resources; the scope of learning expanded significantly, enabling children to engage in activities with enthusiasm and initiative.

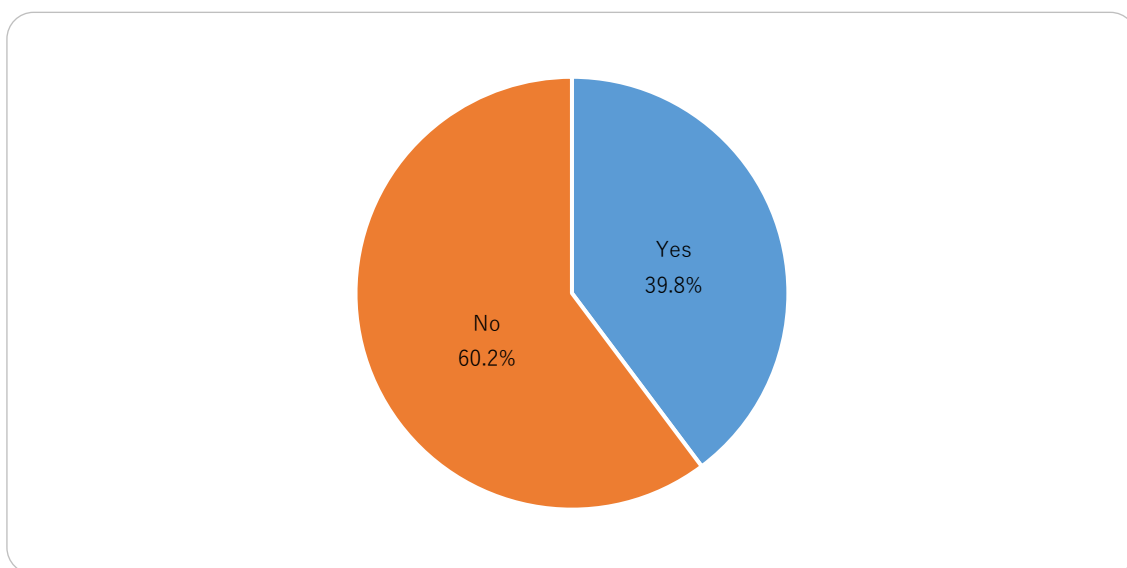
Figure 23 Main issues of interaction with external organizations



(Reference: 1. (3) Question 6 *Multiple responses allowed) (n=254) (N=593)

Other main responses: Coordination with school events; inability to keep track of with which organizations we are collaborating.

Figure 24 Did the school participate in ESD/ASPnet School training programmes outside the school?



(Reference: 1. (3) Question 7) (n=342)

Table 4 Main groups that hosted training programmes of Figure 24

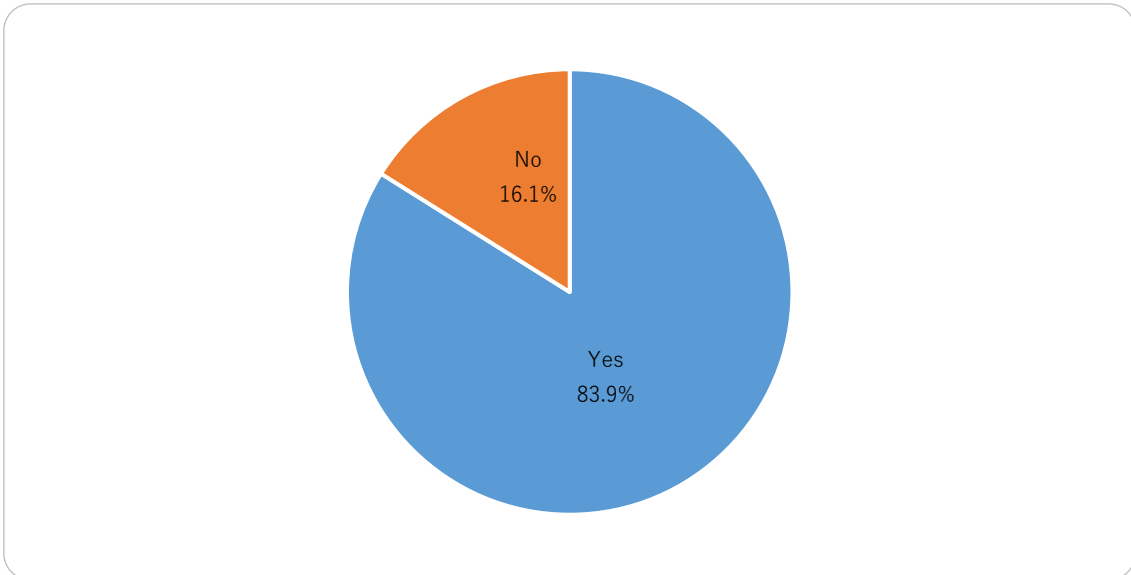
Administrative bodies such as national/prefectural/municipal boards of education	Regional educational councils
Public interest foundations and general incorporated associations providing educational grants	Local UNESCO associations
Local network of ASPnet Schools	ASPUnivNet, universities
ESD consortiums	UNESCO-related institutions

(Reference: 1. (3) Question 8) (n=127)

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

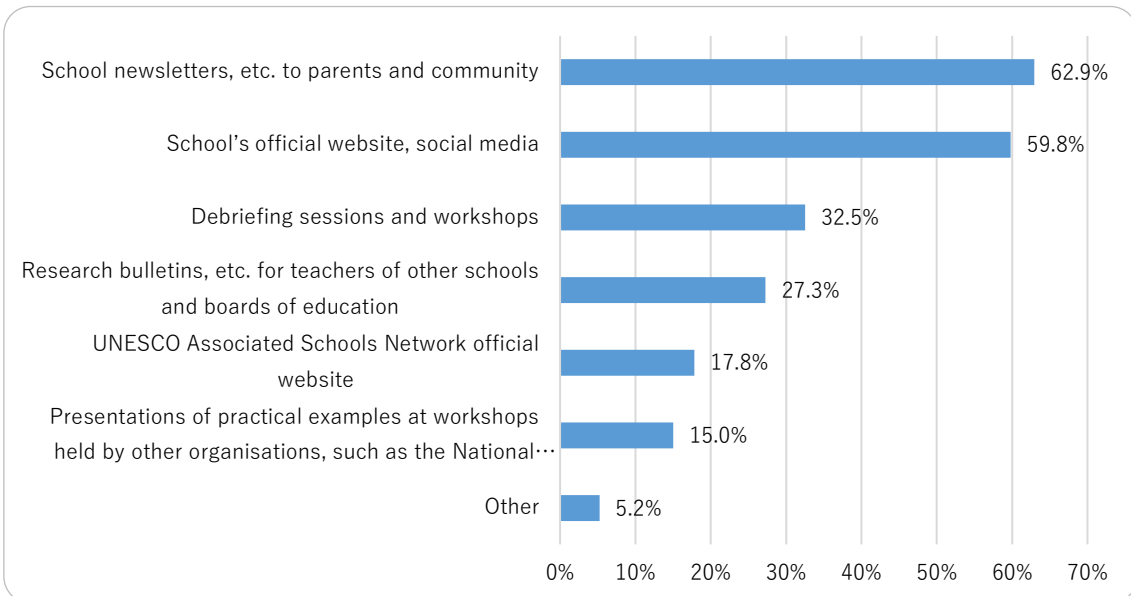
DISSEMINATING THE OUTCOMES OF ACTIVITIES AS REGIONAL CENTRES OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Figure 25 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=342)

Figure 26 Methods of disseminating efforts



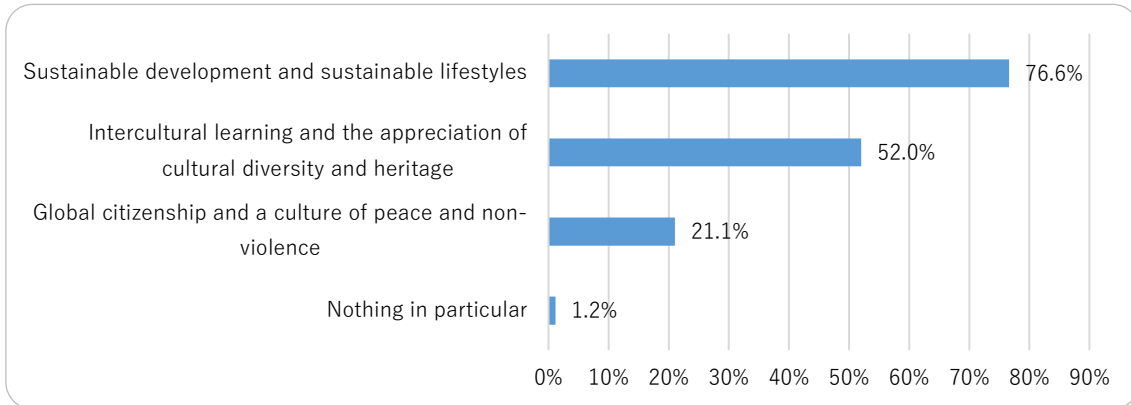
(Reference: 1. (4) Question 2 *Multiple responses allowed) (n=286) (N=631)

Other main responses: Student council exhibition at the school's cultural festival; newspapers and other media; presentation to overseas visitors; served as the secretariat for the UNESCO Association SDGs Passport Experience Presentation Session

OUTCOMES OF ACTIVITIES AS AN ASPNET SCHOOL

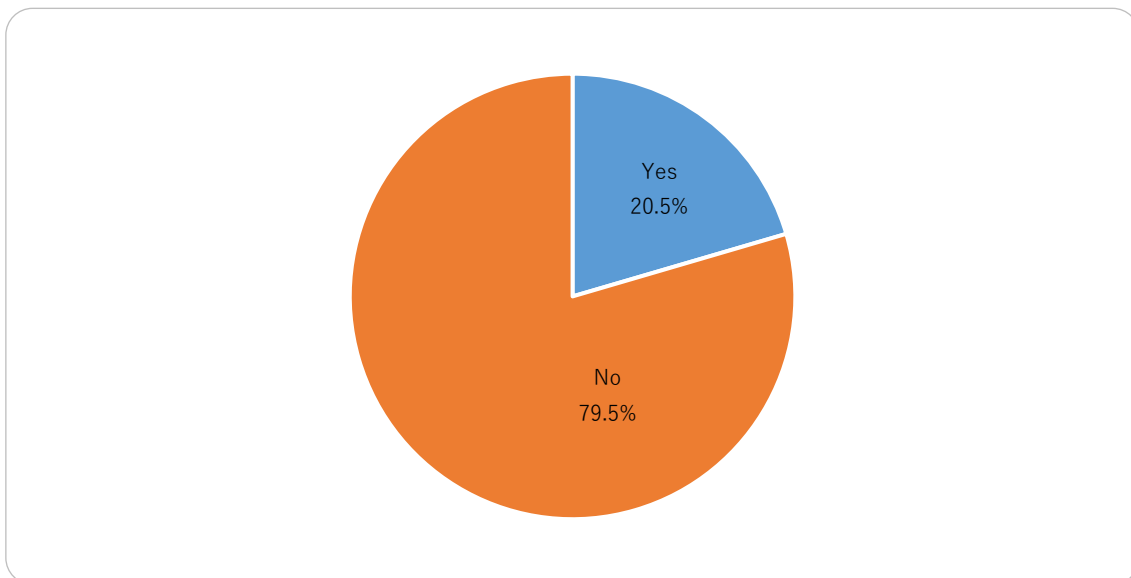
ACTIVITIES REQUIRED AS AN ASPNET SCHOOL

Figure 27 Which of the three thematic action areas showed particular results?



(Reference: 2. (1) Question 1 *Multiple responses allowed) (n=342) (N=516)

Figure 28 Did the school commemorate at least two International Days with a school-wide celebration?



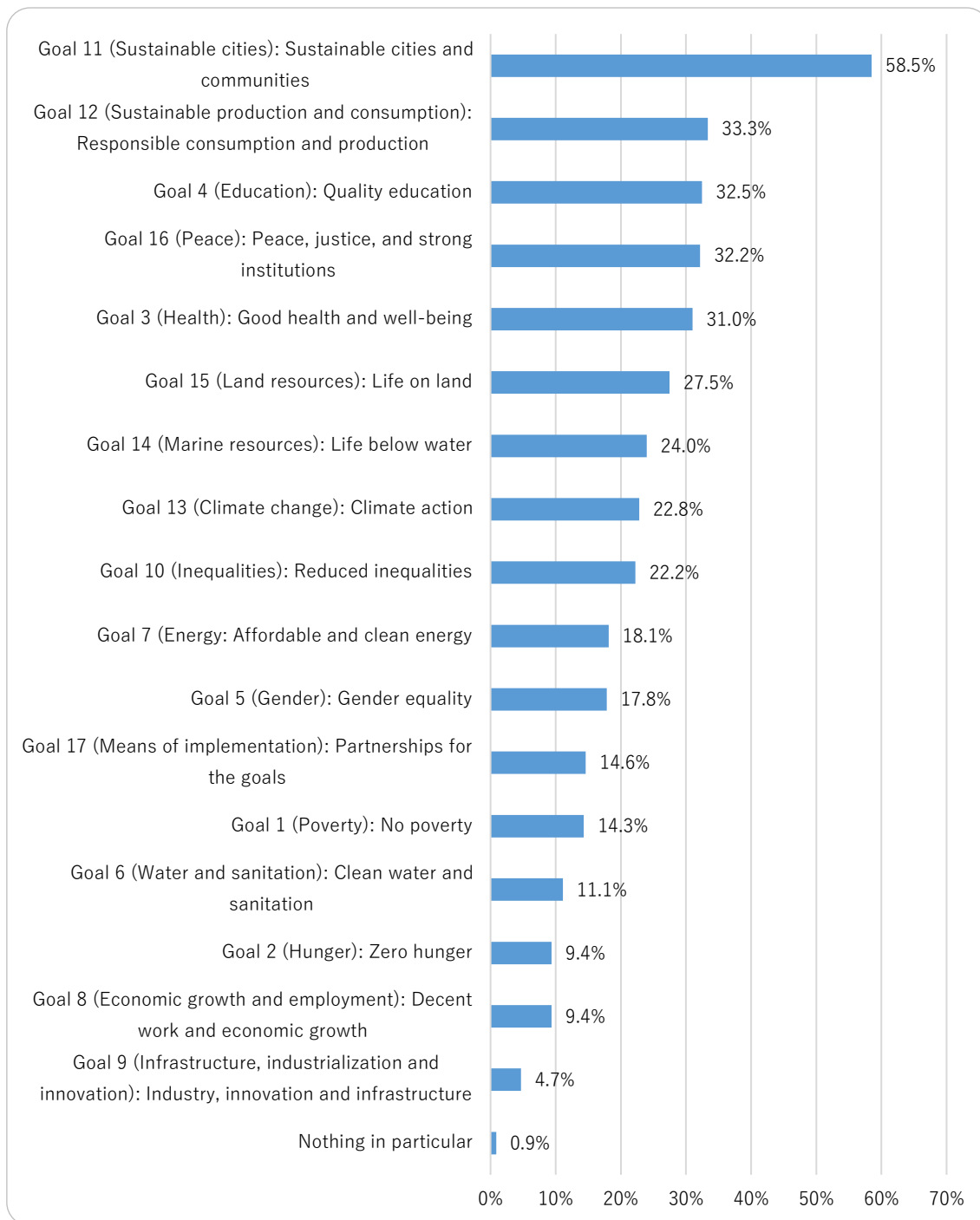
(Reference: 2. (1) Question 2) (n=342)

Table 5 Which International Days did you celebrate?

International Day for Biological Diversity (5/22)	International day against violence and bullying at school including cyberbullying (First Thursday of November)
World Environment Day (6/5)	World Tsunami Awareness Day (11/5)
World Oceans Day (6/8)	World Children's Day (11/20)
Sustainable Gastronomy Day (6/18)	World AIDS Day (12/1)
International Day for Countering Hate Speech (6/18)	International Day of Persons with Disabilities (12/3)
World Refugee Day (6/20)	Human Rights Day (12/10)
World Population Day (7/11)	World Braille Day (1/4)
International Literacy Day (9/8)	International Day of Education (1/24)
International Day of Peace (9/21)	World Pulses Day (2/10)
International Day of Awareness of Food Loss and Waste (9/29)	International Day of Women and Girls in Science (2/11)
World Teachers' Day (10/5)	World Radio Day (2/13)
International Day for Disaster Risk Reduction (10/13)	International Day to Combat Islamophobia (3/15)
World Food Day (10/16)	International Day of Happiness (3/20)

(Reference: 2. (1) Question 3) (n=71)

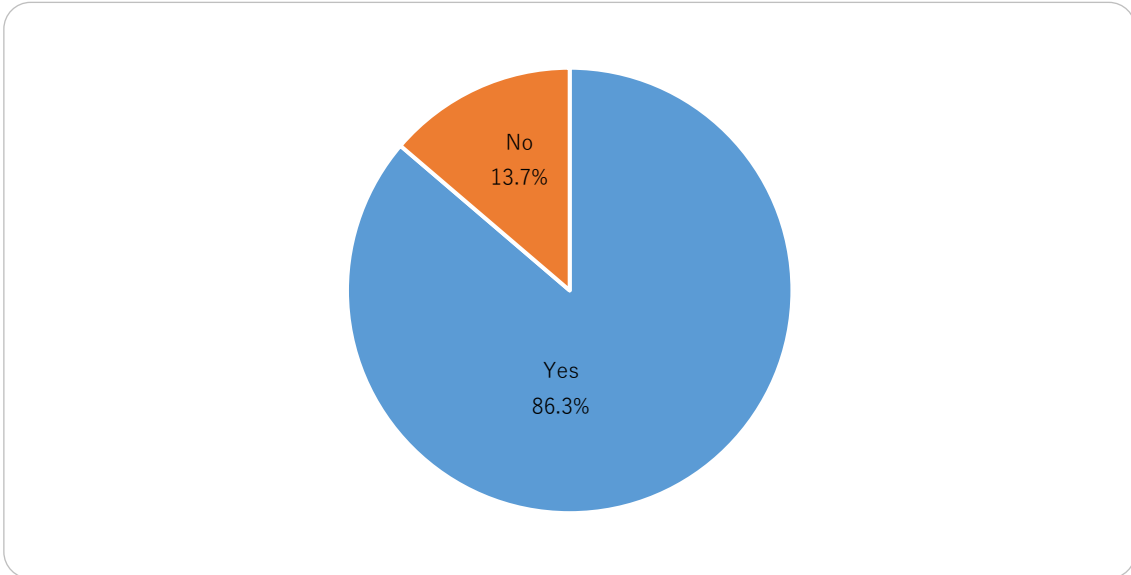
Figure 29 SDGs taken up in educational activities



(Reference: 2. (1) Question 4 *Multiple responses allowed) (n=342) (N=1,314)

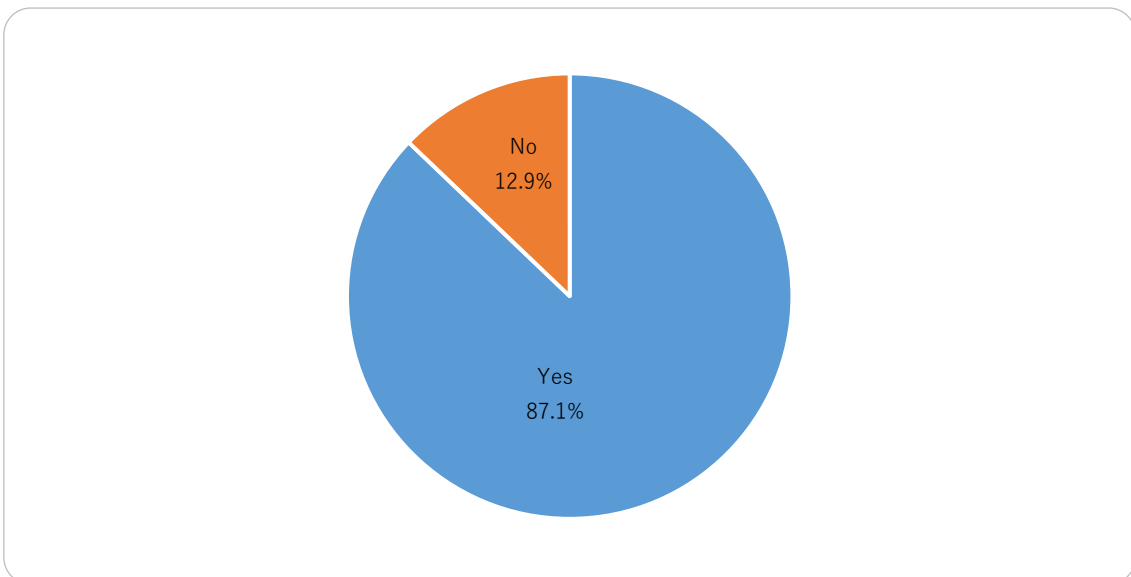
AWARENESS OF THE RELATIONSHIP BETWEEN ESD AND SDGS

Figure 30 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=342)

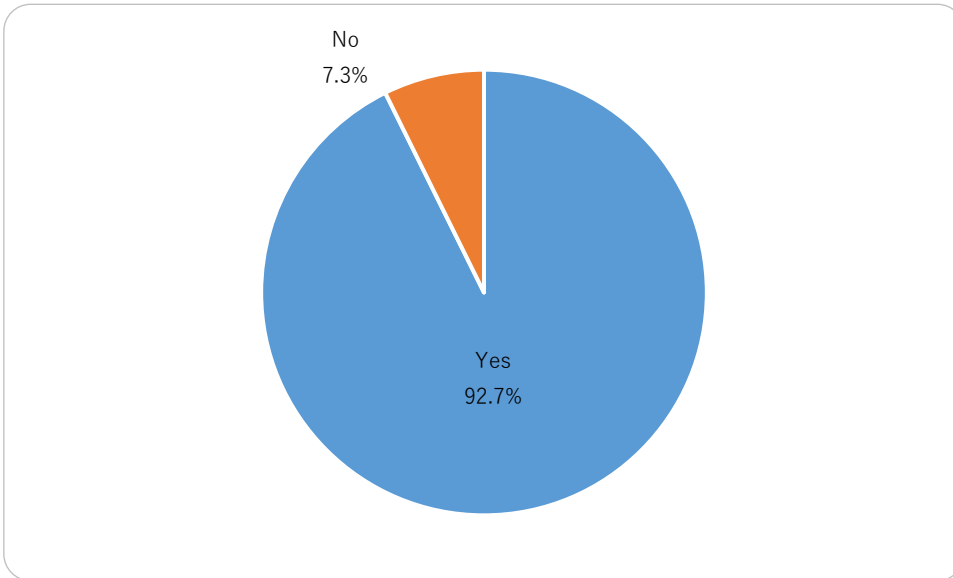
Figure 31 Are you aware that ESD is positioned as Target 4.7 of Goal 4 of the SDGs (Education)?



(Reference: 2. (2) Question 2) (n=342)

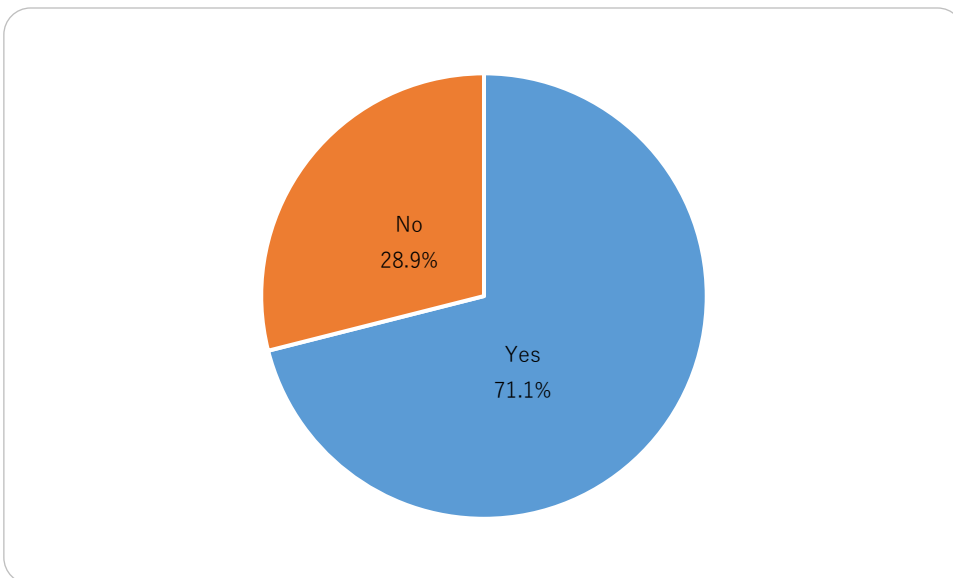
CHANGES RESULTING FROM ACTIVITIES AS AN ASPNET SCHOOL

Figure 32 Are the qualities and abilities desired to be developed through activities as an ASPnet School clarified?



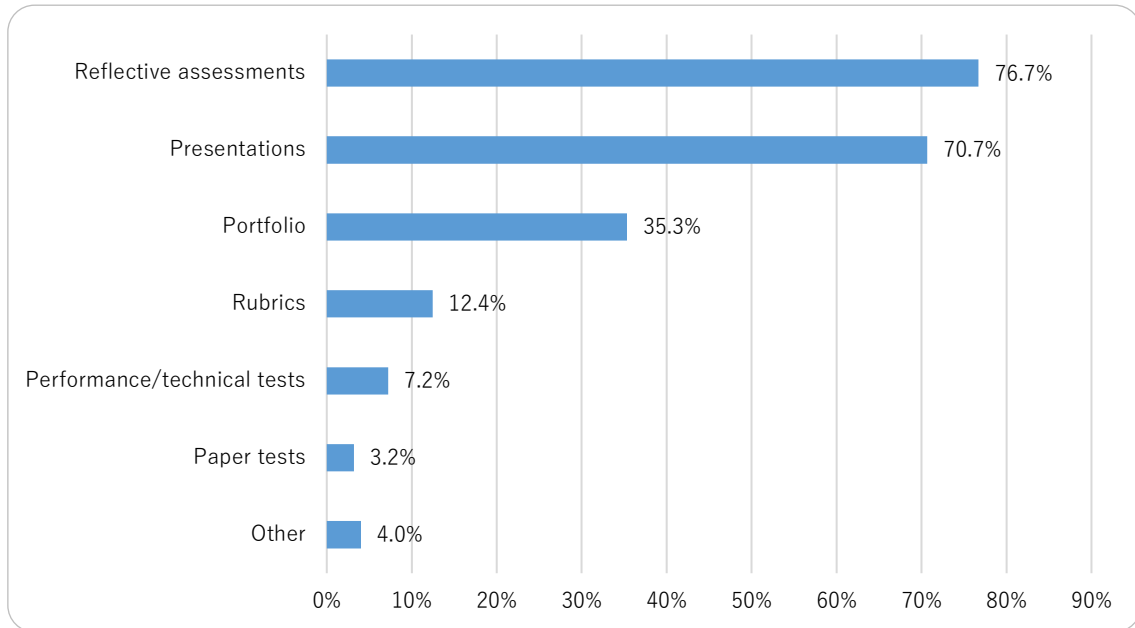
(Reference: 2. (3) Question 1 (1)) (n=342)

Figure 33 Are evaluations made for qualities and abilities acquired through educational activities as an ASPnet School?



(Reference: 2. (3) Question 1 (2)) (n=342)

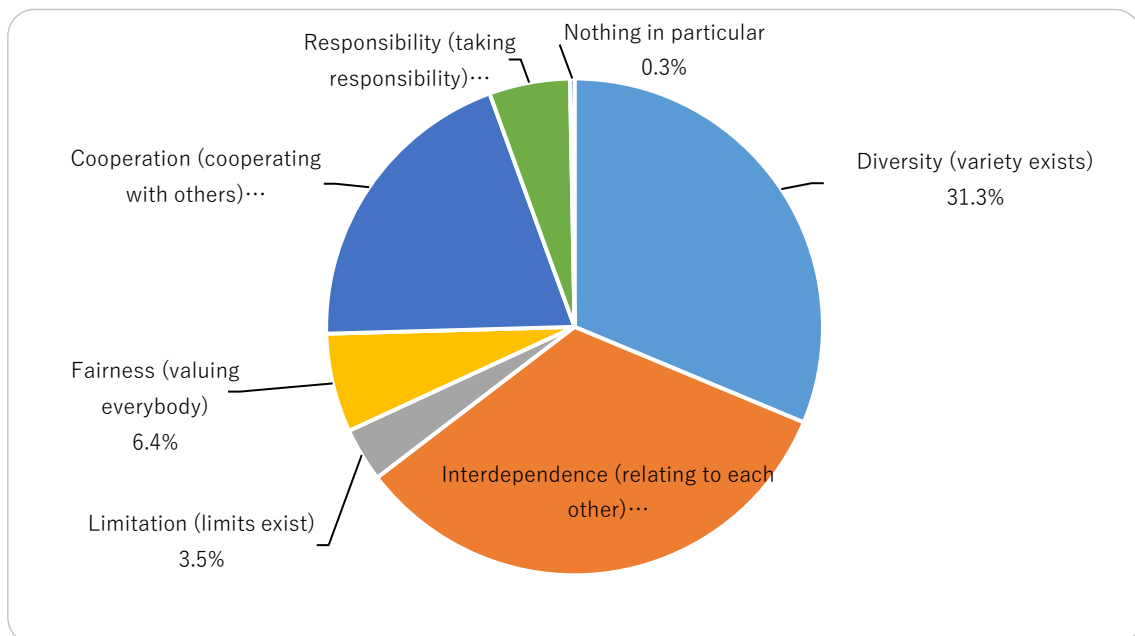
Figure 34 Methods for evaluating educational activities



(Reference: 2. (3) Question 1 (3) *Multiple responses allowed) (n=249) (N=522)

Other main responses: School self-assessment questionnaire for parents and students; we examine/evaluate preschoolers' activities in relation to the SDGs during regular conferences; we evaluate by observing the attitude/behavior of the infants/pupils/students.

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



(Reference: 2. (3) Question 1 (4)) (n=342)

Table 6 Main qualities and abilities acquired through ASPnet School activities

Thinking, judgment, and expression skills	Attitude towards learning
Rich humanity	Knowledge and skills
Willingness to contribute to the community/society	Ability to figure out solutions on one's own
Communication skills	Empathy and responsiveness towards others
Critical thinking	Interest in environmental issues and taking action
Capacity to understand and respect others	Attitude towards leaning based on ESD and SDGs
Ability to predict future scenarios and formulate plans	Ability to think in a multifaceted and comprehensive manner
An attitude that not only accepts diversity but also embraces it	Ability to pursue matters proactively while incorporating diverse perspectives
Abilities to identify problems and think and act toward solving them	Teamwork for achieving goals
Ability to imagine and emphasize and take ownership of global issues	Realizing the importance of preserving traditional culture and taking pride in the community

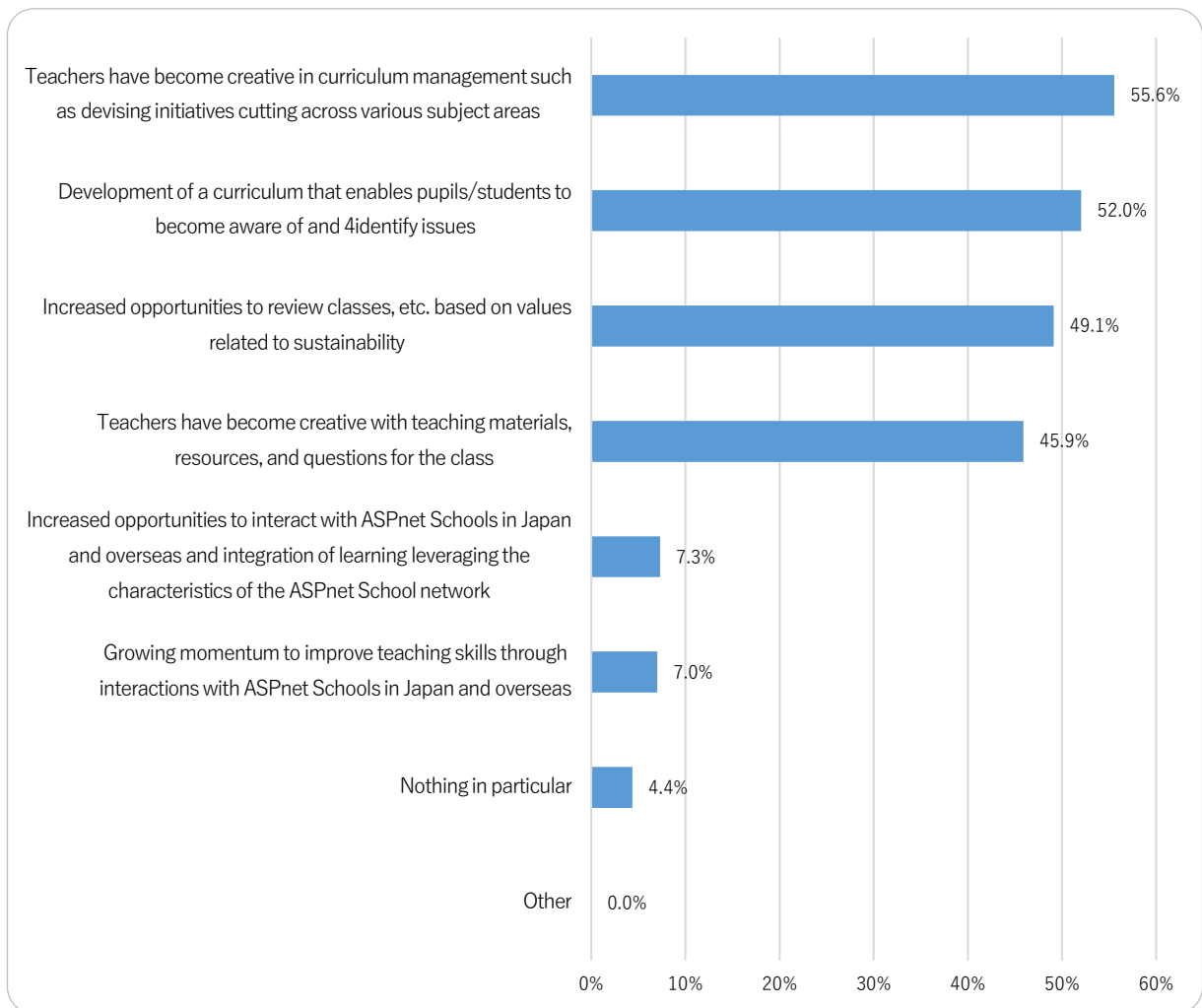
(Reference: 2. (3) Question 1 (5)) (n=191)

Table 7 Main motivators that encouraged changes in pupils/students

Educational activities related to the community	Interschool exchange with a school overseas
Learnings through experiences in the Period for Integrated Studies or Period for Inquiry-Based Cross-Disciplinary Study	Presentation opportunities
External lecturers	Collaborative projects with ASPnet schools
Student-led learning activities	Participation in ESD promotion activities planned by companies

(Reference: 2. (3) Question 2) (n=179)

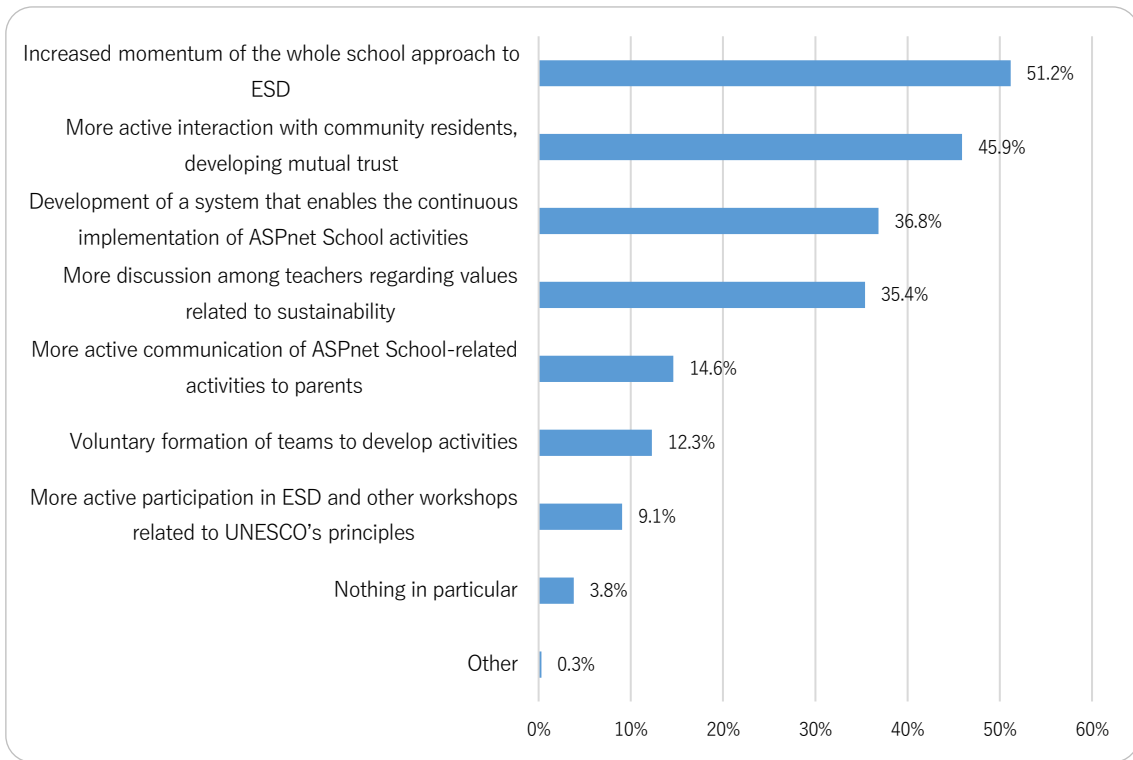
Figure 36 Changes in curriculum and teaching methods



(Reference: 2. (3) Question 3 (1) *Multiple responses allowed) (n=342) (N=757)

Other main responses: None

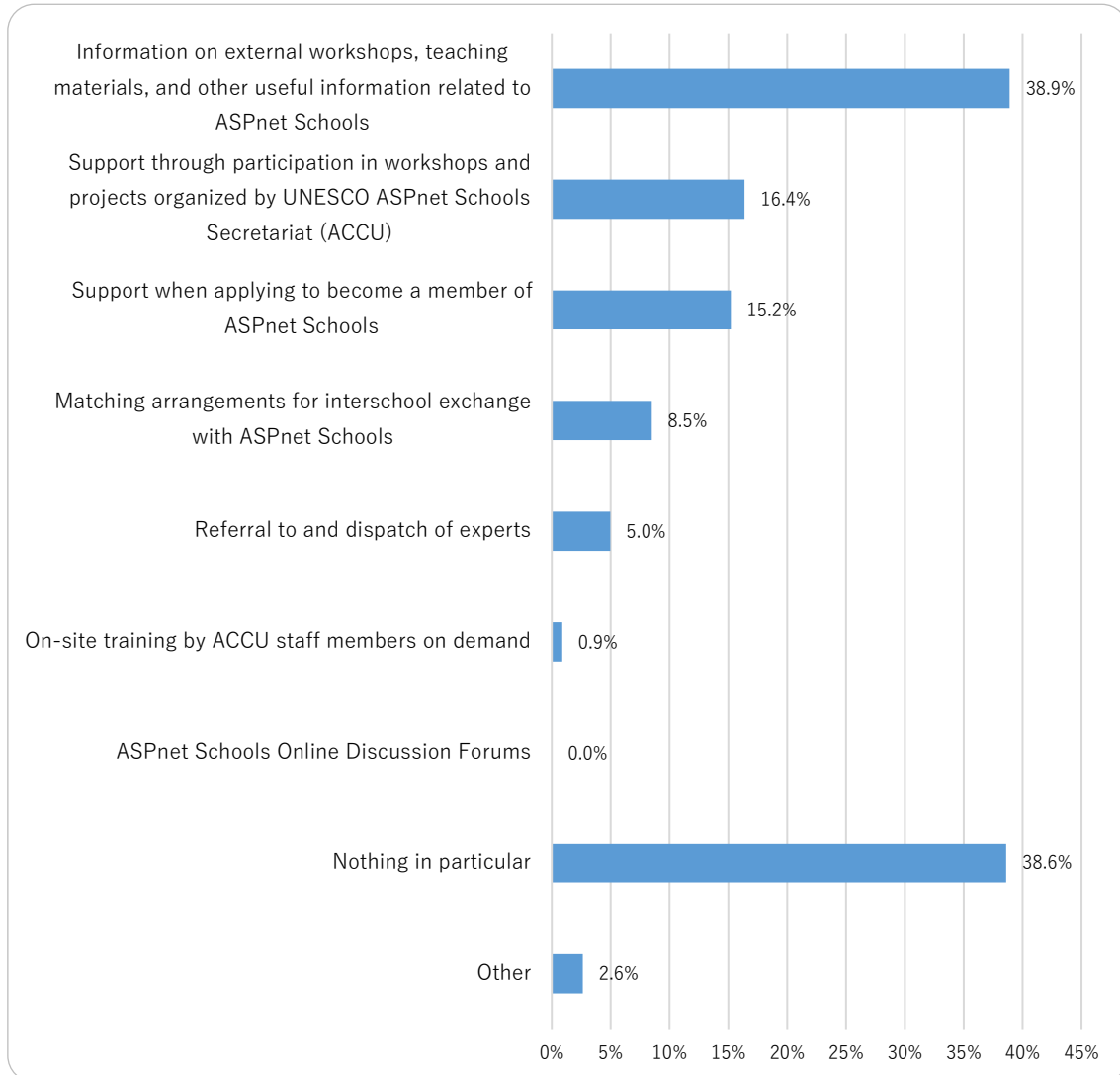
Figure 37 Changes in school management



(Reference: 2. (3) Question 3 (2) *Multiple responses allowed) (n=342) (N=716)
 Other main responses: Creates new learning opportunities for the students.

USAGE OF SUPPORT FOR ASPNET SCHOOLS

Figure 38 What sort of support did you receive from the UNESCO ASPnet Schools Secretariat?



(Reference: 3. Question 1 *Multiple responses allowed) (n=342) (N=431)

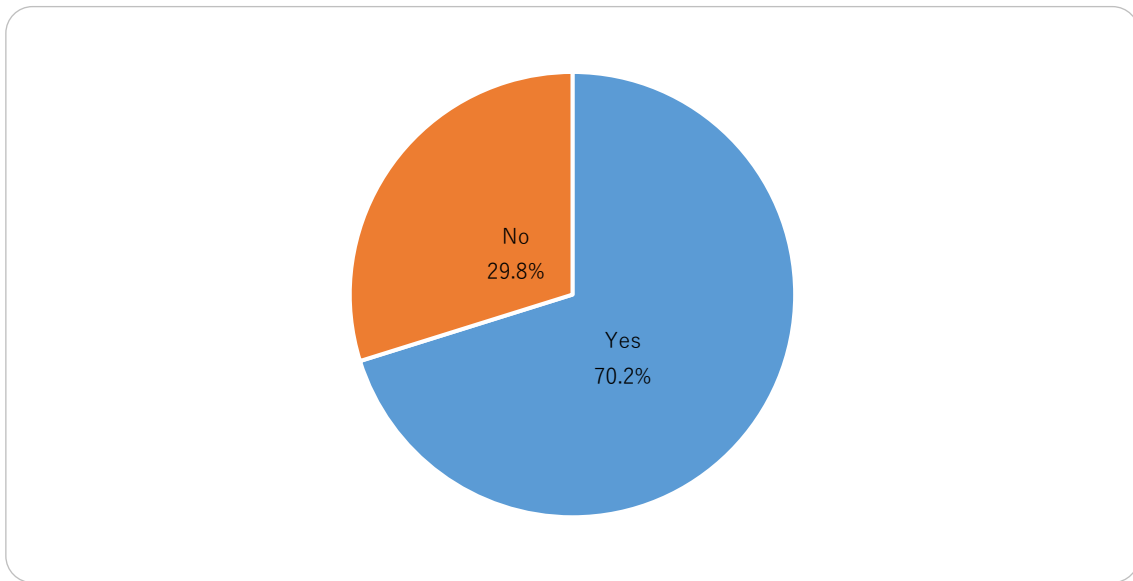
Other main responses: Information via email; support in submitting the annual report; support in applying for funds; instructor for inquiry-based learning (teacher training workshop)

Table 8 What sort of support do you wish to receive from the UNESCO ASPnet Schools Secretariat?

Support for interschool exchange with ASPnet Schools overseas	Information on regional companies and organizations interested in educational activities
Information on ESD activities for early childhood	List of human resources and companies that can be referred to for on-site classes
Initiatives to foster collaboration with neighboring ASPnet Schools	Information on volunteer initiatives for junior high school students
Continuous notification of information on workshops for students	Fees for activities

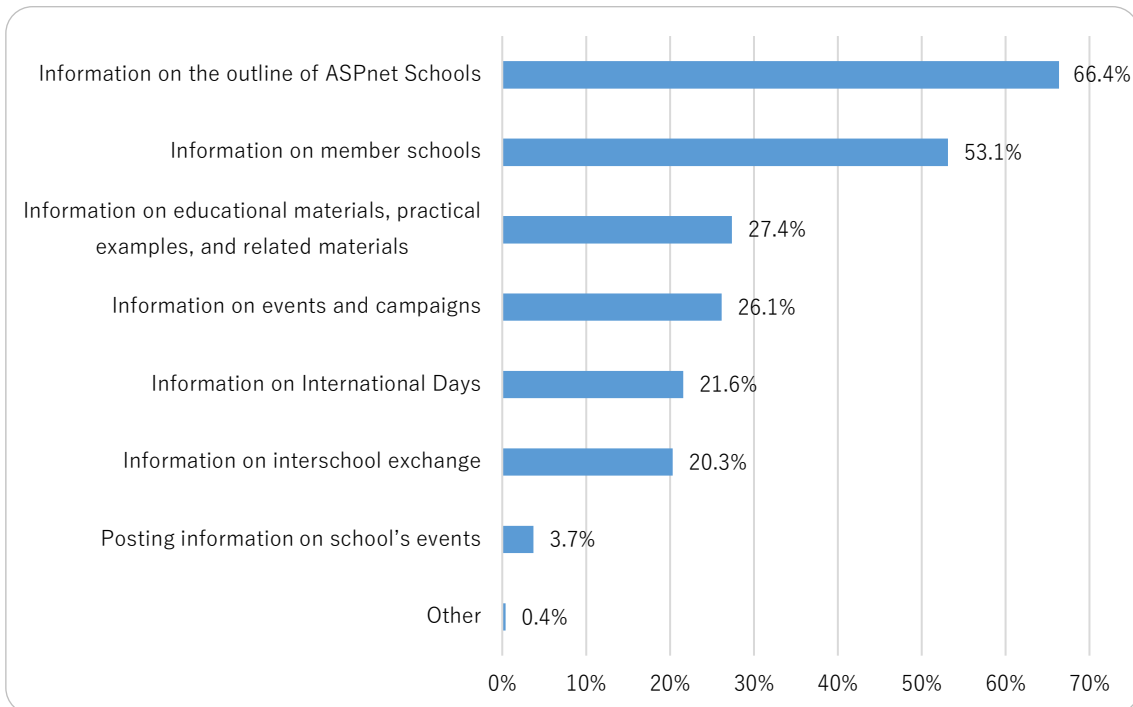
(Reference: 3. Question 2) (n=79)

Figure 39 Do you use the ASPnet Schools' official website?



(Reference: 3. Question 3) (n=342)

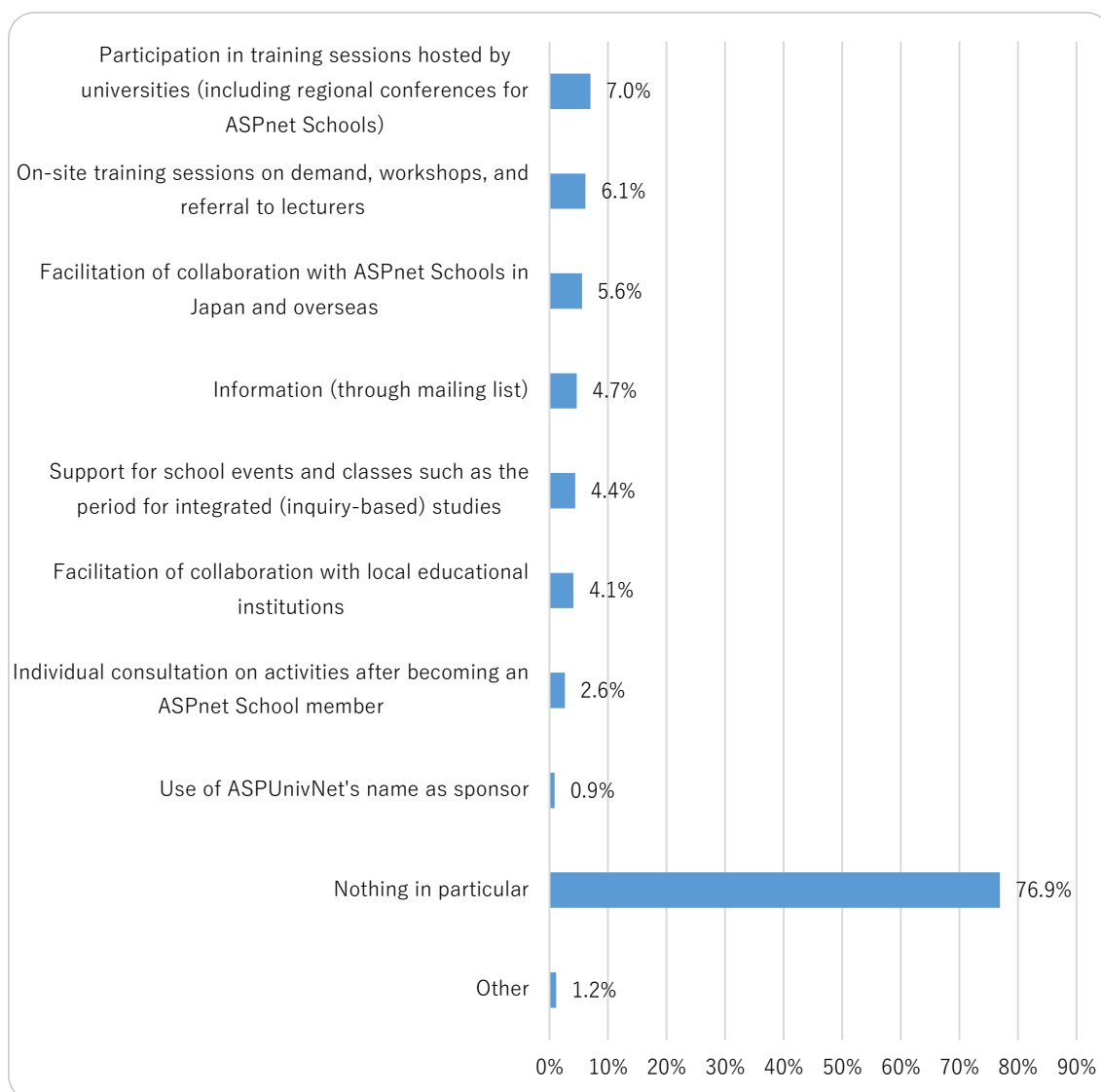
Figure 40 What types of function/information did you use?



(Reference: 3. Question 4 *Multiple responses allowed) (n=241) (N=528)

Other main responses: The official website, to which we upload our annual report, serves as a repository of our activity records and materials.

Figure 41 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 *Multiple responses allowed) (n=342) (N=388)

Table 9 If you selected “Other” in Question 5 (Figure 41, please explain briefly

Received support and cooperation for exchange activities between Kyoto University of Foreign Studies and our schools' Global Club
Participated in training they offered
Received flyers with general information on support
Students and teachers participating in university fieldwork came to observe our classes, and we introduced our ASPnet activities

(Reference: 3. Question 6) (N=5)

Published by

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 : <https://www.accu.or.jp/en/>

ASPnet Schools official website: <https://www.unesco-school.mext.go.jp/schools/en/>

This publication is commissioned by the Ministry of Education, Culture, Sports, Science and Technology as part of the FY 2024 UNESCO Future Co-creation Platform Project.
