FY 2025 UNESCO Future Co-Creation Platform Project

Commissioned by the Ministry of Education, Culture, Sports, Science and Technology

Results of FY 2025 UNESCO Associated Schools Annual Activity Survey

Asia-Pacific Cultural Centre for UNESCO (ACCU)

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FY 2025 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

The FY 2025 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 15, 2025, and February 13, 2026.

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 2025 (April 2025 to March 2026).

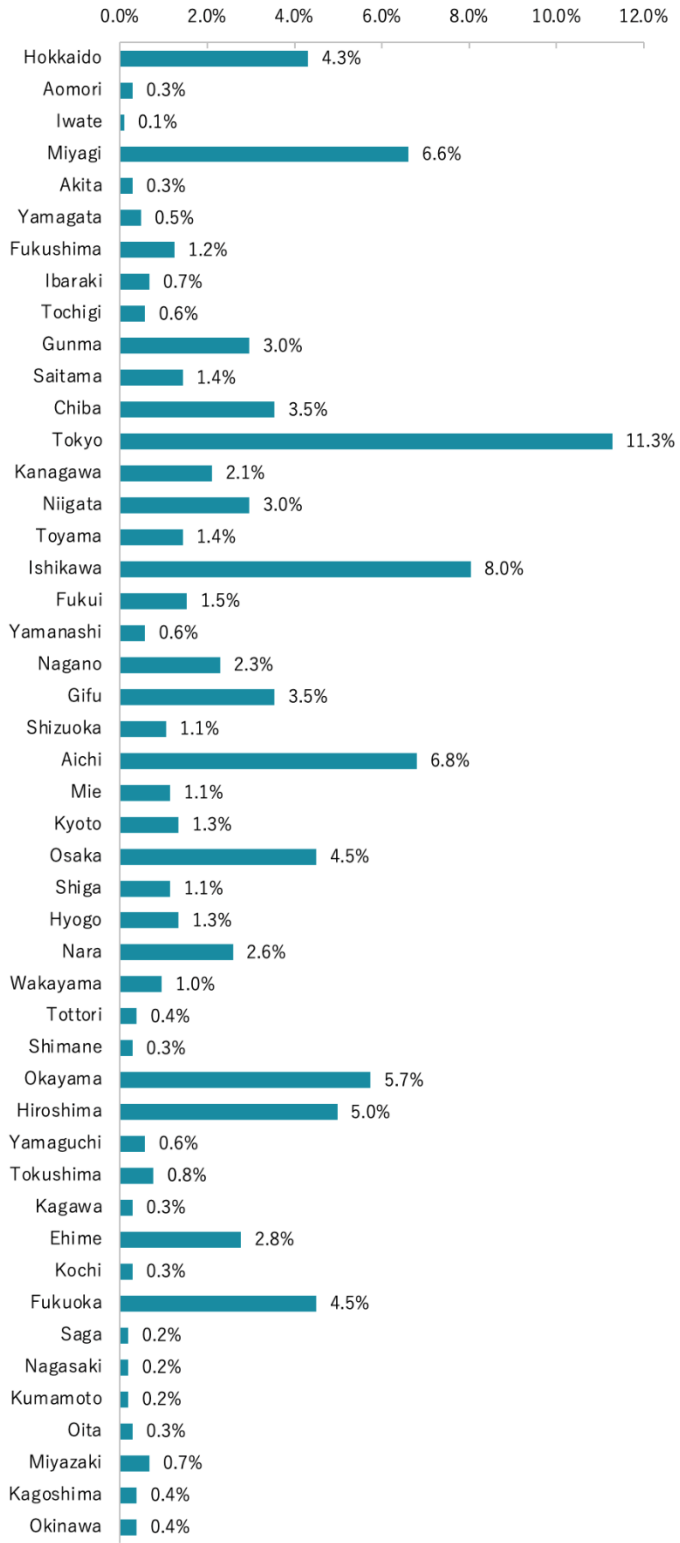
The analysis of descriptive responses in this report summarizes the issues that emerge from simple descriptive statistics and is not derived through rigorous statistical analysis. The total values may exceed 100% for questions with multiple responses allowed. Additionally, the number of responses does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

【 SURVEY METHOD 】 FY 2025 Activity Survey asked all 1,078 ASPnet School members for their cooperation in answering questions via the Internet. Ultimately, 1,045 schools (response rate of about 97.0%) responded (up 62.0% 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 as well as postal mail were sent to all ASPnet Schools.

RESULTS OF FY 2025 UNESCO ASSOCIATED SCHOOLS ANNUAL ACTIVITY SURVEY

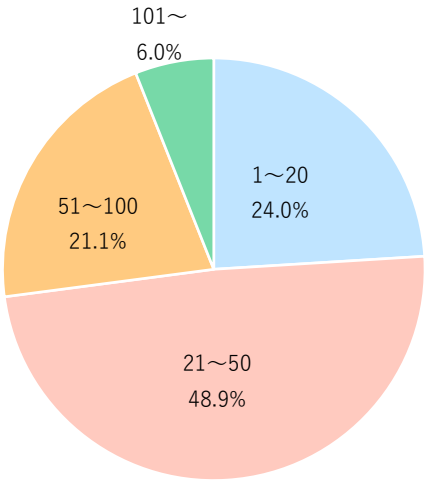
1. School information

Q. 1-1 Location (Prefecture)



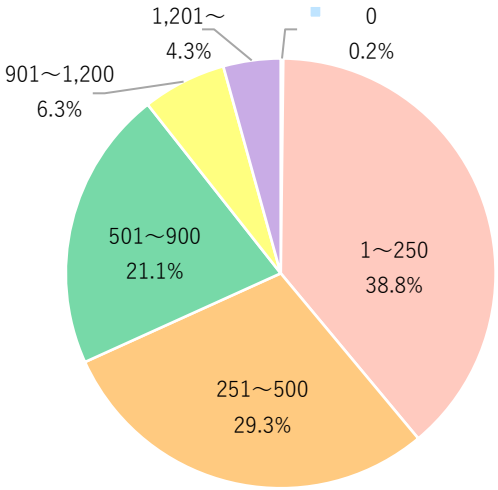
		Percentage
Hokkaido	45	4.3%
Aomori	3	0.3%
Iwate	1	0.1%
Miyagi	69	6.6%
Akita	3	0.3%
Yamagata	5	0.5%
Fukushima	13	1.2%
Ibaraki	7	0.7%
Tochigi	6	0.6%
Gunma	31	3.0%
Saitama	15	1.4%
Chiba	37	3.5%
Tokyo	118	11.3%
Kanagawa	22	2.1%
Niigata	31	3.0%
Toyama	15	1.4%
Ishikawa	84	8.0%
Fukui	16	1.5%
Yamanashi	6	0.6%
Nagano	24	2.3%
Gifu	37	3.5%
Shizuoka	11	1.1%
Aichi	71	6.8%
Mie	12	1.1%
Kyoto	14	1.3%
Osaka	47	4.5%
Shiga	12	1.1%
Hyogo	14	1.3%
Nara	27	2.6%
Wakayama	10	1.0%
Tottori	4	0.4%
Shimane	3	0.3%
Okayama	60	5.7%
Hiroshima	52	5.0%
Yamaguchi	6	0.6%
Tokushima	8	0.8%
Kagawa	3	0.3%
Ehime	29	2.8%
Kochi	3	0.3%
Fukuoka	47	4.5%
Saga	2	0.2%
Nagasaki	2	0.2%
Kumamoto	2	0.2%
Oita	3	0.3%
Miyazaki	7	0.7%
Kagoshima	4	0.4%
Okinawa	4	0.4%
Total	1,045	100.0%

Q. 1-2　Number of educators



	No. of schools responded	Percentage
1～20 educators	251	24.0%
21～50 educators	511	48.9%
51～100 educators	220	21.1%
101～ educators	63	6.0%
Total	1,045	100.0%
Total No. of educators	49,494	

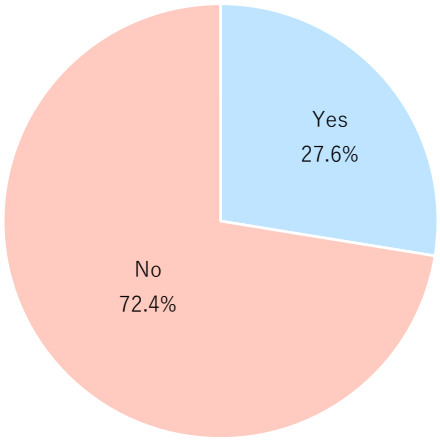
Q. 1-3　Number of students



	No. of schools responded	Percentage
0 students	2	0.2%
1～250 students	405	38.8%
251～500 students	306	29.3%
501～900 students	221	21.1%
901～1,200 students	66	6.3%
1,201～ students	45	4.3%
Total	1,045	100.0%
Total No. of students	468,742	

2. ASPnet membership requirements

Q. 2-1 Has your institution participated in at least one activity proposed by the National Coordinator or the Secretariat for UNESCO ASPnet in Japan?

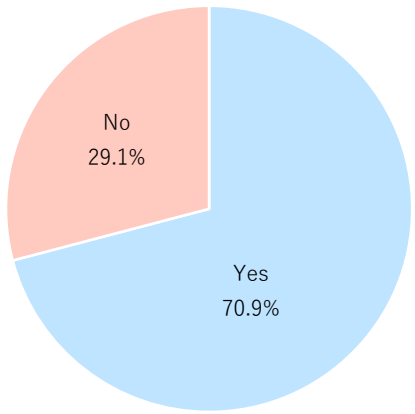


	No. of schools responded	Percentage
Yes	288	27.6%
No	757	72.4%
Total	1,045	100.0%

Q. 2-2 Name of activity

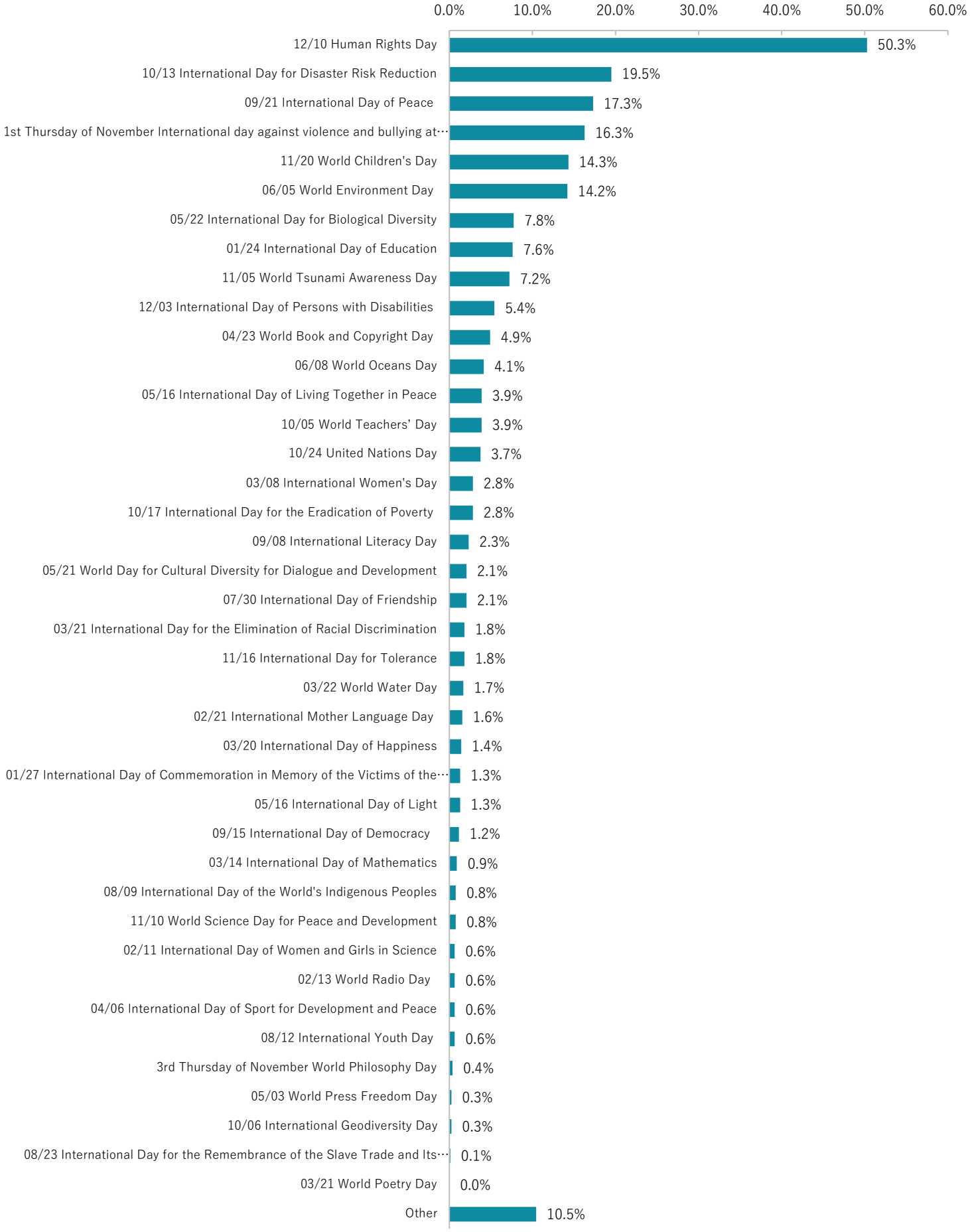
Main responses: National Conference for the UNESCO Associated Schools Network, Online seminars, ASPnet Schools Regional Liaison Meetings/Regional Conferences for the UNESCO Associated Schools Network (ASPnet)

Q. 2-3 Has your institution participated in at least two International UN days?



	No. of schools responded	Percentage
Yes	741	70.9%
No	304	29.1%
Total	1,045	100.0%

Q. 2-4　Which International Days did you celebrate? (Multiple responses allowed)



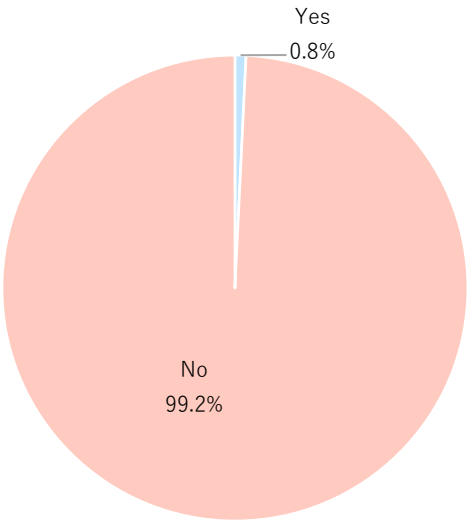
	No. of responses	Percentage
01/24 International Day of Education	59	7.6%
01/27 International Day of Commemoration in Memory of the Victims of the Holocaust	10	1.3%
02/11 International Day of Women and Girls in Science	5	0.6%
02/13 World Radio Day	5	0.6%
02/21 International Mother Language Day	12	1.6%
03/08 International Women's Day	22	2.8%
03/14 International Day of Mathematics	7	0.9%
03/20 International Day of Happiness	11	1.4%
03/21 International Day for the Elimination of Racial Discrimination	14	1.8%
03/21 World Poetry Day	0	0.0%
03/22 World Water Day	13	1.7%
04/06 International Day of Sport for Development and Peace	5	0.6%
04/23 World Book and Copyright Day	38	4.9%
05/03 World Press Freedom Day	2	0.3%
05/16 International Day of Light	10	1.3%
05/16 International Day of Living Together in Peace	30	3.9%
05/21 World Day for Cultural Diversity for Dialogue and Development	16	2.1%
05/22 International Day for Biological Diversity	60	7.8%
06/05 World Environment Day	110	14.2%
06/08 World Oceans Day	32	4.1%
07/30 International Day of Friendship	16	2.1%
08/09 International Day of the World's Indigenous Peoples	6	0.8%
08/12 International Youth Day	5	0.6%
08/23 International Day for the Remembrance of the Slave Trade and Its Abolition	1	0.1%
09/08 International Literacy Day	18	2.3%
09/15 International Day of Democracy	9	1.2%
09/21 International Day of Peace	134	17.3%
10/05 World Teachers’ Day	30	3.9%
10/06 International Geodiversity Day	2	0.3%
10/13 International Day for Disaster Risk Reduction	151	19.5%
10/17 International Day for the Eradication of Poverty	22	2.8%
10/24 United Nations Day	29	3.7%

11/05 World Tsunami Awareness Day	56	7.2%
11/10 World Science Day for Peace and Development	6	0.8%
11/16 International Day for Tolerance	14	1.8%
11/20 World Children's Day	111	14.3%
12/03 International Day of Persons with Disabilities	42	5.4%
12/10 Human Rights Day	389	50.3%
1st Thursday of November International day against violence and bullying at school including cyberbullying	126	16.3%
3rd Thursday of November World Philosophy Day	3	0.4%
Other	81	10.5%
Total No. of schools responded	774	-
Total No. of responses	1,712	-

Q. 2-5 If you selected “Other” please specify the International Day along with its date.

Main responses: 10/16 World Food Day, 11/25 International Day for the Elimination of Violence against Women, 12/28 International Migrants Day, 6/20 World Refugee Day

Q. 2-6 Has your institution participated in at least one global and/or regional project/contest/campaign proposed by UNESCO?



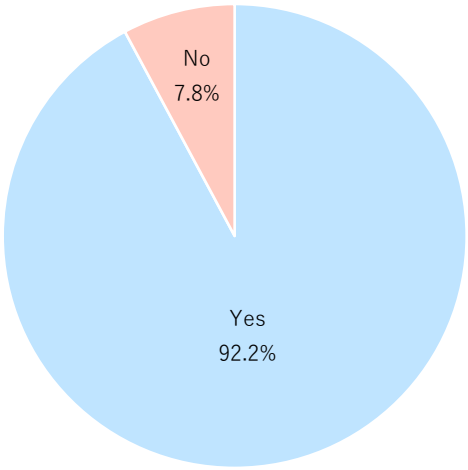
	No. of schools responded	Percentage
Yes	8	0.8%
No	1,037	99.2%
Total	1,045	100.0%

Q. 2-7　Name the project/contest/campaign

Main responses: 2025 Korean ASPnet Exchange Project, Korea-Japan Teachers' Exchange Programme hosted by APCEIU, Asia-Pacific Regional GCED Network, The wind of peace project, WORLD CLEANUP DAY, "Youth for Peace" competition hosted by France Televisions and UNESCO

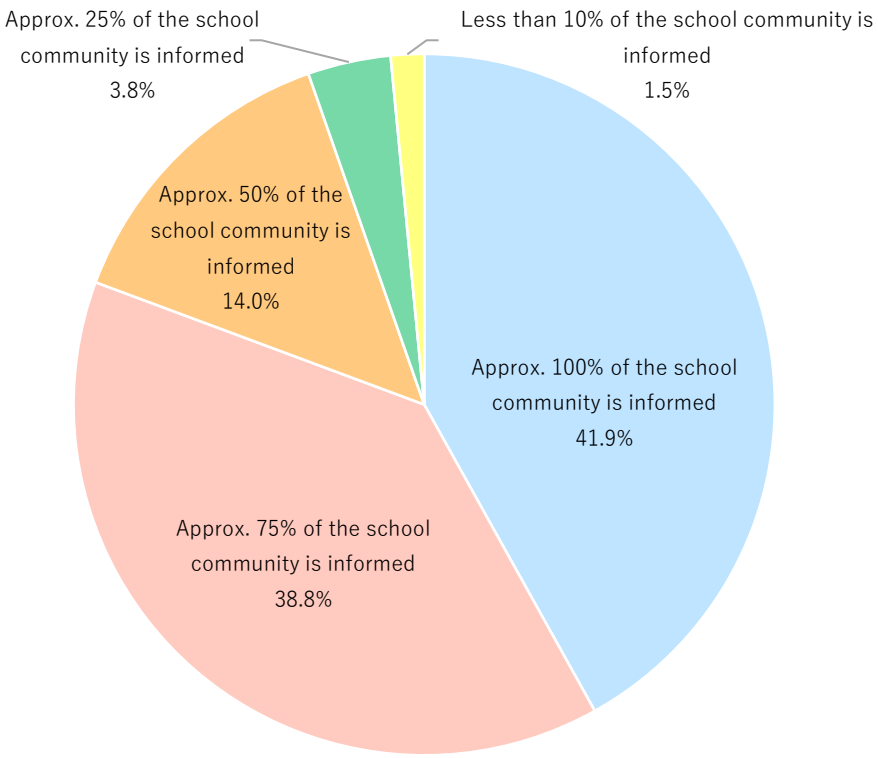
*In Questions 2-1 and 2-6, a total of 310 schools (29.7%) out of the 1,045 that responded reported having participated in activities organized by domestic organizations related to UNESCO activities, such as UNESCO associations, or other organizations.

Q. 2-8　Does your institution display an external sign of ASPnet membership?



	No. of schools responded	Percentage
Yes	963	92.2%
No	82	7.8%
Total	1,045	100.0%

Q. 2-9　To what extent is your school community (parents, staff, teachers, students) well-informed of the membership to the ASPnet?

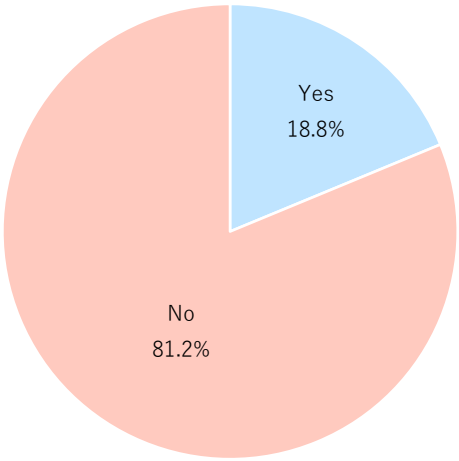


	No. of schools responded	Percentage
Approx. 100% of the school community is informed	438	41.9%
Approx. 75% of the school community is informed	405	38.8%
Approx. 50% of the school community is informed	146	14.0%
Approx. 25% of the school community is informed	40	3.8%
Less than 10% of the school community is informed	16	1.5%
Total	1,045	100.0%

3. ASPnet member activities

3-1 Type of activities

Q. 3-1-1 Has your institution piloted pedagogical materials proposed by UNESCO?

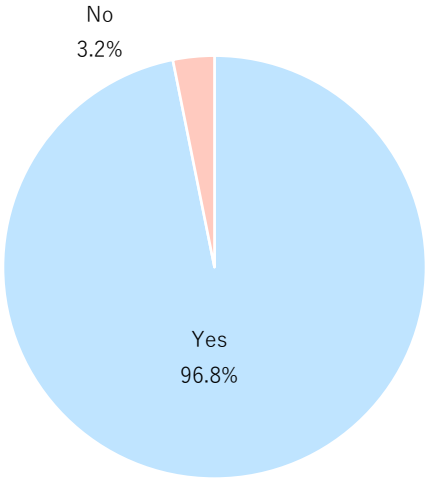


	No. of schools responded	Percentage
Yes	196	18.8%
No	849	81.2%
Total	1,045	100.0%

Q. 3-1-2 Name the pedagogical material.

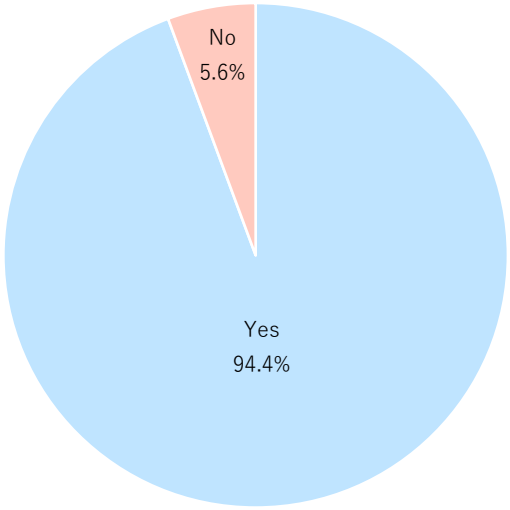
Main responses: *Education for Sustainable Development Goals: Learning Objectives*, *Media and information literacy curriculum for teachers*, *International technical guidance on sexuality education: an evidence-informed approach*, *Journalism, fake news & disinformation: handbook for journalism education and training*, *Manual for developing intercultural competencies: story circles*, *UNESCO Associated Schools Network Guide for Members*

Q. 3-1-3 Has your institution initiated at least one project on your own?



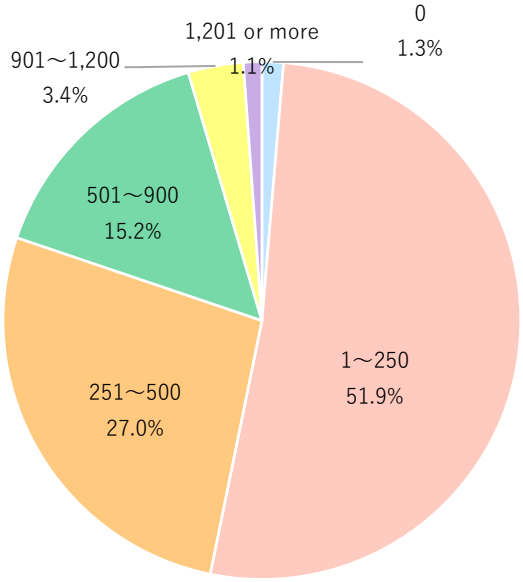
	No. of schools responded	Percentage
Yes	1,012	96.8%
No	33	3.2%
Total	1,045	100.0%

Q. 3-1-4　Has your institution implemented a student/youth-led initiative?



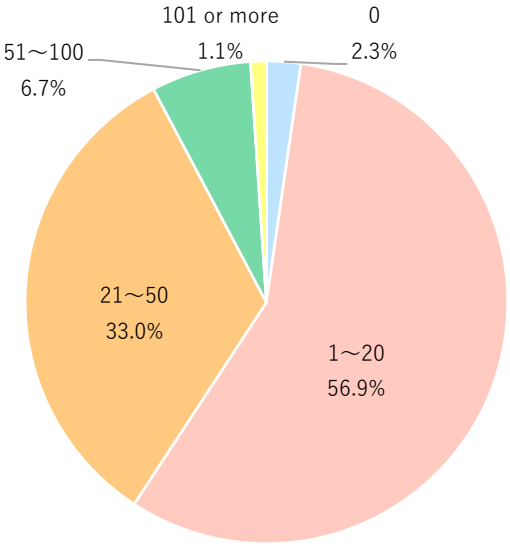
	No. of schools responded	Percentage
Yes	986	94.4%
No	59	5.6%
Total	1,045	100.0%

Q. 3-1-5　Overall, approximately how many students participated in your ASPnet activities?



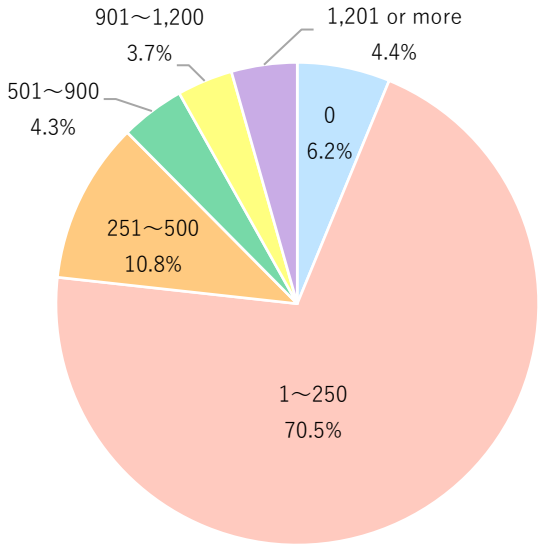
	No. of schools responded	Percentage
0	14	1.3%
1～250	542	51.9%
251～500	282	27.0%
501～900	159	15.2%
901～1,200	36	3.4%
1,201 or more	12	1.1%
Total	1,045	100.0%
Total No. of students	728,349	

Q. 3-1-6　Overall, approximately how many educators from your institution participated in ASPnet activities within or outside of the school (as the school focal point, assistant focal point, speakers, trainers, or participants in a workshop, etc.)?



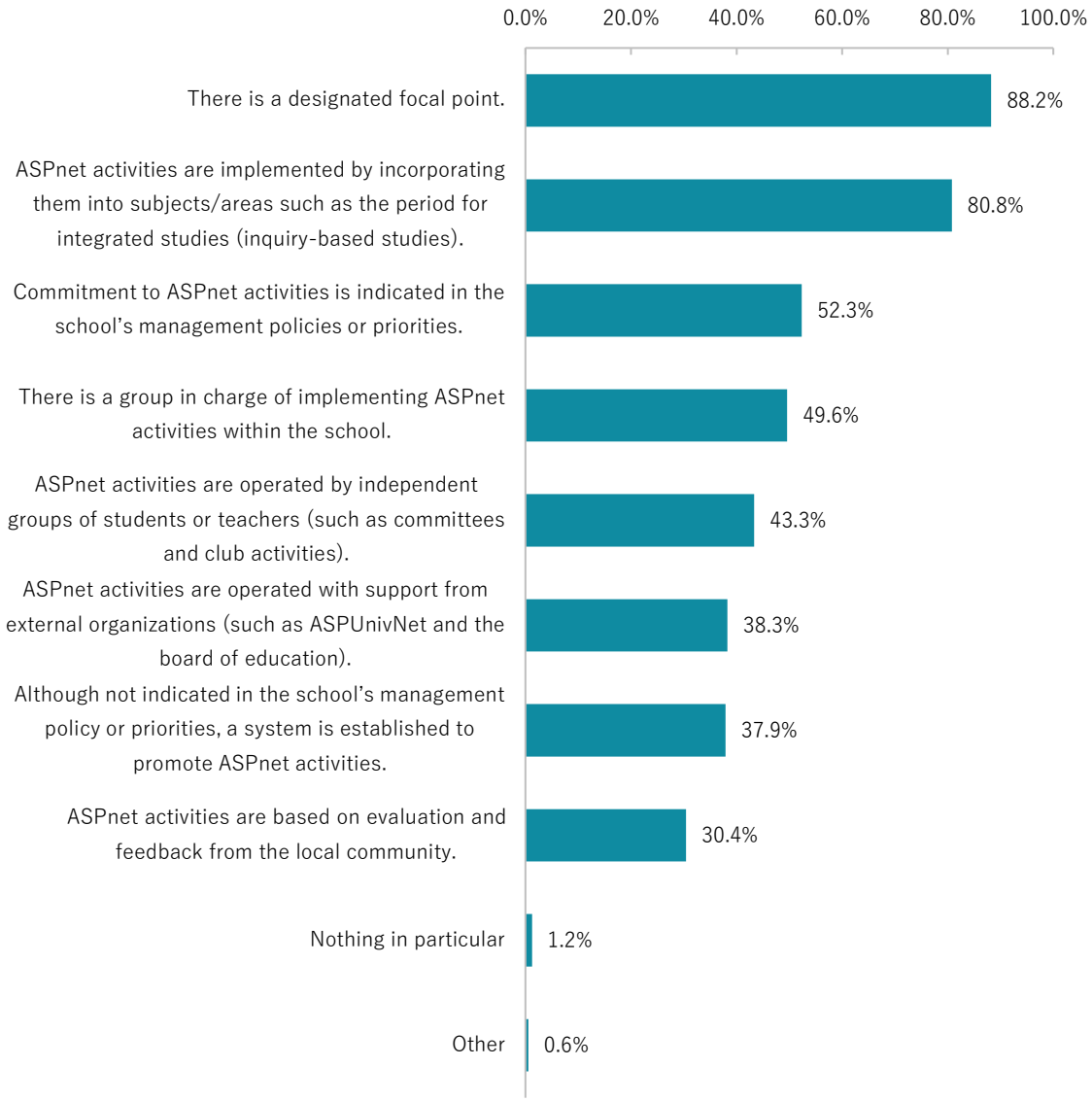
	No. of schools responded	Percentage
0	24	2.3%
1～20	595	56.9%
21～50	345	33.0%
51～100	70	6.7%
101 or more	11	1.1%
Total	1,045	100.0%
Total No. of educators	25,664	

Q. 3-1-7　Excluding your institution's educators and students, approximately how many people (family members, businesses, public authorities, neighborhood, etc.) were involved in your ASPnet activities?



	No. of schools responded	Percentage
0	65	6.2%
1～250	737	70.5%
251～500	113	10.8%
501～900	45	4.3%
901～1,200	39	3.7%
1,201 or more	46	4.4%
Total	1,045	100.0%
Total No. of participants	44,388,365	

Q. 3-1-8　Does your institution implement activities as an ASPnet School based on the "whole school approach"? What sort of measures are taken to implement ASPnet/ESD activities systematically and continuously by your school as a whole? (Multiple responses allowed)



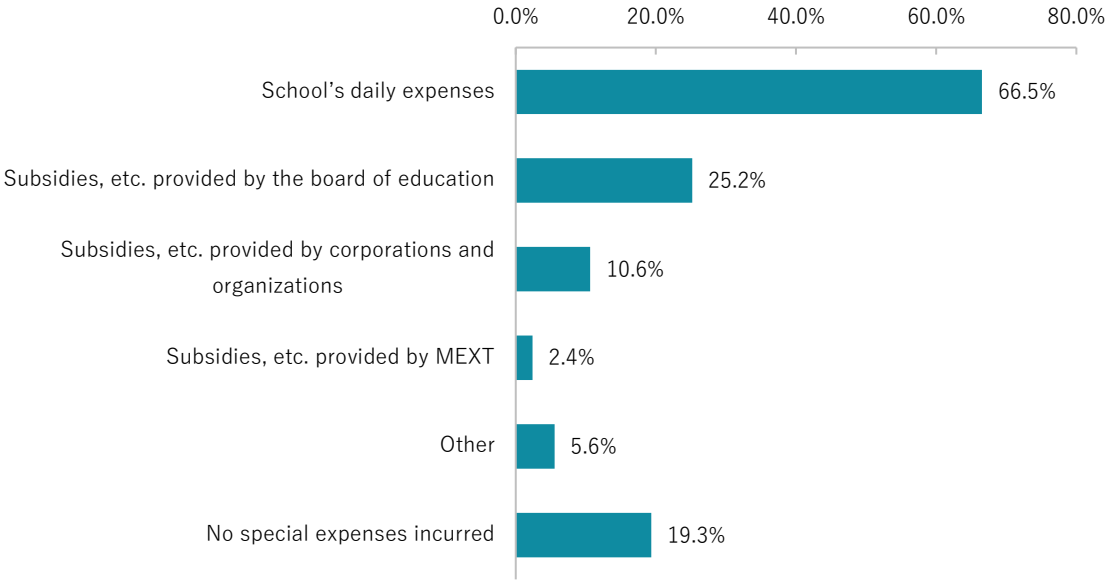
	No. of responses	Percentage
Commitment to ASPnet activities is indicated in the school's management policies or priorities.	547	52.3%
Although not indicated in the school's management policy or priorities, a system is established to promote ASPnet activities.	396	37.9%

There is a group in charge of implementing ASPnet activities within the school.	518	49.6%
There is a designated focal point.	922	88.2%
ASPnet activities are operated by independent groups of students or teachers (such as committees and club activities).	453	43.3%
ASPnet activities are operated with support from external organizations (such as ASPUnivNet and the board of education).	400	38.3%
ASPnet activities are based on evaluation and feedback from the local community.	318	30.4%
ASPnet activities are implemented by incorporating them into subjects/areas such as the period for integrated studies (inquiry-based studies).	844	80.8%
Nothing in particular	13	1.2%
Other	6	0.6%
Total No. of schools responded	1,045	-
Total No, of responses	4,417	-

Q. 3-1-9　If you selected “Other” please specify.

Main responses: As part of our collaboration with the Okayama Prefectural Network of UNESCO Associated High Schools, we work in partnership with Okayama University and Okayama City, as well as the Okayama UNESCO Association and the Kurashiki UNESCO Association; We are a member of the ESD subcommittee of the Chiba Prefecture High School Education Research Association and are collaborating with them to carry out ASPnet School activities.

Q. 3-1-10　Source of funds for ASPnet School activities (Multiple responses allowed)



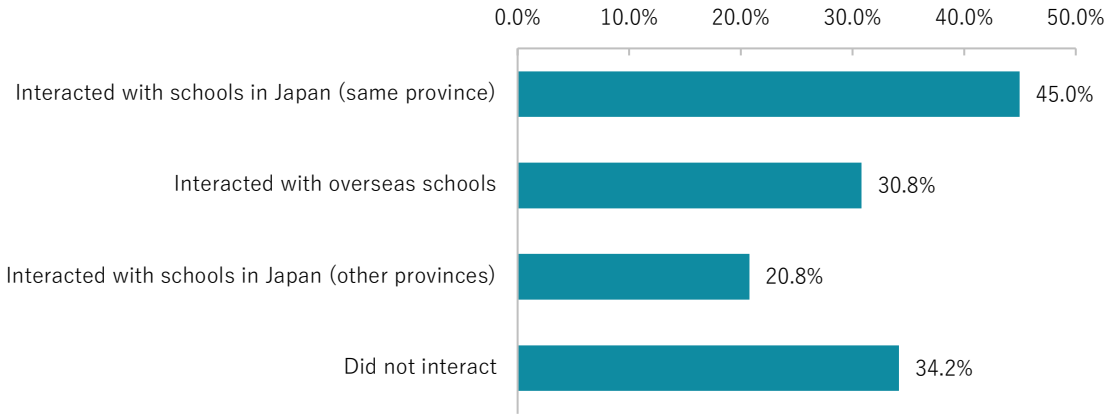
	No. of responses	Percentage
School's daily expenses	695	66.5%
Subsidies, etc. provided by corporations and organizations	111	10.6%
Subsidies, etc. provided by the board of education	263	25.2%
Subsidies, etc. provided by MEXT	25	2.4%
Other	58	5.6%
No special expenses incurred	202	19.3%
Total No. of schools responded	1,045	-
Total No. of responses	1,354	-

Q. 3-1-11　If you selected "Subsidies, etc. provided by corporations and organizations" or “Other” please specify name of organization.

Main responses: ASPnet School SDGs Assist Project Grant, Mitsubishi Memorial Foundation for Educational Excellence, PTA fees, UNESCO Associations

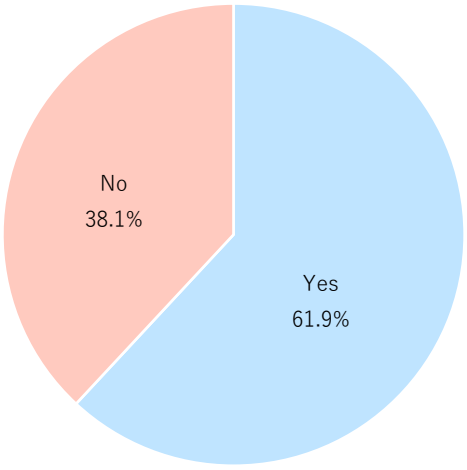
3-2　Collaboration with external organizations

Q. 3-2-1　Did your institution interact with schools in Japan or overseas? (Not limited to ASPnet Schools) (Multiple responses allowed)



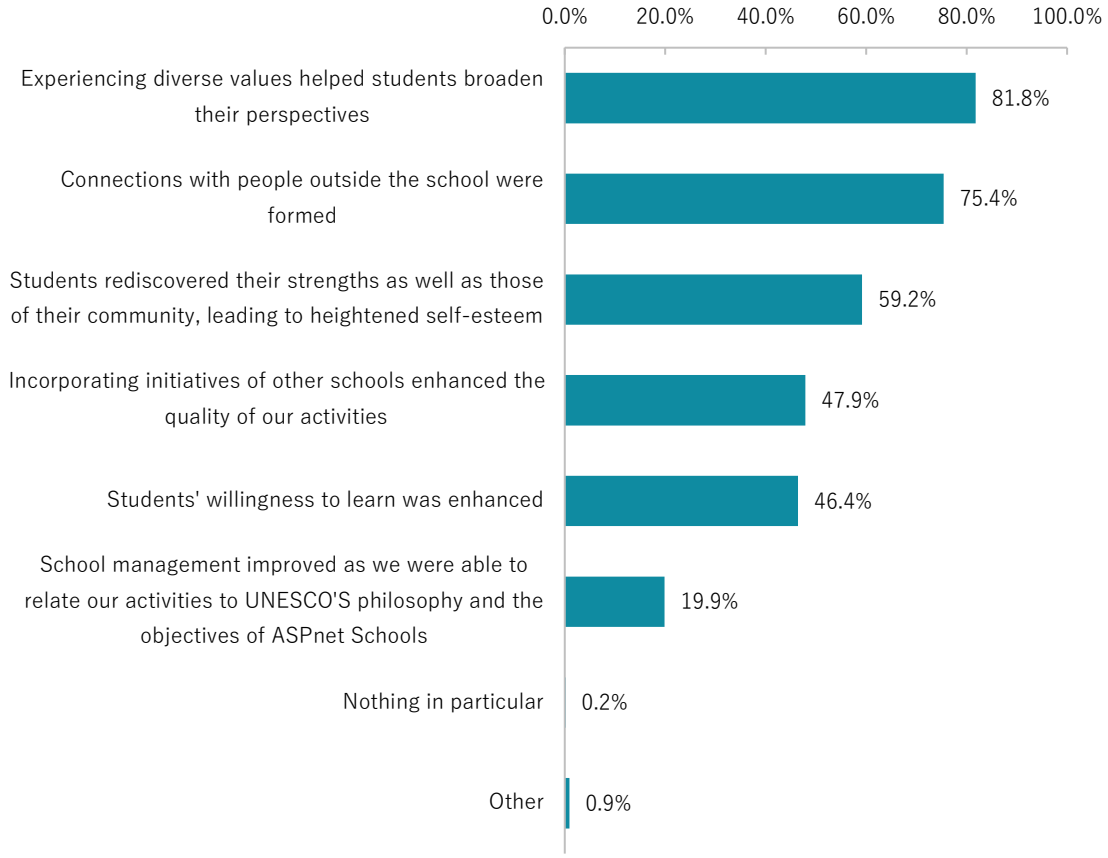
	No. of responses	Percentage
Interacted with schools in Japan (same province)	470	45.0%
Interacted with schools in Japan (other provinces)	217	20.8%
Interacted with overseas schools	322	30.8%
Did not interact	357	34.2%
Total No. of schools responded	1,045	-
Total No. of responses	1,366	-

Q. 3-2-2　Were there any ASPnet Schools among the institutions in Japan you interacted with?



	No. of schools responded	Percentage
Yes	340	61.9%
No	209	38.1%
Total	549	100.0%

Q. 3-2-3　Outcomes of interschool exchange with institutions in Japan (Multiple responses allowed)

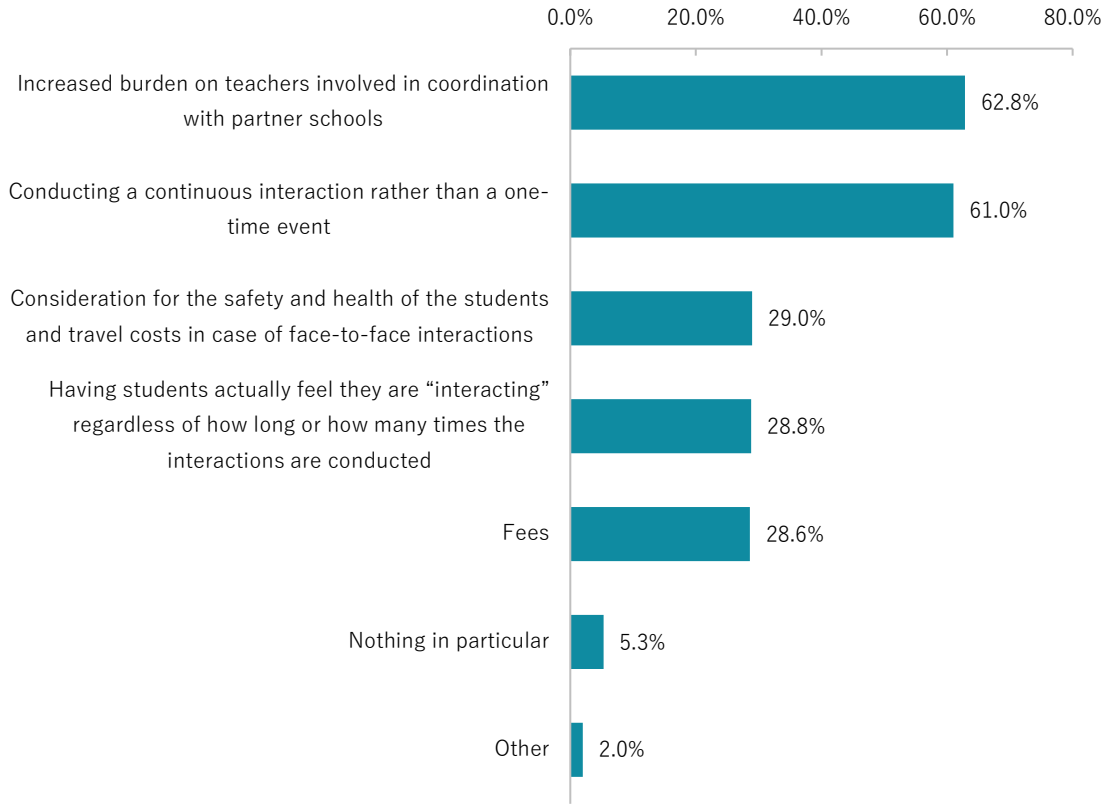


	No. of responses	Percentage
Incorporating initiatives of other schools enhanced the quality of our activities	263	47.9%
School management improved as we were able to relate our activities to UNESCO'S philosophy and the objectives of ASPnet Schools	109	19.9%
Connections with people outside the school were formed	414	75.4%
Experiencing diverse values helped students broaden their perspectives	449	81.8%
Students rediscovered their strengths as well as those of their community, leading to heightened self-esteem	325	59.2%
Students' willingness to learn was enhanced	255	46.4%
Nothing in particular	1	0.2%
Other	5	0.9%
Total No. of schools responded	549	-
Total No. of responses	1,821	-

Q. 3-2-4　If you selected "Other" please specify.

Main responses: Enhanced awareness as an ASPNet member school; Connecting with other schools helped us realize that we are not alone.

Q. 3-2-5　Issues concerning interschool exchange with institutions in Japan (Multiple responses allowed)



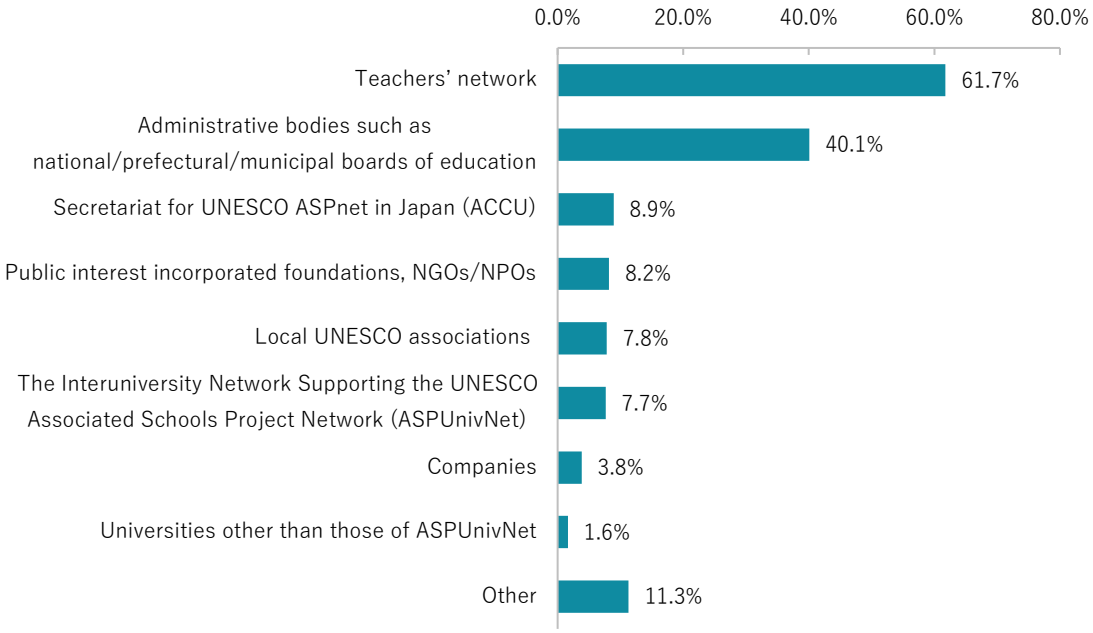
	No. of responses	Percentage
Having students actually feel they are “interacting” regardless of how long or how many times the interactions are conducted	158	28.8%
Conducting a continuous interaction rather than a one-time event	335	61.0%
Increased burden on teachers involved in coordination with partner schools	345	62.8%
Fees	157	28.6%
Consideration for the safety and health of the students and travel costs in case of face-to-face interactions	159	29.0%
Nothing in particular	29	5.3%

Other	11	2.0%
Total No. of schools responded	549	-
Total No. of responses	1,194	-

Q. 3-2-6　If you selected "Other" please specify.

Main responses: Difficulty in coordinating schedules; because we are located in the northern part of the country, weather conditions sometimes make it difficult to hold events; With so many different tasks to handle, it is difficult to coordinate with one another. Furthermore, maintaining consistency becomes a challenge when the person in charge changes.

Q. 3-2-7　Where did you obtain information on interschool exchange with an institution in Japan? (Multiple responses allowed)



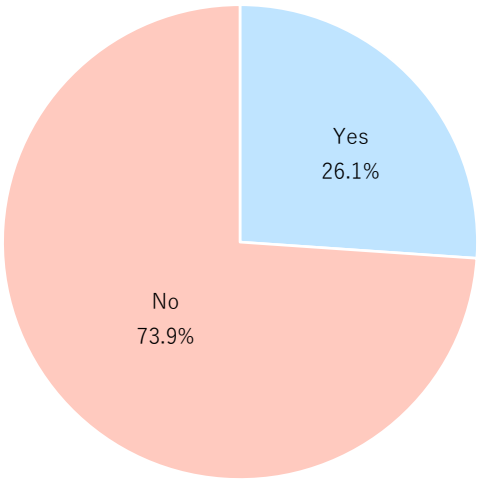
	No. of responses	Percentage
Administrative bodies such as national/prefectural/municipal boards of education	220	40.1%

Public interest incorporated foundations, NGOs/NPOs	45	8.2%
Companies	21	3.8%
Teachers' network	339	61.7%
Local UNESCO associations	43	7.8%
The Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet)	42	7.7%
Universities other than those of ASPUnivNet	9	1.6%
Secretariat for UNESCO ASPnet in Japan (ACCU)	49	8.9%
Other	62	11.3%
Total No. of schools responded	549	-
Total No. of responses	830	-

Q. 3-2-8 If there were any organizations (companies) or groups that provided support for your interschool exchange with a school in Japan, please indicate the name of the organization.

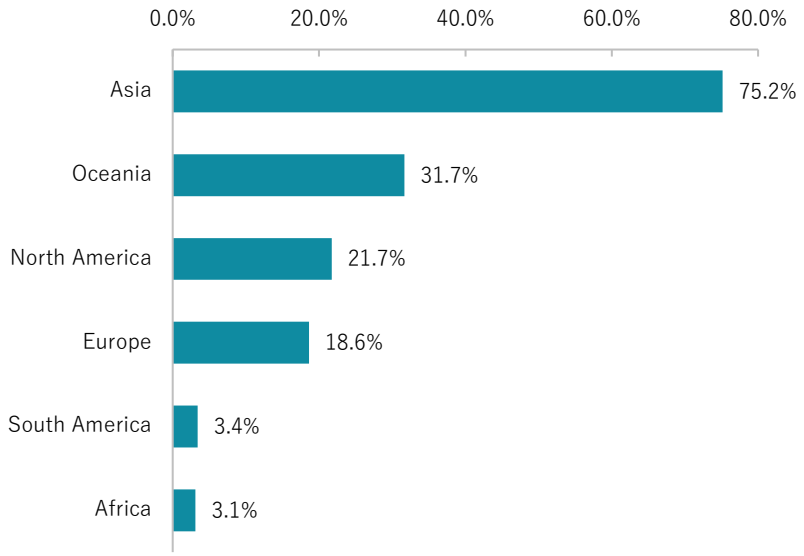
Main responses: The Goi Peace Foundation, Sasakawa Peace Foundation, Rotary club, Mitsubishi Memorial Foundation for Educational Excellence

Q. 3-2-9 Were there any ASPnet Schools among the overseas institutions you interacted with?



	No. of schools responded	Percentage
Yes	84	26.1%
No	238	73.9%
Total	322	100.0%

Q. 3-2-10　Geographical classification of international partner institutions (Multiple responses allowed) and the name(s) of the country/region.

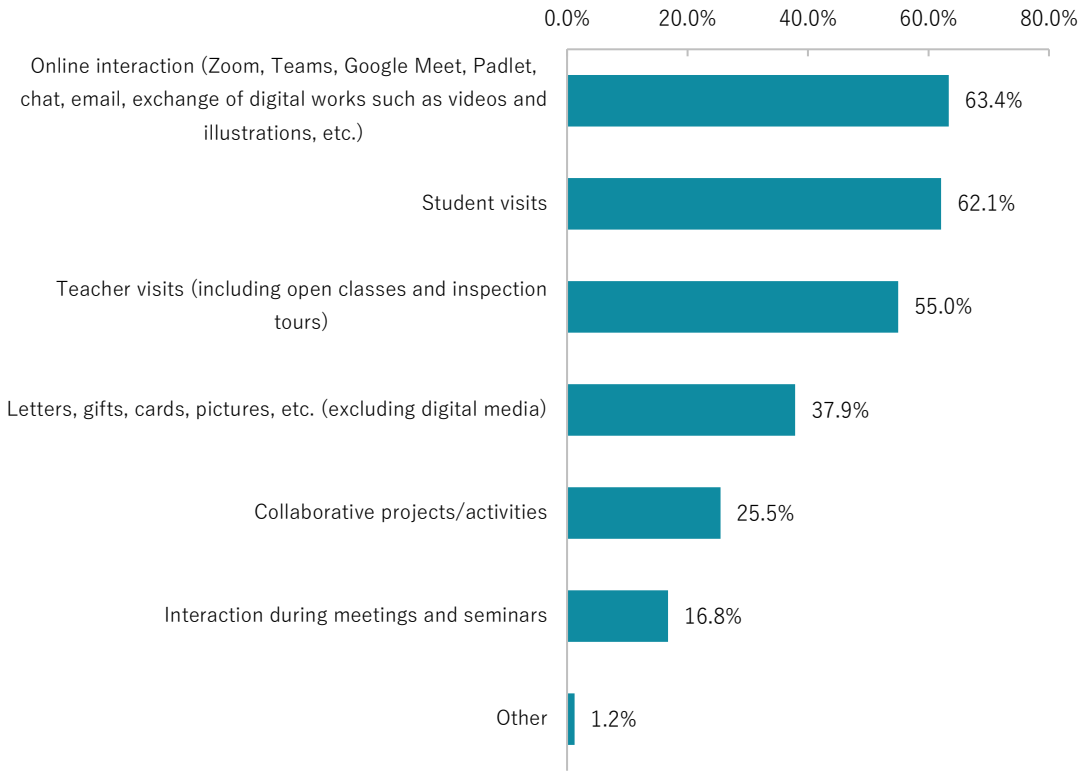


	No. of responses	Percentage
Asia	242	75.2%
Europe	60	18.6%
Africa	10	3.1%
North America	70	21.7%
South America	11	3.4%
Oceania	102	31.7%
Total No. of schools responded	322	-
Total No. of responses	495	-

Q. 3-2-11　Name of country/region

Main responses: Taiwan, Korea, Australia, U.S.A.

Q. 3-2-12　What kind of exchange activities were implemented with the overseas institutions? (Multiple responses allowed)

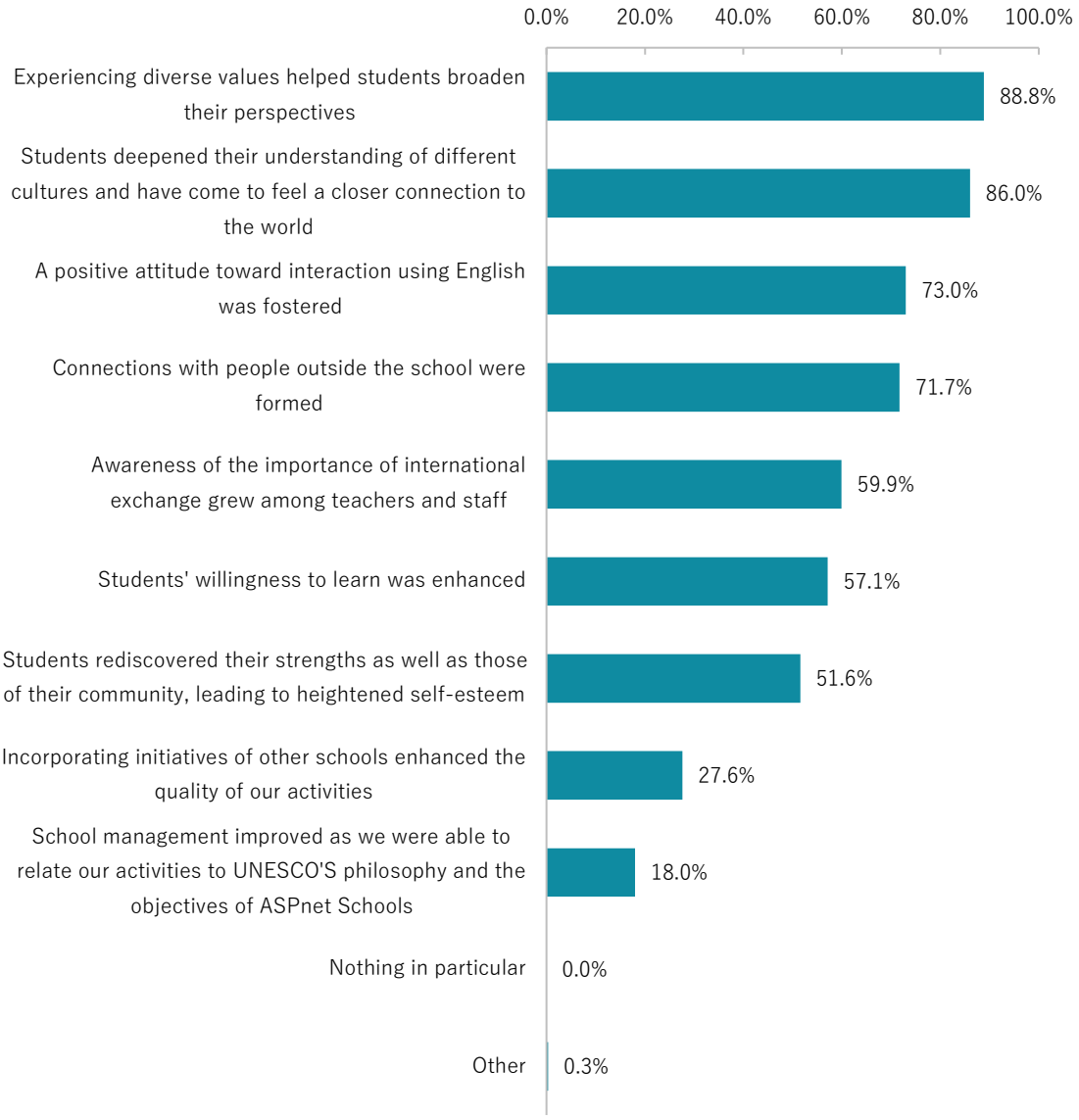


	No. of responses	Percentage
Teacher visits (including open classes and inspection tours)	177	55.0%
Student visits	200	62.1%
Interaction during meetings and seminars	54	16.8%
Letters, gifts, cards, pictures, etc. (excluding digital media)	122	37.9%
Online interaction (Zoom, Teams, Google Meet, Padlet, chat, email, exchange of digital works such as videos and illustrations, etc.)	204	63.4%
Collaborative projects/activities	82	25.5%
Other	4	1.2%
Total No. of schools responded	322	-
Total No. of responses	843	-

Q. 3-2-13　If you selected "Other" please specify.

Main responses: Research presentation, Local interaction during a study tour, Interschool exchange concert

Q. 3-2-14　Outcomes of interschool exchange with overseas institutions (Multiple responses allowed)



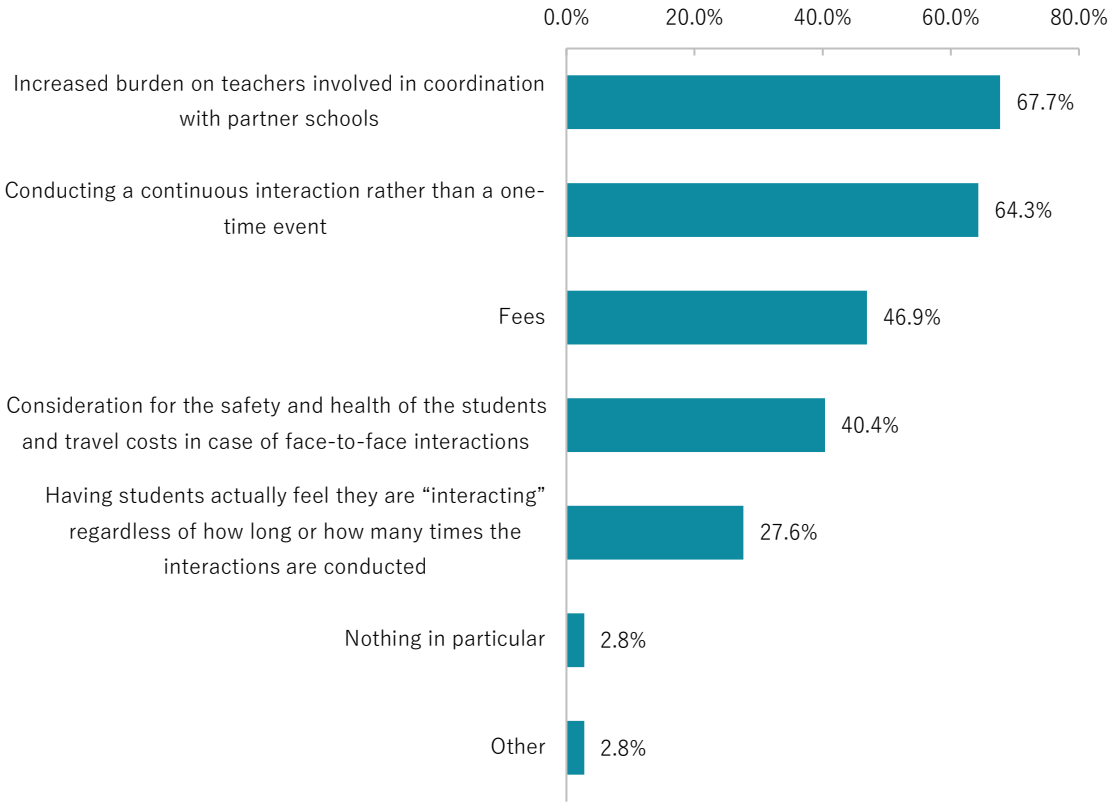
	No. of responses	Percentage
Incorporating initiatives of other schools enhanced the quality of our activities	89	27.6%

School management improved as we were able to relate our activities to UNESCO'S philosophy and the objectives of ASPnet Schools	58	18.0%
Awareness of the importance of international exchange grew among teachers and staff	193	59.9%
Connections with people outside the school were formed	231	71.7%
Experiencing diverse values helped students broaden their perspectives	286	88.8%
Students deepened their understanding of different cultures and have come to feel a closer connection to the world	277	86.0%
A positive attitude toward interaction using English was fostered	235	73.0%
Students rediscovered their strengths as well as those of their community, leading to heightened self-esteem	166	51.6%
Students' willingness to learn was enhanced	184	57.1%
Nothing in particular	0	0.0%
Other	1	0.3%
Total No. of schools responded	322	-
Total No. of responses	1,720	-

Q. 3-2-15　If you selected "Other" please specify.

Main response: Discussions regarding online exchange activities began.

Q. 3-2-16　Issues concerning interschool exchange with overseas institutions (Multiple responses allowed)

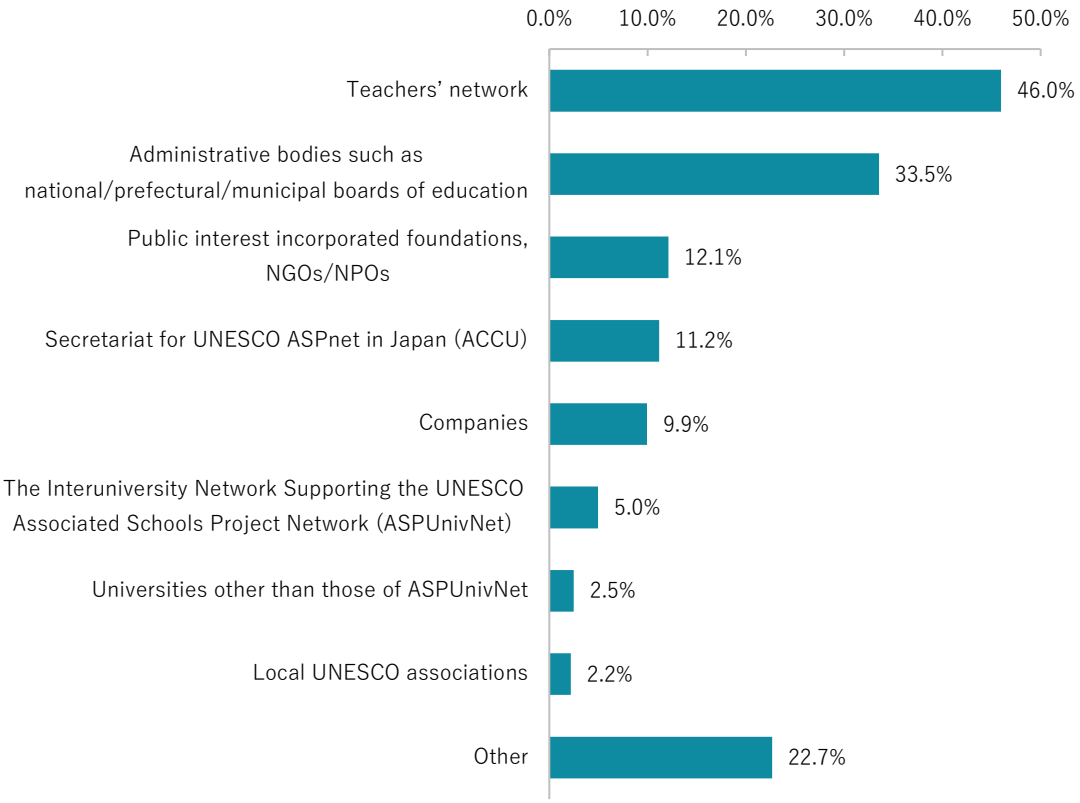


	No. of responses	Percentage
Having students actually feel they are “interacting” regardless of how long or how many times the interactions are conducted	89	27.6%
Conducting a continuous interaction rather than a one-time event	207	64.3%
Increased burden on teachers involved in coordination with partner schools	218	67.7%
Fees	151	46.9%
Consideration for the safety and health of the students and travel costs in case of face-to-face interactions	130	40.4%
Nothing in particular	9	2.8%
Other	9	2.8%
Total No. of schools responded	322	-
Total No. of responses	813	-

Q. 3-2-17 If you selected "Other" please specify.

Main responses: Trying to make it a collaborative learning experience (with both sides learning from one another); coordinating time due to the time difference.

Q. 3-2-18　Where did you obtain information on interschool exchange with an overseas institution? (Multiple responses allowed)

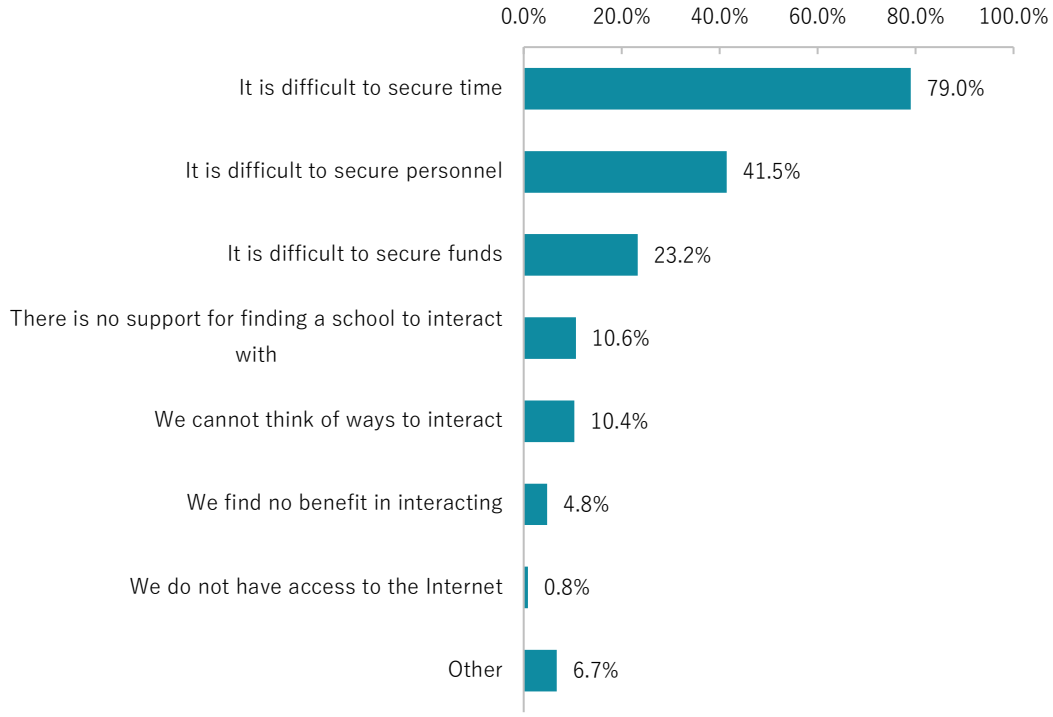


	No. of responses	Percentage
Administrative bodies such as national/prefectural/municipal boards of education	108	33.5%
Public interest incorporated foundations, NGOs/NPOs	39	12.1%
Companies	32	9.9%
Teachers' network	148	46.0%
Local UNESCO associations	7	2.2%
The Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet)	16	5.0%
Universities other than those of ASPUnivNet	8	2.5%
Secretariat for UNESCO ASPnet in Japan (ACCU)	36	11.2%
Other	73	22.7%
Total No. of schools responded	322	-
Total No. of responses	467	-

Q. 3-2-19　If there were any organizations (companies) or groups that provided support for your interschool exchange with an overseas school, please indicate the name of the organization.

Main responses: JAPAN ART MILE, FAST RETAILING CO., LTD., Japan International Cooperation Agency (JICA), Travel agency

Q. 3-2-20　Reasons for not interacting (Multiple responses allowed)

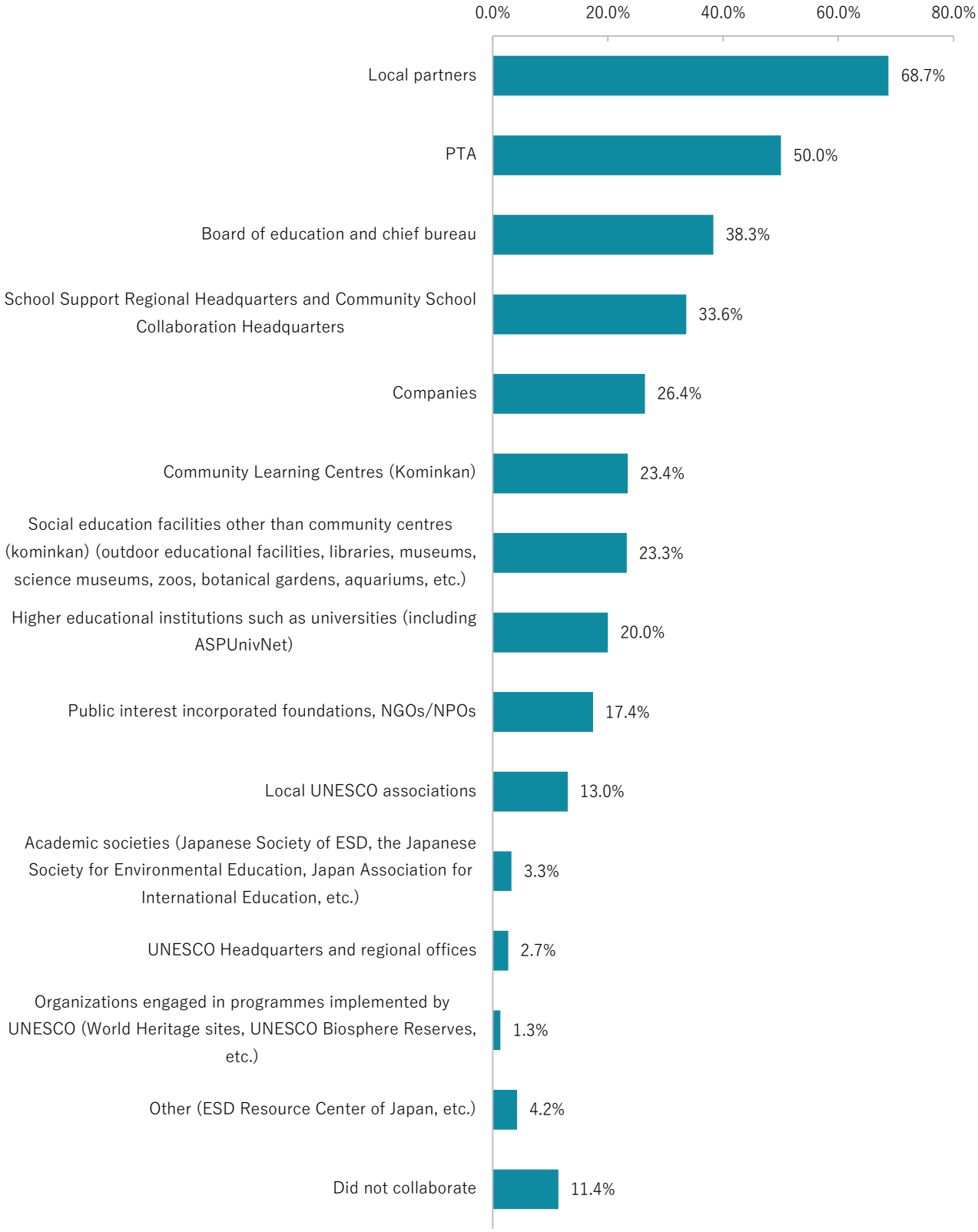


	No. of responses	Percentage
It is difficult to secure funds	83	23.2%
It is difficult to secure personnel	148	41.5%
It is difficult to secure time	282	79.0%
There is no support for finding a school to interact with	38	10.6%
We cannot think of ways to interact	37	10.4%
We find no benefit in interacting	17	4.8%
We do not have access to the Internet	3	0.8%
Other	24	6.7%
Total No. of schools responded	357	-
Total No. of responses	632	-

Q. 3-2-21　If you selected "Other" please specify.

Main responses: Although we wanted to establish a connection with a school overseas, securing staff including interpreters as well as coordinating schedules and other conditions, proved difficult; Language barrier; The contact person at our partner school has retired, so we are currently working to establish communication with the new contact via email; The primary contact person changed, and did not understand the importance of maintaining communication; We could not incorporate an interschool exchange due to our annual event schedule.

Q. 3-2-22　Did your institution collaborate with external organizations? What kind? (Multiple responses allowed)

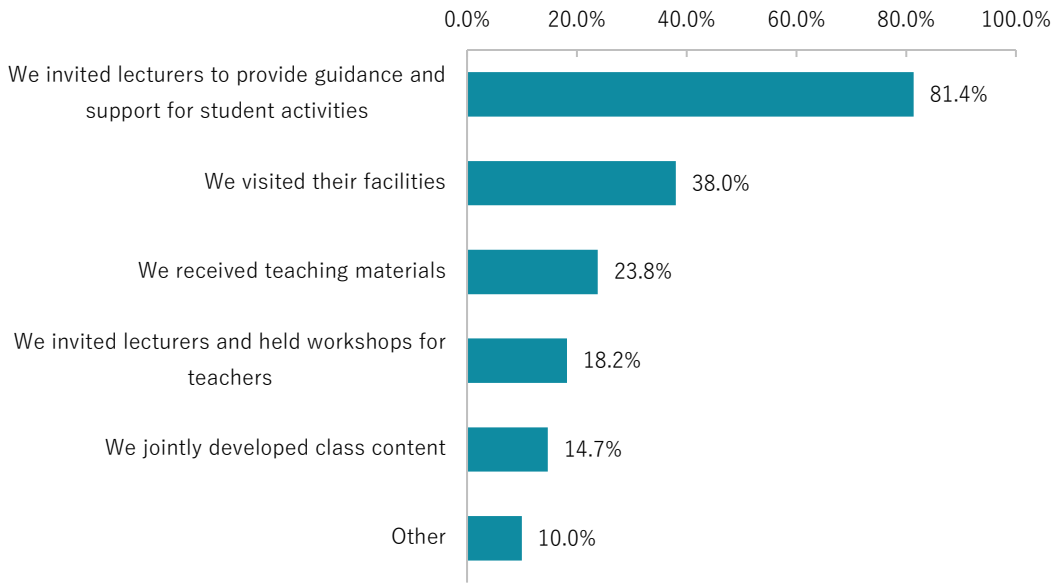


	No. of responses	Percentage
PTA	523	50.0%
Local partners	718	68.7%
School Support Regional Headquarters and Community School Collaboration Headquarters	351	33.6%
Community Learning Centres (Kominkan)	245	23.4%
Social education facilities other than community centres (kominkan) (outdoor educational facilities, libraries, museums, science museums, zoos, botanical gardens, aquariums, etc.)	243	23.3%
Board of education and chief bureau	400	38.3%
Local UNESCO associations	136	13.0%
Higher educational institutions such as universities (including ASPUnivNet)	209	20.0%
Academic societies (Japanese Society of ESD, the Japanese Society for Environmental Education, Japan Association for International Education, etc.)	34	3.3%
Companies	276	26.4%
Public interest incorporated foundations, NGOs/NPOs	182	17.4%
UNESCO Headquarters and regional offices	28	2.7%
Organizations engaged in programmes implemented by UNESCO (World Heritage sites, UNESCO Biosphere Reserves, etc.)	14	1.3%
Other (ESD Resource Center of Japan, etc.)	44	4.2%
Did not collaborate	119	11.4%
Total No. of schools responded	1,045	-
Total No. of responses	3,522	-

Q. 3-2-23　If you selected "Organizations engaged in programmes implemented by UNESCO (World Heritage sites, UNESCO Biosphere Reserves, etc.)" or "Other" please specify.

Main responses: ESD Resource Center of Japan, rotary club, Shiga-highland Biosphere Reserve environment study program (Shiga Kogen Guide Association) Nature Conservation Center, Muroto UNESCO Global Geopark Promotion Committee

Q. 3-2-24　Details of collaboration with external organizations (Multiple responses allowed)



	No. of responses	Percentage
We invited lecturers to provide guidance and support for student activities	751	81.4%
We invited lecturers and held workshops for teachers	168	18.2%
We received teaching materials	220	23.8%
We jointly developed class content	136	14.7%
We visited their facilities	351	38.0%
Other	92	10.0%
Total No. of schools responded	923	-
Total No. of responses	1,718	-

Q. 3-2-25　If you selected "Other" please specify.

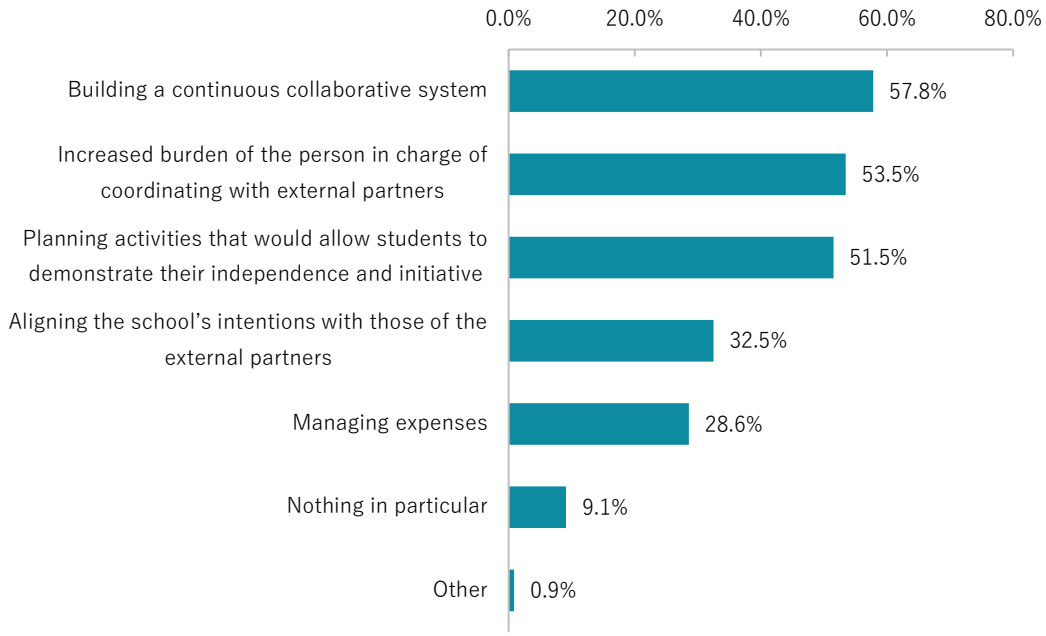
Main responses: Participation in mutual learning events and international forums; Implementation of a joint project; Participation in a campaign hosted by an association.

Q. 3-2-26　Provide specific details regarding ASPnet School activities that have been particularly impactful in collaboration with external organizations.

Respondents reported that they collaborated with local communities, NPOs, businesses, universities, and government agencies to implement a wide range of experiential learning programs covering environmental conservation, disaster prevention, social welfare, cultural preservation, international understanding, and product development.
The following achievements were cited:

- Through expert advice, hands-on experiences, presentations and outreach, students developed stronger problem-identification/solving skills, collaboration skills, initiative, sense of attachment to the local community, and awareness towards sustainability.
- With support from external organizations, students obtained specialized knowledge and external perspectives that could not be supplemented by teachers alone while conducting inquiry-based activities.
- By receiving guidance on various SDG themes and refining our plans accordingly, the quality of the deliverables and satisfaction regarding the activity were enhanced.
- Lectures by external instructors and visits to facilities served as a source of inspiration, boosting students' initiative and career awareness.

Q. 3-2-27　Main issues of interaction with external organizations (Multiple responses allowed)



	No. of responses	Percentage
Aligning the school's intentions with those of the external partners	300	32.5%
Building a continuous collaborative system	534	57.8%
Planning activities that would allow students to demonstrate their independence and initiative	476	51.5%
Increased burden of the person in charge of coordinating with external partners	494	53.5%
Managing expenses	264	28.6%
Nothing in particular	84	9.1%
Other	8	0.9%
Total No. of schools responded	924	-
Total No. of responses	2,160	-

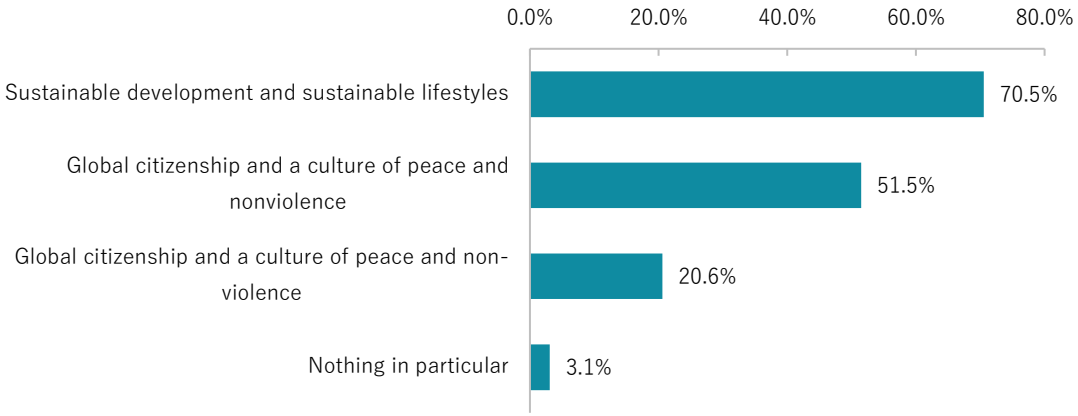
Q. 3-2-28　If you selected "Other" please specify.

Main resonses: Implementing an initiative that allows all students to participate; Difficulty of coordinating and increased burden caused by the increase of school

events, as well as the aging of external collaborators; Setting aside time for collaboration.

4. Achievements and challenges

Q. 4-1 Which of the three thematic action areas showed particular results? (Multiple responses allowed)



	No. of responses	Percentage
Global citizenship and a culture of peace and non-violence	215	20.6%
Sustainable development and sustainable lifestyles	737	70.5%
Global citizenship and a culture of peace and nonviolence	538	51.5%
Nothing in particular	32	3.1%
Total No. of schools responded	1,045	-
Total No. of responses	1,522	-

Q. 4-2 Provide specific details about the initiatives with outstanding achievements and explain the outcomes of the initiatives.

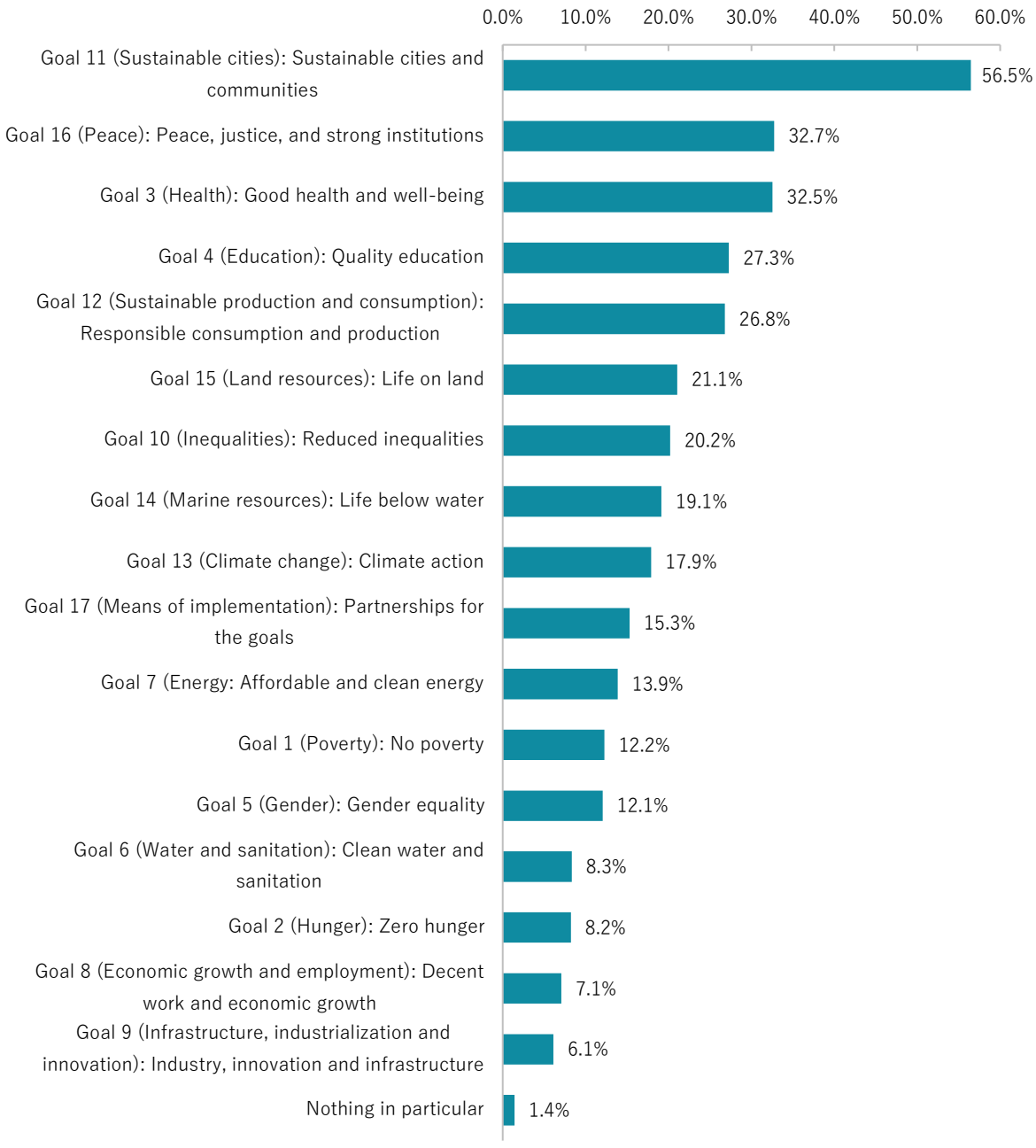
The following areas of initiative were specified:

- Gender equality
- Initiatives covering the entire process from cultivation to harvest to commercialization and sales, utilizing agricultural experiences and school gardens
- International exchange
- Initiatives related to local events and the preservation of traditions
- Environmental initiatives, such as resource recycling

The following outcomes were achieved through the above practices:

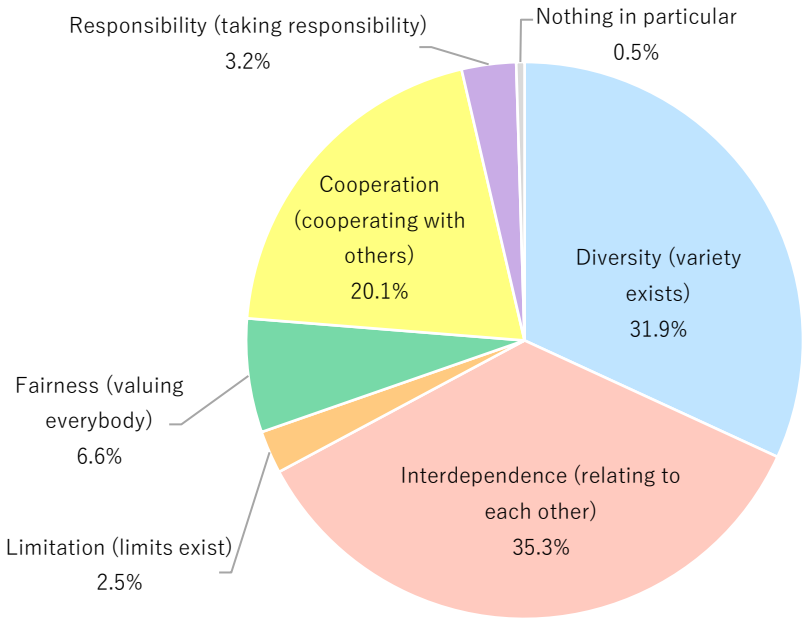
- Collaboration with local and external organizations expanded.
- Cross-cultural understanding and mutual respect were enhanced, deepening interest in global issues such as the environment, peace, and human rights.
- A sense of initiative, pride in the community, and awareness towards social participation increased.
- Awareness of the importance of preserving traditions took root among children and parents.
- Teachers' and staff members' awareness of ESD (Education for Sustainable Development) improved.
- The efforts contributed to the development of future community leaders, even amid a declining birthrate and aging population.

Q. 4-3　SDGs taken up in educational activities (Up to three choices allowed)



	No. of responses	Percentage
Goal 1 (Poverty): No poverty	128	12.2%
Goal 2 (Hunger): Zero hunger	86	8.2%
Goal 3 (Health): Good health and well-being	340	32.5%
Goal 4 (Education): Quality education	285	27.3%
Goal 5 (Gender): Gender equality	126	12.1%
Goal 6 (Water and sanitation): Clean water and sanitation	87	8.3%
Goal 7 (Energy: Affordable and clean energy	145	13.9%
Goal 8 (Economic growth and employment): Decent work and economic growth	74	7.1%
Goal 9 (Infrastructure, industrialization, and innovation): Industry, innovation, and infrastructure	64	6.1%
Goal 10 (Inequalities): Reduced inequalities	211	20.2%
Goal 11 (Sustainable cities): Sustainable cities and communities	590	56.5%
Goal 12 (Sustainable production and consumption): Responsible consumption and production	280	26.8%
Goal 13 (Climate change): Climate action	187	17.9%
Goal 14 (Marine resources): Life below water	200	19.1%
Goal 15 (Land resources): Life on land	220	21.1%
Goal 16 (Peace): Peace, justice, and strong institutions	342	32.7%
Goal 17 (Means of implementation): Partnerships for the goals	160	15.3%
Nothing in particular	15	1.4%
Total No. of schools responded	1,045	-
Total No. of responses	3,540	-

Q. 4-4　Which of the six perspectives for building a sustainable society did students acquire the most?

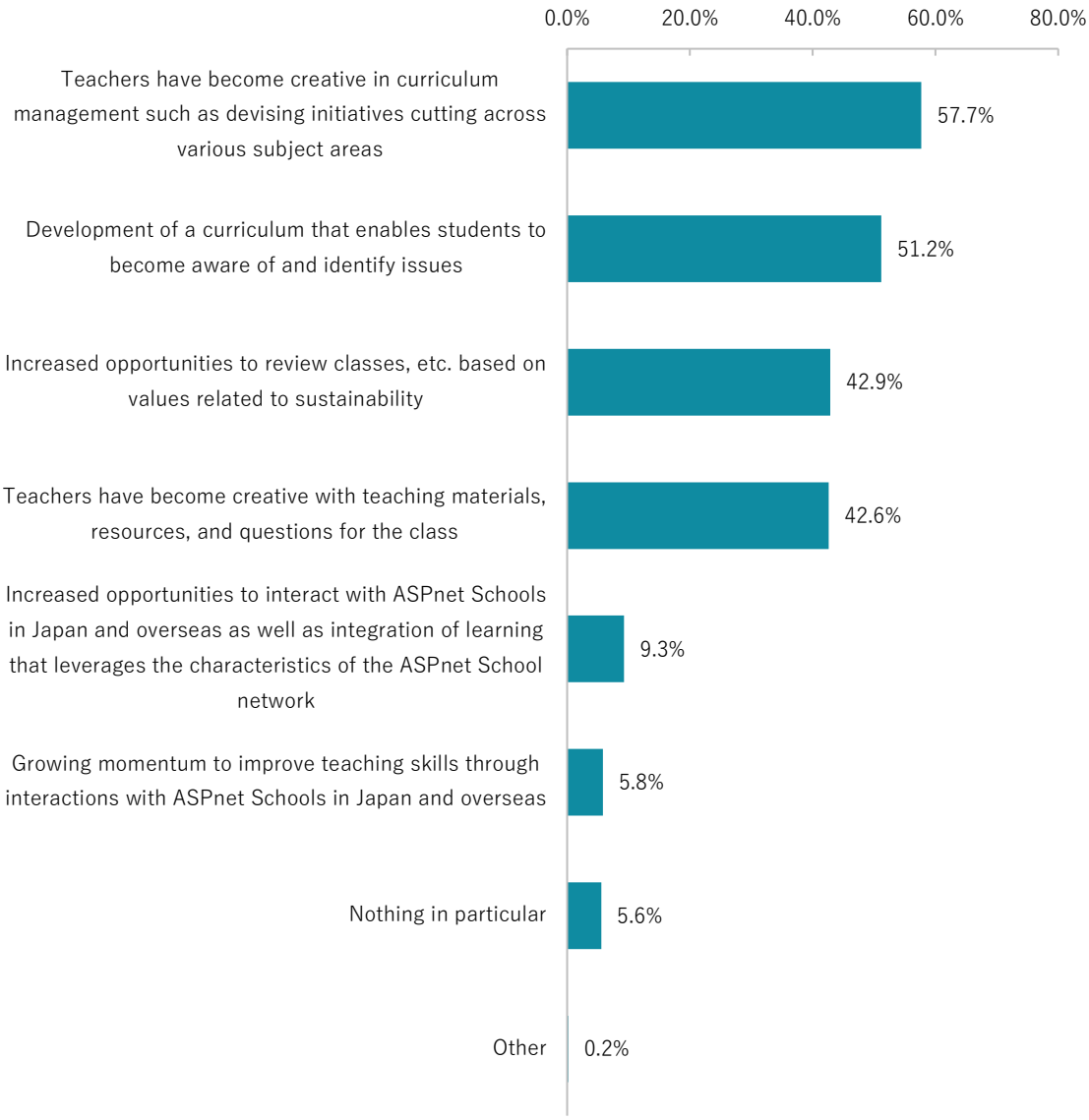


	No. of schools responded	Percentage
Diversity (variety exists)	333	31.9%
Interdependence (relating to each other)	369	35.3%
Limitation (limits exist)	26	2.5%
Fairness (valuing everybody)	69	6.6%
Cooperation (cooperating with others)	210	20.1%
Responsibility (taking responsibility)	33	3.2%
Nothing in particular	5	0.5%
Total	1,045	100.0%

Q. 4-5　What are the competencies or skills that you believe have been developed, particularly among students, through educational activities as an ASPnet School?

Main responses: Attitude towards learning; humanity; ability to think; ability to make judgments; ability to express oneself; knowledge and skills

Q. 4-6　What kind of changes in curriculum or teaching methods can be seen among the teachers and staff? (Multiple responses allowed)



	No. of responses	Percentage
Increased opportunities to review classes, etc. based on values related to sustainability	448	42.9%
Teachers have become creative in curriculum management such as devising initiatives cutting across various subject areas	603	57.7%

Development of a curriculum that enables students to become aware of and identify issues	535	51.2%
Teachers have become creative with teaching materials, resources, and questions for the class	445	42.6%
Growing momentum to improve teaching skills through interactions with ASPnet Schools in Japan and overseas	61	5.8%
Increased opportunities to interact with ASPnet Schools in Japan and overseas as well as integration of learning that leverages the characteristics of the ASPnet School network	97	9.3%
Nothing in particular	58	5.6%
Other	2	0.2%
Total No. of schools responded	1,045	-
Total No. of responses	2,249	-

Q. 4-7　If you selected "Other" please specify.

Main response: Keeping a lasting mindset of striving to build a sustainable society.

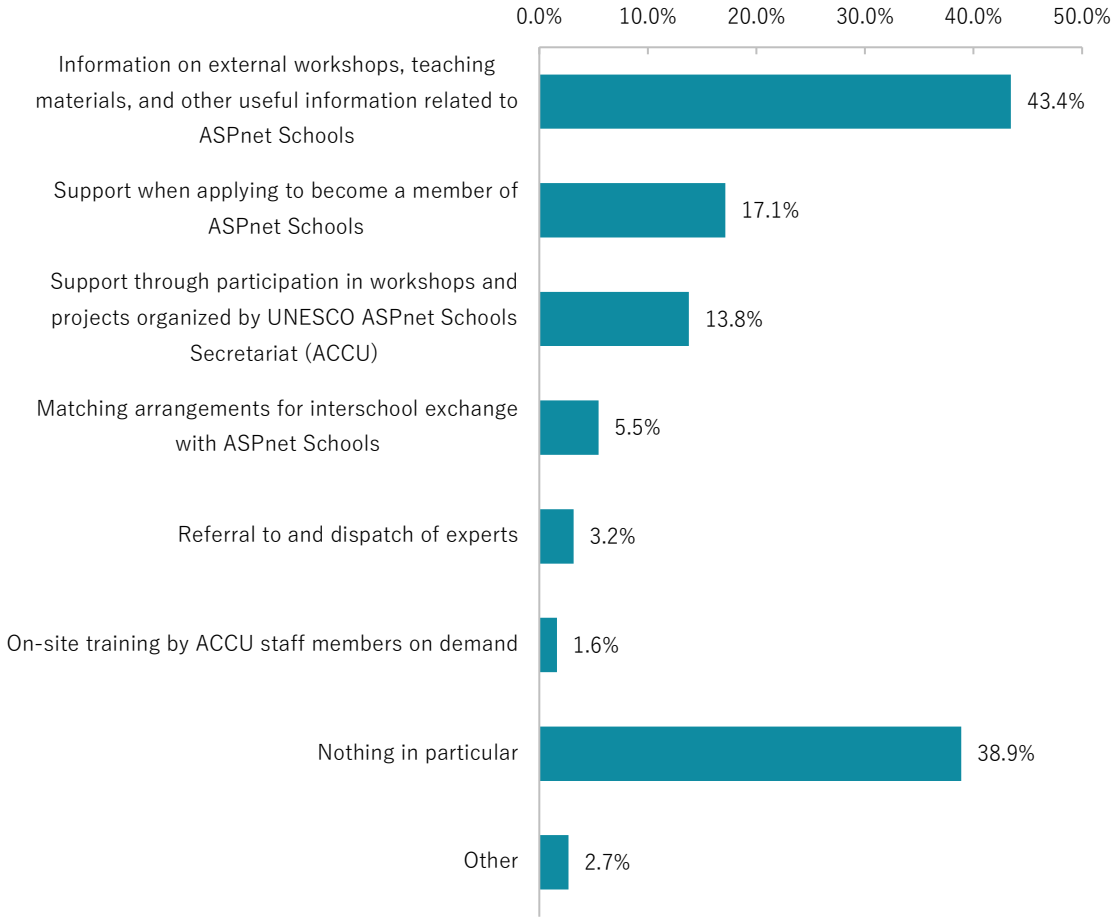
Q. 4-8　What are the difficulties and challenges that your institution encountered while implementing ASPnet activities (such as: challenges in adopting the whole-school approach, challenges related to necessary knowledge/training, support you seek from the UNESCO ASPnet Schools Secretariat)?

The following issues were specified:

- Overcrowded schedules and curricula
- Difficulties in implementing a whole-school approach (concentration of workload on focal point and challenges with handing over duties to the next focal point)
- Coordination costs associated with external partnerships and exchanges
- Constraints due to budget and geographical conditions
- Administrative burden related to reporting and procedures

5. Support received

Q. 5-1 What sort of support did you receive from the UNESCO ASPnet Schools Secretariat? (Multiple responses allowed)



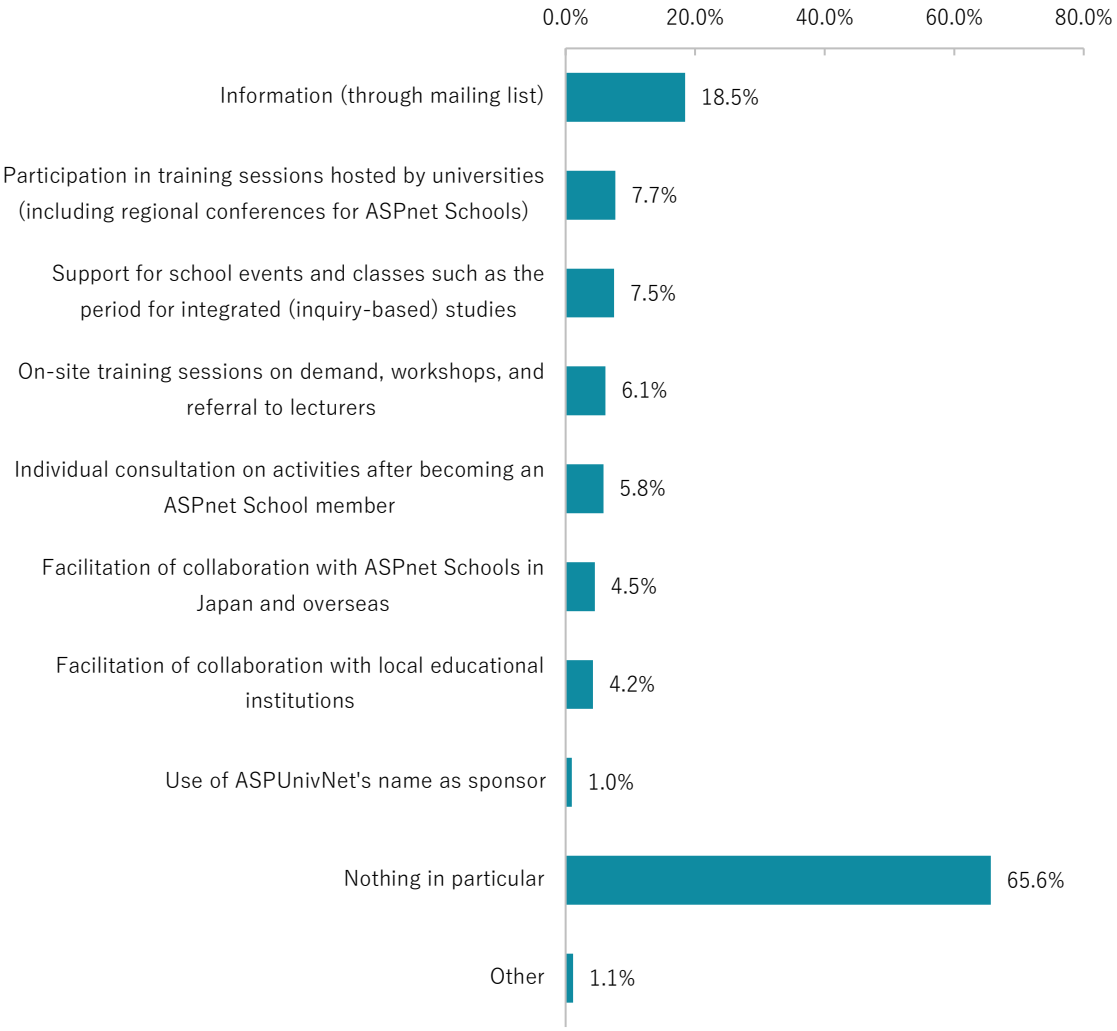
	No. of responses	Percentage
Support when applying to become a member of ASPnet Schools	179	17.1%
Matching arrangements for interschool exchange with ASPnet Schools	57	5.5%
Referral to and dispatch of experts	33	3.2%
On-site training by ACCU staff members on demand	17	1.6%
Support through participation in workshops and projects organized by UNESCO ASPnet Schools Secretariat (ACCU)	144	13.8%
Information on external workshops, teaching materials, and other useful information related to ASPnet Schools	454	43.4%
Nothing in particular	406	38.9%

Other	28	2.7%
Total No. of schools responded	1,045	-
Total No. of responses	1,318	-

Q. 5-2　If you selected "Other" please specify.

Main responses: Updating registrated information due to a change of email address; We were able to share information about our SDGs event with other ASPnet Schools.

Q. 5-3　What type of support or cooperation did you receive from the Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet, currently with 23 institutions) during this year? (Multiple responses allowed)



	No. of responses	Percentage
Individual consultation on activities after becoming an ASPnet School member	61	5.8%
On-site training sessions on demand, workshops, and referral to lecturers	64	6.1%
Participation in training sessions hosted by universities (including regional conferences for ASPnet Schools)	80	7.7%

Support for school events and classes such as the period for integrated (inquiry-based) studies	78	7.5%
Facilitation of collaboration with local educational institutions	44	4.2%
Facilitation of collaboration with ASPnet Schools in Japan and overseas	47	4.5%
Use of ASPUnivNet's name as sponsor	10	1.0%
Information (through mailing list)	193	18.5%
Nothing in particular	686	65.6%
Other	12	1.1%
Total No. of schools responded	1,045	-
Total No. of responses	1,275	-

Q. 5-4　If you selected "Other" please specify.

Main response: Eleven schools in the prefecture (including one currently applying) formed the Okayama Prefecture ASPnet High School Network Council and have requested operational support from professors and students at Okayama University.

Q. 5-5　Oher comments you may have for the Secretariat of the Japanese National Commission for UNESCO attached to the Office of the Director-General for International Affairs at the Ministry of Education, Culture, Sports, Science and Technology and the UNESCO ASPnet Schools Secretariat. Please note that while this survey is based on a UNESCO questionnaire, feedback on any questions difficult to answer is welcome.

Many participants expressed their gratitude to the UNESCO ASPnet Schools Secretariat and their enthusiasm for continuing and enhancing ESD practices. At the same time, there were requests concerning reduced administrative burdens and more flexible operations, as outlined below.

- Compilation of a list of requirements for continued membership and sharing of best practices
- Support for participation in domestic and international events and international exchange (travel expenses, teaching materials, and referrals to guest lecturers)
- Strengthening awareness about ASPnet Schools among local governments and boards of education

- Difficulty in using the ASPnet Schools official website
- Difficulties in maintaining ASPnet initiatives due to teachers' heavy workloads and transfers

——————————————————————Published by——————————————————————
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