



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Associated Schools

UNESCO
Associated
Schools

Guide for National Coordinators

Introducing UNESCO Assoc

Created in 1953, the UNESCO Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is a worldwide network which in 2006 covers 176 countries and more than 7,900 schools and colleges ranging from pre-school to secondary and teacher training institutions. ASPnet's aims are to promote UNESCO's ideal of peace and contribute to improving the quality of education.

UNESCO – the United Nations Educational, Scientific and Cultural Organization – was founded in 1945 with a mandate to contribute to peace through international cooperation within its fields of competence. In 1953 UNESCO launched its Associated Schools Project, initially in some 15 countries, as an educational pilot project based on pedagogical innovation and international cooperation. Today it is one of the largest school networks in the world working under the auspices of the United Nations towards international understanding.

The Associated Schools also play a role in helping to achieve those United Nations Millennium Development Goals (MDGs) that serve as the basis for UNESCO's own priorities in the first decade of the Twenty-first Century: education for all (EFA), the struggle against poverty and education for sustainable development (ESD).

The four study themes proposed to Associated Schools are:

1. World concerns and the role of the United Nations system;
2. Education for sustainable development;
3. Peace and human rights;
4. Intercultural learning.

Associated Schools are invited to create innovative pedagogical projects, to design new teaching materials and methods and to develop exchanges between students and teachers the world over. Each school adapts these activities to its own centres of interest, capacities and social and cultural environment. The aim is not merely to develop the teaching of values and ideals, but to put these into practice in school life.

• Leaders in quality education

ASPnet facilitates good practices and their dissemination in Associated Schools and national education systems. Indeed, UNESCO encourages the participation of ASPnet National Coordinators and teachers in processes of educational reform. Associated Schools can thus be a great help in improving the quality of education.

Associated Schools enjoy increasing recognition on the part of the international community, with a number of States, as well as the private sector, supporting projects.

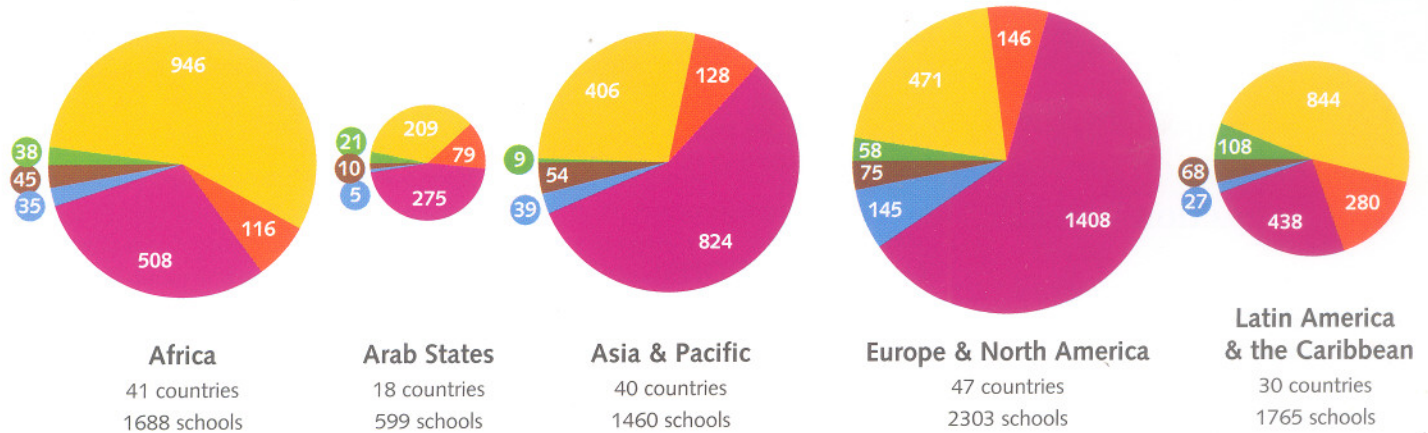
• Taking part in ASPnet

There are different ways in which schools can take part in ASPnet. They can:

- launch activities on one or several of the four above-listed study themes;
- take part, according to the location of the school, in one of the ASPnet flagship projects (see page 8);
- participate in the campaigns organized by Associated Schools and observe the international Days and Years celebrated by UNESCO and the United Nations;
- act as experimental centres for testing and validating pedagogical materials produced by UNESCO or its partners.

Associated Schools

The world's largest network of schools linked to the United Nations



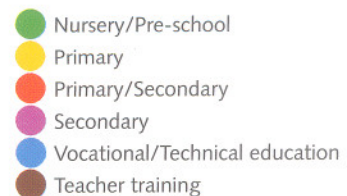
• How to become a UNESCO Associated School

Associated School membership implies long-term commitment on the part of the school principal and teaching staff. As a first step, they must submit a pluridisciplinary educational project on one or several of ASPnet's study themes to the UNESCO National Commission in their country, for the attention of the ASPnet National Coordinator.

If the National Coordinator and the National Commission accept the request, the school is sent an application form to be returned to the National Commission, which forwards it to UNESCO. The school then designates its own contact person who undertakes to send in annual reports.

The application form constitutes a moral contract between the school and UNESCO; it has no financial implications. It can be complemented with a charter signed by the school and the National Commission. A trial year is sometimes required.

The Coordinator's Kit contains models of application forms, charter and annual reports.



Launched in 1953 in 15 countries, ASPnet numbers 7,900 schools in 176 countries in all world regions (2006 figures)

• What is to be gained from taking part in ASPnet?

Teachers and students of Associated Schools often speak of their pride in belonging to a worldwide UNESCO network. They feel that they "are part of the solution and not the problem", as expressed by a student participating in the *Baltic Sea Project*. Exchanges between countries deepen their knowledge and understanding of other cultures. Twinning partnerships between schools are encouraged and to facilitate such contacts, the ASPnet directory is sent to all schools.

For teachers, working and sharing experiences on joint projects with colleagues all over the world and at all levels of education is a powerful source of motivation and inspiration. For students, the opportunity to take on responsibilities and develop different skills is an excellent preparation for adult citizenship.

Associated Schools thus improve the content of curricula at school level and develop participatory methods of teaching and learning. To help them achieve this, UNESCO regularly sends publications developed by ASPnet or its partners to each Associated School.

Associated School priorities

- Promoting Education for All and in particular goals 3 (life skills) and 6 (quality of education) of the Dakar Framework for Action, with emphasis on the ideals of UNESCO and on the four pillars of learning identified in the report *Education for the Twenty-first Century*, which are learning to know, learning to do, learning to live together and learning to be.
- Identifying and disseminating examples of quality education, with emphasis on UNESCO priorities.



ARTIST: STANISLAS; PHOTO: UNESCO/MICHEL RAVASSARD

Supporting the Education for All Action Week!

Associated Schools are encouraged to participate in the annual Education for All Action Week, organized by the Global Campaign for Education on different themes such as education for girls or out-of-school children (estimated at more than 100 million in 2005). Students from numerous Associated Schools all over the world mobilize their efforts for EFA Action Week: they carry out surveys in their community, challenge their political representatives, organise events and in some countries visit Parliament and meet the Minister of Education, or even the Head of State.

Two works from the "Send my friend to school" exhibition on the theme of out-of school children (UNESCO, EFA Week, April 2005)



ARTIST: VALERIE N'DRI; PHOTO: UNESCO/MICHEL RAVASSARD

II. Orientations, priorities and

The principles and values that guide the work of Associated Schools are those of the United Nations in general and UNESCO in particular. To implement them, ASPnet has drawn up a Strategy and Plan of Action for 2004-2009. These two instruments introduce fresh orientations for a better response to today's challenges and the goal of quality education for all. ASPnet National Coordinators are therefore encouraged to plan the activities of their national networks according to these orientations.

1. Orientations

• Millennium Development Goals

In 2000, for the first time, the Member States of the United Nations made a commitment to tackle together, on all fronts, the problems of peace, poverty, security and development, human rights and fundamental freedoms. The Millennium Declaration identifies the following eight Millennium Development Goals (MDGs) to be achieved by 2015:

Millennium Development Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality (among the under-fives)
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

• Quality Education for All

The second Millennium Goal is a reaffirmation of the commitment made in 2000 by the international community to Education for All (EFA) as defined in the Dakar Framework for Action and which is the first of UNESCO's priorities. The Associated Schools are particularly concerned by EFA goals 3 and 6.

Education for All: The six goals of the Dakar Framework for Action

1. Expanding and improving comprehensive early childhood care and education
2. Ensuring that by 2015 all children have access to free and compulsory primary education of good quality
3. Promoting learning and the acquisition of life skills for adolescents and young people
4. Achieving a 50% improvement in levels of adult literacy by 2015
5. Eliminating gender disparities by 2005 and achieving gender equality in education by 2015
6. Improving the quality of education

While all Associated Schools contribute to EFA through their different activities, some make an explicit commitment to its achievement, such as those all over the world that participate in EFA Action Week.

Similarly, at all levels of its information and communication strategy, ASPnet favours activities that further EFA goals. *News Infos*, the ASPnet publication, has a special "Education for All" page.



2. ASPnet Priorities

ASPnet's work is aligned with UNESCO's priorities, with pride of place given to EFA- and MDG-related initiatives such as combating HIV and AIDS and eradicating poverty, encouraging teacher training and contributing to environmental sustainability often through the use of Information and Communication Technologies (ICTs).

Global evaluation

In 2003, after 50 years of ASPnet's remarkable expansion and countless achievements, UNESCO ordered an independent global evaluation of the activities and functioning of Associated Schools.

This evaluation concludes that ASPnet "is in a unique position to effect improvement in educational quality".

It confirms the effectiveness of Associated Schools in areas such as the search for relevance in school programmes; participatory and interdisciplinary learning methods; the changing role of teachers as agents for change; the establishment of a more positive climate in the classroom and in school; the involvement of parents and the community and national and international twinning partnerships between schools.

Commenting on ASPnet's weak points, the evaluation singles out uncertainty concerning impact on national education policies, a profusion of themes liable to disperse energies and frequently expressed frustration at the scarcity of materials translated into local languages. The evaluation stresses the role played by Associated Schools as models for other schools and for their community, as well as the quality of the commitment and work of coordinators at school, national and regional levels.

• Fight against HIV and AIDS and poverty eradication

The Associated Schools of three African Countries – Gambia, South Africa and Uganda – helped to prepare and experiment the preventive education kit, *Living and Learning in a World with HIV/AIDS* which aims to raise awareness of HIV and AIDS at school among students, teachers and parents and to combat the discrimination connected with it.

Associated Schools in several countries have experimented *Feeding Minds, Fighting Hunger*, a kit on hunger and malnutrition prepared by the United Nations Food and Agriculture Organization (FAO). www.feedingminds.org

• Teacher training and lifelong learning

Special training programmes for National Coordinators and teachers in Associated Schools are periodically organized by National Commissions and UNESCO Regional Offices at national, regional and international levels, either as part of UNESCO flagship projects such as *World Heritage Education*, the *Baltic Sea Project* or the *Great Volga River Route*, or with a view to developing educational materials such as *Feeding Minds, Fighting Hunger*. Some of these projects also produce innovative teachers' guides.

• Achieving EFA goals and environmental sustainability through the strategic use of information and communication technologies (ICTs)

UNESCO encourages the creation of projects on crosscutting themes carried out jointly by several of its Sectors.

One example of this is the flagship project launched in 2004 by the Associated Schools in cooperation with the Culture, Science and Communication and Information Sectors, the *Great Volga River Route (GVRR) – Uniting the Seas (Baltic, Black and Caspian Seas)*. This project is a contribution by UNESCO to intercultural dialogue and world heritage education for sustainable development, made possible by the use of information and communication technologies (ICTs). The *Great Volga River Route* project is being carried out in 109 schools in 16 countries bordering the Volga and the Baltic, Black and Caspian Seas. Under this project a selection of world heritage sites and biosphere reserves in the region has been published, along with a map, and seminars and forums for teachers and students from participating schools have been organized. The latter are encouraged to devise new pedagogical approaches and to present these on the Great Volga River Route Web portal at <http://gvrr.unesco.ru/>

3. The ASPnet Strategy and Plan of Action (2004 – 2009)

The Associated Schools 50th Anniversary International Congress held in Auckland, New Zealand in 2003 gathered almost 300 participants from 93 countries. These included representatives of Ministries of Education and National Commissions for UNESCO, National Coordinators and experts. On the basis of the results of the Global Evaluation, the Congress established a *Strategy and Plan of Action for 2004–2009* inviting Member States to support and consolidate ASPnet and inviting ASPnet to concentrate its activities on UNESCO's major priorities, primarily on education for all and quality education.

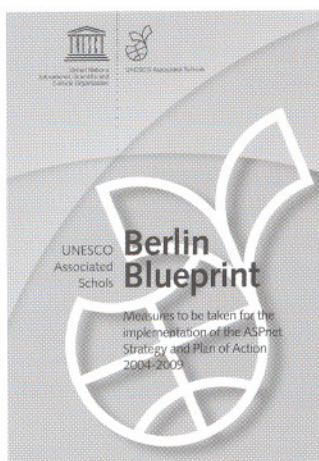
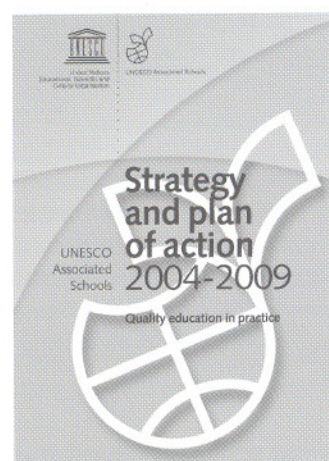
For schools, the Plan of Action recommends:

- establishing an annual school plan for quality education, defining priorities, objectives and a timetable;
- developing participatory, democratic approaches in the classroom and in school management, involving students, teachers, parents and the community;
- sending an annual report on activities and results to the National Coordinator.

At country level, the Plan of Action invites National Commissions for UNESCO and Ministries of Education, to, *inter alia*:

- nominate and train a National Coordinator;
- prepare, on the basis of EFA goals 3 and 6, a National Strategy and Plan of Action for Associated Schools in their country;
- prepare a National Charter of Associated Schools which would be mutually binding upon National Commissions and Associated Schools.
- inform national authorities of ASPnet achievements in promoting quality education and urge them to implement their innovations in national education systems.

At international and regional levels, everyone with responsibility in ASPnet is encouraged to reinforce the four study themes, increase the visibility of actions and ensure training and capacity-building for National Coordinators, school principals and teachers, as well as developing partnerships with United Nations agencies, NGOs, foundations and the private sector.



Berlin Blueprint

In 2004 an international expert consultation was held in Berlin to discuss implementation of the ASPnet Strategy and Plan of Action. The resulting recommendations, published as the *Berlin Blueprint*, advocate a better and broader use of ICTs, improving the capacity of Associated Schools to monitor and evaluate their activities and the development of ASPnet's role as a data source for international surveys on innovative themes, for example the impact of the media, non-violence at school, values and attitudes and self-esteem, etc.

III • Study themes, flagship

In its role as catalyst and facilitator, ASPnet suggests that Associated Schools conduct – jointly when possible – interdisciplinary activities responding to local concerns that also fit into a wider international context, on one or several of the four ASPnet study themes. These may take the form of a school or community initiative, participation in a flagship project or campaign, or experimenting pedagogical materials.

Flagship projects are major regional or international projects managed by National Coordinators and a Regional Coordinator. By their very scope and duration, they enable acquired knowledge and experience to be passed on through training activities for teachers, production of teaching manuals, dissemination of good practices and eventual incorporation of these into school curricula.

Campaigns aim at mobilizing Associated Schools in favour of one of the study themes. Necessary documentation and materials can be sent to schools.

Experimentation of teaching materials and innovative methods make Associated Schools pedagogical “laboratories”. Such materials can then be better adapted to the requirements of schools in different regions of the world and they are often disseminated worldwide and thus contribute to ASPnet’s “multiplier effect”.

Four study themes

1. World concerns and the role of the United Nations system

Activities chosen by Associated Schools concern topical subjects linked to the priority themes of UNESCO and the United Nations, such as peace, poverty, hunger, HIV and AIDS, racism and discrimination, child labour and sustainable consumption.

The celebration of international Years and Days also provides students with opportunities to discuss the issues concerned in their world context and become more familiar with the United Nations system.

Implementation

■ Every year since 1995, as part of the flagship project *This is our Time*, Associated Schools with access to ICTs link up for 24 hours via the Internet, fax, video-conferencing or other means. There is a different theme each year, such as human rights, world heritage, cultural diversity and sustainable development. After months of joint preparation, the *Time* project offers concentrated, intercultural, real-time dialogue that allows participants to investigate a theme and enrich it with other points of view. This project is organized in partnership with the Netherlands NGO e-linQ.

www.timeproject.org

■ *The Truce Story*, a booklet aiming to promote the Olympic spirit has been tested in Associated Schools in 44 countries. It comes with a teachers’ guide and is produced by the International Centre for the Olympic Truce based in Athens, Greece.

ects, and experimentation

2. Education for sustainable development

This theme enables students to link the environmental, economic, social and cultural dimensions of development. Activities can relate to the main issues connected with sustainable development such as poverty, environmental deterioration, demographic growth and urban and rural transformations, but also to health, ethics, gender equality, social justice, governance and cultural diversity. Creating an Agenda 21 for the school or community, studying different areas of indigenous knowledge or tackling the problem of over-consumption are all ways of furthering the objectives of the Decade of Education for Sustainable Development (2005-2014).

Implementation

■ Since 1989, 300 Associated Schools in the nine countries around the Baltic Sea have been working together under the flagship *Baltic Sea Project* to improve the environment of the sea that unites them. In the classroom and in the field, students study water quality, coastal observation and environmental history. This project, thanks to its longevity, has allowed an accumulation of pedagogical experience and theory and the dissemination of good practices. Training seminars are regularly organized for teachers, as well as summer courses and forums for students. The project has published six Learners' Guides as well as a regular newsletter. The project's impact extends far beyond the Associated Schools project; China has requested permission to translate one of the manuals into Chinese.

www.b-s-p.org

■ The flagship *Caribbean Sea Project* has been mobilizing schools in the Caribbean on the theme of the environment since 1994. Thanks to the scientific and technological content of its pedagogical materials, students are able to investigate, for example, solutions to protect the corals or mangroves of their region. This project has led to the creation of another, *The Sandwatch Project*, the aim of which is to train students in scientific coastal observation and sample collection so as to help reduce pollution of the Caribbean Sea. *Sandwatch* helps students to participate in their community's efforts towards better coastal management and is thus an efficient way of implementing the Decade of Education for Sustainable Development in the Caribbean.

■ The pedagogical Kit on *Combating Desertification* was produced in cooperation with UNESCO's Science Sector and the United Nations Convention to Combat Desertification (www.unccd.int/), and tested in Associated Schools. Published in eight languages, it offers information and techniques for limiting soil degradation. The overall message is positive: desertification is not inevitable and we all have a role to play at our own level.

(Kit: 30 euros, unesco.org/publications. Contact: Thomas Schaaf, t.schaaf@unesco.org)

■ *Ramsar*, a game produced with the International Ramsar Convention on Wetlands, gives players pedagogical and scientific advice on the vital importance of such zones for the ecological balance of the world. It has been tested in Associated Schools the world over.

www.ramsar.org

■ The *youthXchange* project on sustainable consumption is a joint creation of the United Nations Environmental Programme (UNEP) and UNESCO and aims to help associations and teachers to raise awareness in young people, who are the consumers of tomorrow. A guide published in 13 languages and a website offer concrete, accessible solutions for adopting sustainable forms of consumption. The project also deals with the basic issues and questions of ethics, with a view to encouraging young people to look carefully at their own values and choices.

www.youthxchange.net



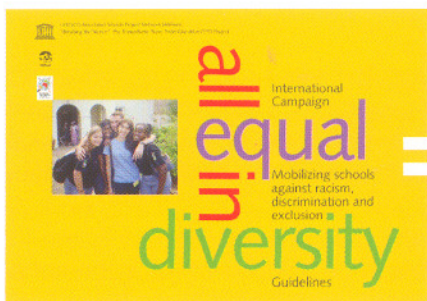
ASPnet students in Benin

3. Peace and human rights

By studying and discussing international reference texts such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child, students develop an awareness of their own rights and those of others and of their duties and responsibilities. Most Associated School activities on this theme aim at reinforcing critical thinking, civic responsibility, education in favour of diversity and mutual respect and the non-violent resolution of conflicts.

Implementation

■ *Breaking the Silence*, a flagship education project on the transatlantic slave trade, brings together Associated Schools from the three continents that share this chapter of history (Africa, Europe, the Americas/Caribbean). Since 1998, *Breaking the Silence* has aimed to increase knowledge and awareness of the causes and consequences of slavery and the slave trade and of the contributions made by Africans to the development of the Americas and Western Europe (including modern forms of slavery and racism). Numerous international encounters, twinning partnerships and exchanges of good practice have been organized and educational materials such as the trilogy *Slave Voices*, *Slave Voyages* and *Slave Visions* and multimedia resources on sites of memory, have been produced and disseminated.



The international campaign *All Equal in Diversity: Mobilizing Schools Against Racism, Discrimination and Exclusion* was launched in 2005 among Associated Schools as part of this flagship project. Schools make a commitment for three years, during which they carry out campaign activities such as analysing the media, researching on the Internet, or organizing conferences. A support kit containing a practical manual, a CD-ROM, a poster and stickers is available in English or French.

4. Intercultural learning

While societies have always been multicultural and multi-ethnic, today we are aware of the importance of promoting such diversity, which can be studied and experienced through research undertaken by students on their own origins and through exchanges with students of other countries.

Implementation

■ Launched in 2003, the *Mondialogo School Contest* for secondary schools on intercultural dialogue is organized in partnership with DaimlerChrysler. Students twinned in teams learn to understand and appreciate one another as they work on the concrete realization of joint projects. These exchanges make Mondialogo the world's largest intercultural dialogue among young people.

During its first edition, in 2003/2004, two ASPnet secondary schools twinned for the contest, School N° 220 from Baku, Azerbaijan and the Lagos State Model College Kankom in Lagos, Nigeria, won the first prize with an educational game representing a journey marked out with questions on the culture of each country, on the United Nations and on UNESCO. One of the jury members, the Brazilian writer Paulo Coelho, who is convinced that playing is the best way of learning, was very enthusiastic in his praise of the idea...

The second round of *Mondialogo School Contest*, 2005/2006 brought together 35.400 students, who represent 138 countries.

www.mondialogo.org

■ The flagship *Western Mediterranean Sea Project*, launched in 1994 in countries to the North and South of the Mediterranean, aims to promote the Euro-Arab dialogue, the natural and cultural heritage of the region and intercultural dialogue. Schools in nine countries are working under this project on themes connected with ethnography, water, habitat and biodiversity.

IV · National coordination: h



The UNESCO logo interpreted
by a German ASPnet student

Improving Quality in German Schools

Germany's 114 ASPnet schools underwent a major evaluation from 2005 to 2007 in order to help educators improve the quality of education and to better incorporate UNESCO educational goals into teachers' daily lessons. Developed by the Institute for Teachers' In-service Training in Heilbronn, Germany, the evaluation process is based upon a series of questionnaires, distributed to teachers, students and parents, addressing both actual and desired curricula and activities in ASPnet schools. The survey responses are discussed at length in each school with the aid of specially trained moderators. The Institute for Teachers' In-service Training strongly believes that the evaluation project and related discussions will be the starting point of school improvement in Germany.

Contact: koehler@asp.unesco.de

National Coordinators and teachers play a vital role in managing UNESCO Associated Schools. Without them, there would be no ASPnet! The National Coordinator acts as liaison between the schools in his/her country, the National Commission for UNESCO and the Associated Schools International Coordination at UNESCO Headquarters.

The Associated Schools strategy encourages National Coordinators to aim at quality rather than quantity. A small network of active schools with good results is better than a large network with uneven results. The Coordinator's task is therefore to contribute to the improvement of the quality of education by consolidating Associated School projects, supporting teachers and identifying good practices and striving to disseminate them in the national education system.

Profile of a Coordinator

To be effective, a Coordinator must:

- share the ideals of UNESCO;
- be familiar with the field of education and have innovative ideas on the subject;
- know English and/or French (the working languages of UNESCO) and, if possible, other foreign languages;
- be available at least part-time and preferably full-time;
- possess leadership qualities and know how to encourage and motivate teachers and students;
- possess organizational, management and communication skills.

Description of the national coordination mission

The *ASPnet Strategy and Plan of Action (2004-2009)* have updated the content of the Coordinator's mission. Below is a list of tasks for coordinators, to be carried out as far as circumstances allow:

• Network Management of Associated Schools at country level

The Coordinator:

- keeps and updates the list of Associated Schools in his/her country and the lists of ASPnet "focal points" (persons in charge) in each school
- keeps an up-to-date national table of activities, classifying activities by school and by project
- helps schools to plan and evaluate activities
- ensures that schools are sent the innovative pedagogical materials disseminated by UNESCO for testing, and collects resulting data at country level
- ensures that selection of teachers and students attending regional and international ASPnet meetings is democratic and transparent and complies with the criteria provided on each occasion by UNESCO
- investigates inactive schools and decides on their removal from the list after two years of inactivity.

• ASPnet development and strategy

The Coordinator:

- represents his/her country's Associated Schools at national, regional and international levels
- establishes contacts and creates partnerships with education authorities, higher education institutions, cultural bodies, associations, NGOs and the private sector

How it works

- proposes and defines, in relation with the ASPnet International Coordination, a national Strategy and Plan of Action for Associated Schools
- develops relations with UNESCO Clubs, Associations and Centres in the country
- identifies Associated Schools' good practices in quality education and disseminates them
- arranges contacts for ASPnet with the local and national media and encourages the latter to cover Associated School current events.

• International cooperation

The Coordinator:

- facilitates school exchanges, joint projects and twinning partnerships through contacts with other National Coordinators
- maintains regular contact with the UNESCO field office in his/her region
- stays informed of regional and international conferences, meetings and seminars of interest to ASPnet, informs schools of these and, in some cases participates, or arranges for the participation of ASPnet principals, teachers and/or students.

• Communication within ASPnet

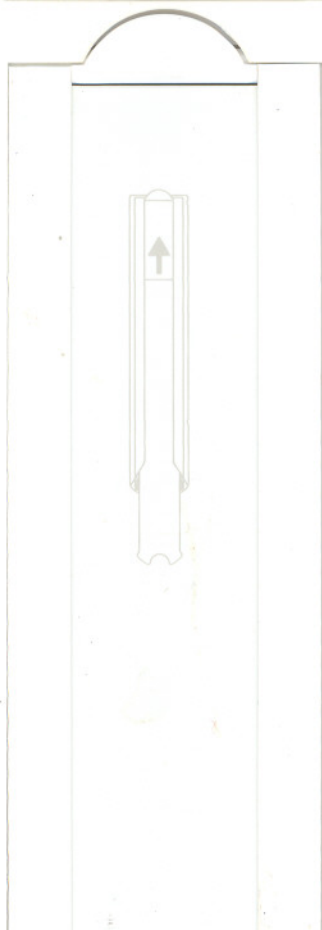
The Coordinator:

- informs schools, principals, teachers and students of ASPnet priorities and developments
- in addition to presenting National Reports, informs the ASPnet International Coordination and the National Commission for UNESCO of activities and events involving Associated Schools, in their own country or abroad. This provides content for the ASPnet publication, *News Infos* and its website www.unesco.org/education/asp

Some suggestions for national coordination:

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- Hold annual meetings for representatives of all the institutions participating in ASPnet;
 - Organize teacher training seminars;
 - Organize encounters for young people, for example camps, summer schools, or fora during festivals, exhibitions, conferences, etc.;
 - Imagine ways of granting recognition to and rewarding outstanding achievements by schools and/or teachers (certificates, prizes, medals, trips, etc.).
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Changing the Climate of the School: a Colombian experience

When a Colombian ASPnet school decided to take a radical new approach to school discipline based on life skills, the Education Ministry, the media and the private sector in Colombia all took note of the results: better relationships and a dramatic drop in disciplinary problems.

The Institución Educativa Concejo Municipal de Itagüí, an active ASPnet school in Antioquia, Colombia, has decided to adopt the concept of "Disciplina con amor" or positive discipline.

The first three year phase targeted pupils aged 9 to 14 and their teachers, who were provided with guidelines*. Traditional models of authority based on punishment, blame and exclusion were questioned and at regular class meetings teachers and students discussed ethical and behavioural issues. Through this process, students learned essential life skills: how

to listen, solve problems and take responsibility for their own actions. They evaluated their own behaviour and graded it in their school bulletins. The school also held training sessions for parents so the benefits of the project were felt in the community.

Among the results noted were an 80 percent decline in reports of indiscipline and the resolution of a serious conflict between the director and fifth-grade students.

By 2007, the programme will have reached all 1400 students in the school, aged 9 to 17.

As a result of its ground-breaking work, the Institución Educativa Concejo Municipal de Itagüí has been recognized by the Colombian Ministry of Education, featured on national television and represented at regional level at the National Forum of Entrepreneurs for Education: Education Project Leaders for

the 21st Century, a private sector initiative to improve quality education in Colombia. Contact: corralesernesto@yahoo.es

**The experiment was based on the work of the psychologists Alfred Adler and Rudolf Dreikurs and the manual Positive Discipline in the Classroom by Jane Nelsen and Lynn Lott.*

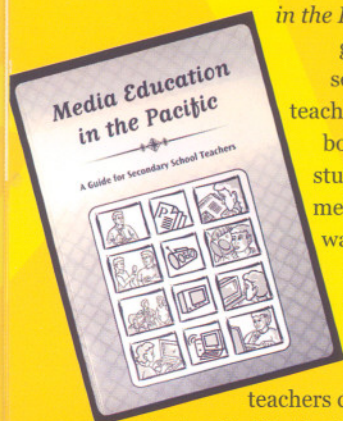
Teachers from the Pacific Region decode the Media

Who owns the media? What messages do the media send? How can we use and benefit from the media? These questions were addressed at a series of consultations on Media Education that took place across the Pacific region in 2001: in Auckland, New Zealand (March) Apia, Samoa (July) and Port Moresby, Papua New Guinea (September). The result of these deliberations has now appeared in print, itself one of the media discussed in the book, along with radio, TV and multimedia. Called *Media Education in the Pacific*, this new

guide by and for secondary school teachers aims to help both teachers and students to use the media in a positive way. Of particular interest are the worksheets and the overview that help

teachers choose activities best suited for their own classroom situation. The student activity pages can also be used for assessment. The publication credits some 75 contributors by name and represents a collaborative effort between the UNESCO Office for the Pacific States and ASPnet (which is present in all the independent Pacific countries). Content development was facilitated by Learning Media Limited and financial support was provided by UNESCO's International Programme for the Development of Communication (IPDC).

Media Education in the Pacific.
UNESCO Apia, Samoa, 2003
ISBN 0 478 27572.2
Contact: apia@unesco.org



Reports: an essential exercise

Preparing an Annual Report on Associated School activities in his/her country is one of the tasks expected of a National Coordinator. The reports are useful to the ASPnet International Coordination at UNESCO Headquarters, both for routine management purposes and for planning and promoting ASPnet interests with its partners.

To facilitate the task, the Coordinator's Kit includes a National Report Form to be filled in by the Coordinator, a School Report Form to be sent to schools and an application form for ASPnet membership for possible transmission to new schools.

• The Annual School Report

The National Coordinator sends a School Report Form to Associated Schools, with a reminder to return it at the end of the school year. Each Associated School then sends to the National Coordinator – and never to UNESCO Headquarters directly – the following:

- a completed annual School Report Form relating the school's ASPnet activities: projects, pedagogical innovations, exchanges, twinnings, visits;
- where applicable, materials produced: documents, publications, CD-ROMs, photos, etc.;
- a list of its activities and, where applicable, publications and photos or drawings (no more than five).

If the National Coordinator considers it necessary, he/she can ask schools for additional information. He/she keeps each school's archives for at least three years.

Failure to send in a report for two years running results in removal from ASPnet.

• The National Coordinator's Annual Report

Once a year the National Coordinator sends a "package" to UNESCO containing:

- an updated list of Associated Schools in his/her country, specifying the number of active and inactive schools and schools which have been removed from the network. This list is essential for updating the Associated Schools global database;
- the National Report form, filled in on the basis of School Reports;
- a national Associated Schools table, classifying schools according to type and activity;
- where applicable, two or three examples of publications, materials or other kinds of production illustrating good practices;
- no more than five photos for each report, with detailed captions on the back.

The Coordinator identifies outstanding schools. He/she also investigates schools that fail to send in their report and informs them that they risk removal after two years' silence.

If necessary, UNESCO can ask the National Coordinator for additional information.

V. National partners of Associated Schools

In each country the National Commission for UNESCO appoints the National Coordinator and does its best to help in his/her work. The ASPnet National Coordinator should be able to count on governmental support, particularly from the Ministry of Education and support from the principal of each Associated School.

All these partners can help Associated Schools to play their role to the full and improve the quality of education.

• National authorities, Ministries of Education and National Commissions for UNESCO can:

- recognize Associated Schools as agents for change within the framework of national programme reforms of contents and methods of education, and incorporate their innovations and good practices for quality education in national school systems;
- disseminate the results of projects in ministerial circulars, specialized educational publications, conferences and in the media;
- create an Associated Schools National Consultative Committee, comprising the National Coordinator and representatives of the National Commission for UNESCO, the Ministry of Education and representatives of the country's education sector;
- contribute to the quality of information in Associated Schools (subscription to newspapers, journals, periodicals) and of communication between schools (electricity, telephones, fax, computers, electronic messaging and Internet connection);
- organize training for National Coordinators, school principals and teachers;
- create special identity cards for teachers and students of Associated Schools granting free entry to museums, exhibitions and other places and events;
- promote international exchanges by providing financial assistance for travel.

• Principals of Associated Schools can:

- identify their school as an Associated School by displaying the UNESCO certificate and using the Associated Schools logo (on documents, notice boards, sports outfits, pins etc.);
- meet with teachers at the beginning of each school year to choose and plan an interdisciplinary project which the school, in its special capacity as Associated School, will carry out;
- organize an Open Day at the end of the year to show parents, the community, partners (institutions, associations and private sector) and the media the project results;
- disseminate UNESCO and United Nations documentation in school by displaying posters, creating a special "UNESCO Corner" in the library, etc.

Sources and resources

Information on ASPnet

- www.unesco.org/education/asp
- *ASPnet News Infos*, the ASPnet newsletter
- aspnet@unesco.org

ASPnet Digital Library

All ASPnet publications since 1970 are on the ASPnet Digital Library CD-ROM, available upon written request to: ASPnet Digital Library, Associated Schools Project, Education Sector, UNESCO, 7 place de Fontenoy, 75352 Paris 07 SP, France
email: aspnet@unesco.org

Information on UNESCO

For information on UNESCO programmes and publications and on the international Days and Years observed by UNESCO and the United Nations system, please consult the UNESCO website at www.unesco.org

Newsletters from UNESCO Sectors

Associated Schools without Internet access can request hard copies of these bulletins from the following addresses:

Education

Education today,
Education Sector,
UNESCO, 7 place de Fontenoy,
75352 Paris 07 SP, France
email: a.muller@unesco.org

Culture

Newsletter, online only, at
www.unesco.org/culture/newsletter
World Heritage Newsletter,
World Heritage Centre, Culture Sector,
UNESCO, 7 Place de de Fontenoy,
75352 Paris 07 SP, France
email: wh-info@unesco.org

Natural Sciences

A World of Science,
Natural Sciences Sector,
UNESCO, 1 rue Miollis,
75732 Paris Cedex 15, France
email: s.schneegans@unesco.org

Social and Human Sciences

SHS Newsletter,
Social and Human Sciences Sector,
UNESCO, 1 rue Miollis,
75732 Paris Cedex 15, France
email: c.bruno-capvert@unesco.org

Communication and Information

WebWorld News Digest,
Communication and Information Sector,
UNESCO, 1 rue Miollis,
75732 Paris Cedex 15, France
email: f.romer@unesco.org

News Infos, the ASPnet newsletter, is published in English, French, Spanish and Arabic and sent to all schools in the network



"The UNESCO
Associated Schools
Project Network (ASPnet)
is one of UNESCO's

UNESCO/NIAMH BURKE



strongest assets
for promoting
quality

education and putting
into practice the concept
of learning to live
together."

Koïchiro Matsuura, Director-General of UNESCO,
ASPnet 50th Anniversary Congress,
Auckland, New Zealand, 2003

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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Associated Schools

UNESCO
Associated
Schools

Strategy and Plan of Action 2004-2009

Quality education in practice



Introduction

Following fifty years of UNESCO Associated Schools (ASPnet) networking with a view to reinforcing the humanistic, ethical, cultural and international dimensions of education, it was deemed essential to conduct a Global Review evaluation which aimed to identify strengths and weaknesses of the Network and to make recommendations to enhance its effectiveness and to chart its future course. The Global Review concluded "that ASPnet is in a unique position to effect improvement in educational quality as defined by the areas such as peace, democracy, rights, sustainable development and the quality of life."

Hence, the participants of the ASPnet International Congress "Navigators for Peace" in support of Quality Education meeting in Auckland, New Zealand (3-8 August 2003) have developed the following Strategic Framework for the next six years. It is designed to chart a new course to enable ASPnet to play a more effective role in fostering quality education.

I • Mission Statement

ASPnet is a network of committed schools engaged in fostering and delivering quality education in pursuit of peace, liberty, justice and human development in order to meet the pressing educational needs of children and young people throughout the world.

ASPnet schools are 'navigators for peace' and agents for positive change. They:

- are instrumental to achieving Education for All as expressed in the six Dakar goals adopted by the World Education Forum, 2000;
- contribute to the achievement of the United Nations Millennium Development Goals and to the implementation of UNESCO's strategies and programmes in education, science, culture and communication;
- serve as laboratories of ideas on innovative approaches for quality education for all;
- translate the four pillars of education for the 21st century -- learning to know, learning to do, learning to be and learning to live together—into good practices of quality education.

The mission of the "Navigators for Peace", ASPnet principals, teachers and students who are privileged to be members of this global Network, can only be accomplished through assuming leadership roles within their schools, their societies, in their nations and in the international community in pursuit of the attainment of UNESCO ideals.

In order to enable ASPnet members to assume leadership roles for quality education, they require recognition, resources and support from:

- their local and national educational authorities;
- in alliances with a wide range of partners from both the public and private sectors;
- UNESCO Field Offices and Headquarters as well as with the United Nations and its Specialized Agencies.

Navigating for peace is a difficult and challenging journey. It necessitates courage, perseverance, life skills, creativity, and openness to others. The ASPnet "Navigators for Peace" have the courage, conviction and a clear vision as to where they are heading and what they are seeking to achieve.



II · Reorientation of ASPnet

Towards quality education for all: sharing a holistic vision

Goal of ASPnet

Inspired by the UNESCO Constitution, ASPnet aims to promote quality education for all in pursuit of justice, liberty, peace and human development.

Objectives of ASPnet

- To reinvigorate a global network of schools committed to over-all quality improvement in support of EFA
- To focus on and to promote quality education as a right of all learners emphasising the dimensions of quality that are inherent in UNESCO's mandate
- To reinforce, disseminate, and mainstream good practice
- To promote local expression as beacon of UNESCO ideals, especially learning to living together in peace and harmony
- To contribute to sustainable socio-economic/cultural development, with special attention to issues relevant to the 21st century.

ASPnet vision of quality education

In light of the Dakar Framework of Action for EFA, ASPnet adopts a broadened vision of quality education, which implies the following:

- Consideration of what the learner brings to the learning experience
- Safe and psycho-socially enabling learning environment
- Supportive policy and effective school-based management
- Relevant curricular content
- Committed and professionally competent teachers
- Active learning processes
- Participatory governance and school-based management
- Adequate facilities and resources
- Appropriate monitoring and evaluation of all aspects as well as outcomes.

III · Strategies

ASPnet has a historic place in UNESCO's work. As a promoter of innovation, however, it will reorient itself to chart a course more closely tied to the UNESCO priorities of EFA. To achieve this, it will:

Better focus its work through a common programmatic focus including:

- Continuing its work in support of peace, human rights, tolerance, mutual understanding and respect for diversity;
- Contributing to sustainable human development, with particular emphasis on the difficult issues facing the 21st century, such as HIV/AIDS, conflict resolution, and environmental degradation;
- Building on research and lessons learned that are shared widely;
- Emphasising new and innovative approaches to learning, particularly with regard to pedagogical approaches, interdisciplinarity, solidarity, and cooperative learning that knows no frontiers;

Implement its work through the following approaches:

- Plan and implement flagship projects, with a focus on main dimensions of quality education
- Act as a mechanism to pilot and experiment innovative approaches that enhance learning and improve educational quality
- Develop, adapt and pilot quality content materials in ASPnet schools and explore ways that they can be used more generally beyond the network.
- Engage in capacity development for National ASP Coordinators, principals and teachers;



- Strengthen cooperation and coordination with Field Offices, National Commission for UNESCO, and national authorities, and engaging/committing governments for support to ASP schools as testing ground of policy changes;
- Work through strategic partnerships

Promote learning throughout life and life skills as key component of a quality education

Use the four pillars of learning as fundamental principles for reshaping education:

- 1 Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning
- 2 Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society
- 3 Learning to be: to provide self-analytical and social skills to enable individuals to develop to their fullest potential but psycho-socially, affectively as well as physically, for a all-round 'complete person';
- 4 Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony

Facilitate mainstreaming of ASP successes through:

- Sharing and mainstreaming good practices to scale in the delivery of quality education for multiplying effects
- Facilitating results-based programming and working modalities that could take advantage of changing approaches to management and will allow for sufficient flexibility for ASPnet to cope with emerging issues and challenges
- Harnessing the great potential of ICT as subject, as resources, as level of educational change, and as instruments for networking.

Improve networking in ASPnet in the following ways:

- Decentralise and streamline management to make maximum use of available resources
- Recognise and nurture the volunteer spirit and idealism that characterizes ASPnet at the grassroots
- Involve families and local communities in reaching out as a catalyst for inclusive quality education for all
- Strengthen partnership and networking among ASPnet schools, with non-ASP schools, universities, teacher education and research institutions, non-governmental organizations and other civil society institutions.

Focus on quality assurance within the network

- Identify mechanisms at international level for ensuring quality performance of the network as a whole
- Develop ways to ensure that ASPnet schools are living up to the commitments they made
- Limit activities to those that are directly related to the priorities identified above and only take on new activities that can be managed under the given resource base
- Staff and resource the UNESCO secretariat appropriately.

Improve evaluation, monitoring and management of ASPnet project implementation at school, national, subregional, regional and international levels.



IV · Proposed Plan of Action 2004–2009

Quality education in practice

ASPnet at the International Level

Goal 1 Reorient and reinforce ASPnet international co-ordination at UNESCO Headquarters and ensure close co-ordination with UNESCO Field Offices.

Strategy a) Reorientation of ASPnet

- Reinforce ASPnet 4 themes of study, with emphasis on non-violent conflict resolution,
 - Reorient and reinforce ASPnet capacity to contribute to the goals of the Dakar Framework for Action "Education for All": particularly goal 3: providing life skills; and goal 6: Diffusing good practices on "quality education in practice" for policy making,
 - Redefine criteria and principles modus vivendi/memorandum of understanding for participation in ASPnet.
-

Strategy b) Restructure and reinforcement of ASPnet

- i Strengthen human and material resources of the ASPnet international co-ordination infrastructure, and enhance intersectoral co-operation and recognition within UNESCO;
 - ii Establish an "International Advisory Group on ASPnet and Quality Education in Practice" to monitor and advise on effective implementation of the ASPnet Strategy and Plan of Action 2004–2009.
 - iii Reinforce information and communication technologies (ICT) in support of ASPnet.
 - Maintain ASPnet international database,
 - Reinforce, frequent update and translate ASPnet international website,
 - Ensure electronic connections (including e-mail), to all ASPnet National Co-ordinators, ASPnet schools and to ASPnet focal points in UNESCO Field Offices;
 - Make available ASPnet Chat Forums for each category of ASPnet participants (co-ordinators, principals, teachers and students) and facilitate ASPnet video conferencing.
 - iv Increase visibility of ASPnet:
 - in the academic community and government policy making arena;
 - through media coverage, press, radio and television.
-

Goal 2 Pursue and develop ASPnet Flagship Projects and Campaigns

Strategy ASPnet Flagship Projects

Maintain and launch a new set of selected number of UN/UNESCO intersectoral/international ASPnet flagship projects:

- "World Heritage Education" (extend to include the intangible heritage)
 - "Breaking the Silence", Transatlantic Slave Trade (TST) Project and Indian Ocean Project
 - Methods of non-violent conflict resolution in schools,
 - "Feeding minds, fighting hunger", with FAO, Rome
 - Intercultural Dialogue,
 - ASPnet inter-agency Flagship project on teacher professional development (UNESCO, ILO, Education International)
-

Strategy ASPnet Campaigns

Launch new ASPnet international campaigns such as:

- "Water Messengers"
- Elimination of discrimination, intolerance, racism and xenophobia,
- Preventive education (HIV/AIDS, drug abuse),
- Education for Sustainable Development.



Goal 3 Produce/provide ASPnet schools with appropriate and useful UNESCO resource materials.

- Produce and distribute innovative educational resource material for international Flagship projects and initiatives in support of quality education in practice;
 - Provide support to UNESCO Fields Offices so they can also produce and distribute educational resources;
 - Produce, compile and distribute information material to facilitate ASPnet schools' contribution to United Nations international days, years and decades: e.g.:
 - International Decade for the Culture of Peace and Non-Violence for the Children of the World (2001-2010);
 - Human Rights Decade (1995-2003);
 - United Nations Decade for Indigenous People (1993-2003);
 - United Nations Literacy Decade (2003-2013);
 - United Nations Decade on Education for Sustainable Development (2005-2014).
-

Goal 4 Identify, distribute and exchange ASPnet "good quality education practices"; produce impact studies and research.

Goal 5 Provide training/capacity building for leadership for ASPnet National Co-ordinators, principals, teachers and students.

Strategy Provide training materials and training sessions (including distance education) for ASPnet National Co-ordinators with emphasis on:

- Quality education in practice,
- Monitoring and assessment,
- Fundraising
- Working with the media.

Strategy Produce and diffuse a training and professional development package for ASPnet principals and teachers to enhance their participation in the network

Strategy Strengthen links with Teacher Training Institutions, Universities, Educational Research Centers, UNESCO Chairs and other Academic Institutions to advise on ASPnet flagship projects, monitoring and assessment

Goal 6 Strengthen ASPnet's capacity to serve as laboratory for experimentation/validation of new UNESCO/UN education resource material

- Experiment UNESCO Desertification Kit
 - Experiment UNESCO Teacher's manual on Mountains
 - Experiment FAO "Feeding Minds, Fighting Hunger" Educational Resource Material.
 - Others
-

Goal 7 Develop Partnerships and Co-sponsorships

Increased co-operation with:

- United Nations and specialized agencies, World Bank, regional banks,
- Multilateral and bilateral agencies
- Foundations; NGOs
- UNESCO Chairs, Clubs, Centres, Associations;
- Private sector.



ASPnet at the Regional Level and UNESCO Field Offices



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- Goal 1** **The reorientation and the reinforcement of the ASPnet at the regional and national level will be supported by UNESCO Fields Offices and UNESCO Headquarters.**
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- Goal 2** **Launch and support ASPnet regional Flagship projects and campaigns such as:**
- Caribbean Sea Project
 - Baltic Sea Project
 - Zambezi River Project
 - Media education in the Pacific
 - Teacher and learning of human civilizations (Asia and the Pacific)
 - Euro-Arab "Learning to live together" Flagship Project.
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- Goal 3** **Produce and distribute innovative educational resource material for regional Flagship projects or initiatives to promote quality education in practice.**
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- Goal 4** **Identify and distribute annual reports with examples of Good Quality Education Practices of the ASPnet schools in the region.**
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- Goal 5** **Develop training/capacity building for ASPnet National Co-ordinators, principals and teachers in co-ordination with Headquarters including fundraising skills.**
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- Goal 6** **Develop partnerships and co-sponsorship at the regional level with other UN agencies and the private sector and assist ASPnet National Co-ordinators to find funding.**
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- Goal 7** **Mainstream the role of ASPnet schools in quality education in EFA regional strategies.**
-



ASPnet at the National Level

Responsible body: National Commission for UNESCO/Ministry of Education

Goal 1 Provide information and raise awareness of ministers of education and senior officials on the goals, objectives and activities of the ASPnet in order to obtain continuous support and to ensure:

Strategy

- recognition of ASPnet schools as supporting quality education in practice,
- alignment of ASPnet activities with government educational priorities where these concern quality education relating to the promotion of human rights, democracy, intercultural learning and sustainable development
- co-ordination and development of a strong national ASP network as a testing ground for quality education combining top-down with bottom-up approaches
- sustainability of the national ASP-networks in order to secure long term results and impact

Goal 2 Invite ASPnet schools to reconfirm through a memorandum of understanding in 2004 their participation in the Network as "Pilot Schools in Quality Education" in practice and reapply every 3 years: Criteria and principles for ASPnet schools to remain in the network, to serve as:

- Laboratory of good ideas;
- Clearing houses for good practices;
- Catalyst for quality education;
- Provider of "essential life skills";
- Promoters of education for: sustainable peace, human rights, conflict prevention and sustainable development.

Goal 3 Mainstream ASPnet innovations into national education systems.

Goal 4 Appoint and train a well-qualified full/part time ASPnet National Co-ordinator by the National Commission for UNESCO or Ministry of Education and provision of support wherever possible. (See attached: Job Description for ASPnet National Co-ordinators).

Goal 5 Appoint members to a national ASPnet Consultative Committee, to include, if possible, the ASPnet National Coordinator; representatives from: the National Commission for UNESCO; the Ministry of Education; the national university; the national teacher-training institution; a curriculum development expert and one or more active ASPnet principals/teachers.

Goal 6 Elaborate national ASPnet Strategy and Plan of Action, with clear goals, deadlines and measurable outcomes, and distribute it widely. The plan should be based on goals 3 and 6 of the Dakar Framework for Action.

Goal 7 Plan activities, commemorate events and actions to coincide with International Days, Years and Decades whenever appropriate.

Goal 8 Develop synergies and partnerships with municipalities, the local and regional (within the country) educational authorities, higher education institutions, cultural institutions, community associations, NGOs and the private sector.

Goal 9 Develop stronger links with UNESCO Chairs, UNESCO Clubs and NGOs.

Goal 10 Elaborate and implement a fund-raising strategy in support of ASPnet.

Goal 11 Involve national media to cover ASPnet action. Send summaries or copies of press coverage (clippings, audio or video recordings etc.) to UNESCO Field Offices and UNESCO Headquarters.

ASPnet at the School Level



Pilot Schools Strongly Committed to Quality Education in Practice

Responsible body: School Management Board.

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| Goal 1 | To be an ASPnet school is a matter of importance for everyone in the school. School principals are fully engaged and supportive of the projects and activities, teachers of all subject areas contribute and pupils and students are actively involved. All schools appoint an ASPnet school focal point and provide them with the conditions to carry out their work (office space, access to school computer, e-mail and internet, time off teaching duties for administration, reporting etc). |
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| Goal 2 | Upon confirmation of participation, ASPnet, schools should receive a clear description of the implications of being an ASPnet school, i.e. expectations on the type of support from the national authorities, UNESCO Field Offices and Headquarters. |
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| Goal 3 | Promote quality education by adopting a school policy inspired by UNESCO's ideals of peace, respect for people and environment, human rights, non-discrimination, and promotion of sustainable development. |
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| Goal 4 | Draw up an annual school plan for quality education with clear goals and priorities, deadlines and measurable outcomes considering both process and results. |
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| Goal 5 | Take measures to ensure training and capacity building of school staff for elaboration of school plans in support to quality education in practice. |
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| Goal 6 | Report annually on results achieved to the ASPnet National Co-ordinator, with supporting evidence. All schools will be acknowledged for their reports and receive constructive feedback from the ASPnet National Co-ordinator. Failure to submit more than one annual report could result eventually in withdrawal from the network. |
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| Goal 7 | Establish/reinforce participatory democratic approaches both within the classroom and at school management level, involving students, teachers, parents and the local community. |
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| Goal 8 | Make sure the school is clearly identified with the UNESCO and ASPnet logo, displayed: <ul style="list-style-type: none"> — on a sign in a prominent place — on the school website. |
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| Goal 9 | Develop synergies and partnerships with other local schools, municipalities, the local and regional (within the country) educational authorities, teacher training institutions, cultural institutions, community associations, NGOs and the private sector. |
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| Goal 10 | Observe International Days, Years and Decades declared by the United Nations. |
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| Goal 11 | Inform local and regional media of special actions and results. Send copies of press coverage (clippings, audio or video recordings etc.) to the National ASPnet Co-ordinator. |
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| Goal 12 | Engage actively in fund-raising activities to finance project activities, school visits and exchanges. |
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Proposed job description for ASPnet National Co-ordinators

Please note that the following elements describe an “ideal ASPnet co-ordinator”, towards which every country should strive, with respect and consideration for each country’s real capacity.

- 1 Receiving information from ASPnet schools on activities at the school level, provide them with constructive feedback and inform ASPnet schools of regional and international developments (through a national ASPnet communications network and database, where access to technology permits).
- 2 Information of ASPnet schools and the educational community on ASPnet developments and related activities.
- 3 Regular updating and renewal of ASPnet membership and eventual exclusion of inactive schools.
- 4 Appointment of regional and/or project co-ordinators, as well as “ASPnet focal points” at school level.
- 5 Organization of national ASPnet meetings with teacher-training components.
- 6 Cooperating with ASP schools on the development, monitoring and evaluation of their ASPnet project activities.
- 7 Initiating documentation on ASPnet “good practices” in support to quality education.
- 8 Organizing dissemination of major ASPnet achievements locally, nationally and internationally.
- 9 Sending UNESCO innovative resource material to schools for experimentation, testing and evaluation. Collation of evaluations at national level and transmission of results for analysis at regional and international levels.
- 10 Inform and invite the local and regional media to meaningful ASPnet school activities and report outcome of international competitions.
- 11 Exploring synergies, partnerships and relationships (with national educational authorities and institutes of higher education, national cultural institutions, national associations, NGOs, the private sector and the media to promote UNESCO values of peace and tolerance through education at national level by raising the profile of ASPnet schools.
- 12 Preparation of annual reports on action implemented by ASPnet schools in the country, and send them to UNESCO Field Offices and Headquarters with copies to all concerned (ASPnet schools, national authorities, etc.).
- 13 Facilitation of school twinning and exchanges through horizontal networking with other National Co-ordinators
- 14 Representing the national ASPnet work at national, regional and international level.
- 15 Ensuring the democratic and transparent selection of participants (according to the UNESCO criteria provided) of teachers and students chosen to represent the country at regional and international encounters.
- 16 Raising support from the nearest UNESCO Field Office.

UNESCO Associated Schools

Founded in 1953, UNESCO's Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is a global network of some 7900 educational institutions in 176 countries (ranging from pre-schools and primary to secondary schools and teacher training institutions), who work in support of quality education in practice.

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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Associated Schools

UNESCO
Associated
Schools

Berlin Blueprint

Measures to be taken for the
implementation of the
ASPnet Strategy and Plan of Action
2004-2009



International Consultation of Experts

A Quality Network for Quality Education in the 21st Century

15–19 June 2004, Berlin, Germany

Berlin Blueprint

Introduction

Some 25 ASPnet stakeholders from all regions of the world (see Annex 1) were invited by UNESCO and the German Commission for UNESCO to take part in an International Consultation in Berlin, 15 – 19 June 2004. The purpose of this consultation was to elaborate practical guidelines and draft a blueprint of measures to be taken to facilitate the implementation of the ASPnet Strategy and Plan of Action 2004-2009 in support of quality education for all. The Strategy and Plan of Action was agreed upon at the ASPnet 50th Anniversary International Congress on Quality Education for the 21st Century held in Auckland, New Zealand in August 2003 and elaborated in line with the ASPnet Global Review evaluation conducted in 2002-2003 by the University of Birmingham, United Kingdom.

The Auckland Congress, attended by some 200 decision-makers from some 90 countries, reiterated ASPnet's role in reinforcing the four pillars of learning as outlined by the International Commission on Education for the 21st Century (learning to be, learning to do, learning to know and learning to live together). Participants concurred with the evaluators' assessment that the four pillars were insufficiently known and even misunderstood by many teachers, but the Congress strongly supported the proposal to explain them further so that they serve as a useful framework for quality education.

The Berlin Consultation reconfirmed this position.

The Berlin Consultation focused on four main priority areas for immediate action to enhance ASPnet as a quality network for quality education:

- 1 ASPnet's role in support of Education For All (EFA) and Quality Education
- 2 More effective use of ICTs
- 3 Indicators, monitoring, reporting and assessment
- 4 Strengthening ASPnet at the school, national, sub-regional/regional and international levels.

1 ASPnet's role in support of Education for All (EFA) and Quality Education

Rationale

Together with ensuring access to education for the some 115 million children deprived of an education and the some 800 million adult illiterates, the provision of quality education to meet the needs and aspirations of the 21st Century is high on the agenda of ministers of education.

ASPnet should focus on supporting Education For All (EFA), in line with the Dakar Framework of Action, notably goal number 3 (life skills and competencies) and goal number 6 (quality education), particularly by committing to the following activities:

- improving the relevance of the curriculum, specific aspects of the learning process and the climate of the school;
- promoting participatory methods of learning including the effective use of ICTs;
- redefining the role of the teacher as an 'agent of change';
- encouraging the involvement of parents, the local community and non-ASPnet schools;
- establishing contacts with ASPnet schools in other countries;
- participating in UNESCO international flagship projects, campaigns and events;
- ensuring a clean, safe and aesthetic school environment, free of all forms of prejudice, discrimination and violence.

It was also agreed that although EFA is a UN Millennium Development Goal (MDG) and the number one priority of UNESCO, many teachers are still not familiar with the Dakar goals and ASPnet should raise awareness about them.

Practical steps

ASPnet schools need to rethink their participation in the network in order to transform their schools into quality schools along the lines indicated above. Forums for dialogue between students and teachers should be set up to discuss the vision of quality education and the role of quality schools for the 21st Century. ASPnet projects should continue to focus on the priority themes of study confirmed by the ASPnet Global Review (including MDGs, EFA, etc.) and reinforce the four main pillars of learning with particular emphasis on learning to live

together. ASPnet schools should adopt a cross-curricular approach to ASPnet projects, using such methods as team teaching. They should see teachers as the facilitators and the learners as the main actors in their own education with emphasis on information gathering, research, analysis, critical thinking, responsible decision making and citizenship from local to global levels. Projects should include a wide range of initiatives including those which link the school with the wider community. UNESCO should provide schools with indicators and instruments to monitor, report and assess the impact of ASPnet projects on students, teachers and the community.

2 Effective use of ICTs

Rationale

Information and Communication Technologies (ICTs) are instrumental in both keeping ASPnet on track and in improving the learning process in support of quality education for the 21st Century. Since ASPnet is a worldwide network involving 175 countries, encompassing a wide range of schools, including those in rural and isolated areas, there is a serious digital divide within the Network. The Global Review indicated that only about 57% of ASPnet schools have access to ICTs. UNESCO initiatives and Flagship Projects depend heavily on easy and rapid communication amongst members. However, schools without access to ICTs find themselves in a vulnerable position and their capacity to participate effectively is vastly diminished. As concerns the learning process, countries and the private sector have invested enormous resources to develop user-friendly interactive software for education. Recent examples in New Zealand include the "Living Memory" CD-ROM and "Creativity" which place emphasis on participatory learning and developing creative skills and talent. ICT connections provide access to vast sources of information and data. These provide a foundation for developing students' research and analytical capacities which in turn lead to critical thinking and sound decision making. National, regional and international networking call for: high performing and reliable communication channels; "clearing house" functions and diffusion of information via websites and portals; and distance learning/training of ASPnet National Co-ordinators, principals and teachers – all of which can be provided through ICTs.

Practical Steps

There is a need to draft, in collaboration with ICT experts, a major proposal to fully equip ASPnet schools with ICTs, provide adequate training for ASPnet National Coordinators, principals and teachers and engage the services of a webmaster. Such a request could be submitted for financing to both public donors (e.g. Japanese funds-in-trust) and the private sector (e.g. Siemens, IBM, Microsoft from which UNESCO Santiago Office has received support). Two versions of the proposal could be prepared: one calling for a new connection of all 7,600 ASPnet schools and 175 Coordinators and the other to connect some 3,000 schools and 20 ASPnet Coordinators who are still not online (in 2004). A special section on the importance and effective use of ICTs for learning and networking could be included in the new kit to be prepared for ASPnet members. Training of ASPnet National Coordinators is essential and a new voluntary online training course with accreditation could be envisaged (similar to the UN online security training).

3 Indicators, monitoring, reporting and assessment

Rationale

The recent Global Review evaluation of ASPnet emphasized the necessity of improved monitoring and assessment of ASPnet in the future. Partners, potential funders and the academic world increasingly want evidence-based practice, therefore accurate feedback and data are required. Both simple and short or longer-term impact assessments should reflect the living experience and impact of ASPnet's work in schools, including systematic research programmes on ASPnet in collaboration with universities and research institutions. The ASPnet Global Review pointed out that ASPnet is a unique source of international data.

Practical steps

- Schools should not only submit annual reports of their activities but also evaluate their achievements on a regular basis, in cooperation with their ASPnet National Co-ordinator.
- ASPnet could take a leading role in establishing a working group to develop guidelines on identifying appropriate alternative indicators for the more difficult areas of assessment, such as social-emotional development, values and attitudes, school non-violence, self-esteem, etc.
- ASPnet teachers and students should be involved from the outset in defining indicators and identifying base-lines and monitoring and evaluation, together with outside evaluators. ASPnet teachers have a crucial role to play as researchers, providing regular feedback, positive and negative, and should be recognised as such.
- Schools could engage in peer evaluation (school-to-school) in order to carry out observations of practice, interviews, etc. in the spirit of acting as "critical friends" to each other.
- Research should be conducted on the impact of ASPnet on students (e.g. a survey on former ASPnet students).



4 Strengthening ASPnet at the school, national, sub-regional/regional and international levels

Rationale

ASPnet has arrived at a crucial point in its history due to the large membership numbers and the significant planned expansion in the use of ICTs for the network. New measures will be taken to improve ASPnet worldwide as an effective network of committed schools carrying out quality work. Quality education implies improving teaching methods and educational content, facilitating professional development of teachers, opening the school to the community, encouraging international and intercultural school exchange and identifying and diffusing good practices on all levels.

The ASPnet Global Review offers recommendations that have considerable resource implications, hence the need to focus on practical, achievable objectives at all levels.

Practical steps

School level

- An ASPnet school coordinator should be appointed by the school authorities and a programming committee should be set up to elaborate and monitor a yearly ASPnet school programme, on the one hand, and to motivate and sustain participation of the entire school, on the other.
- ASPnet schools should contribute to the development of innovative teaching and learning methods through ASPnet activities and assist teachers in integrating the UNESCO themes in all subjects.
- ASPnet schools should cooperate with other schools and consolidate the involvement of the community in implementing ASPnet projects and activities.
- ASPnet schools must submit annual reports of their activities to the ASPnet National coordinator, and evaluate their achievements on a regular basis.

National level

- To enhance participation in ASPnet, all countries should produce a national ASPnet charter, in order to ensure that the entire school is involved in conducting pilot projects in support of quality education. The national ASPnet charter elaborated by France is an initiative to be encouraged in other countries.
- Motivate and empower teachers, ensure the impact of ASPnet at the policy level and maximise the use of limited resources. ASPnet national coordinators, school principals and teachers should undergo systematic training.
- Ensure the organisation of annual training workshops of ASPnet teachers to foster synergy amongst them, review the network's performance, plan for the future and provide due recognition and motivation for teachers.
- Strengthen partnerships with other institutions (e.g. universities, teacher training institutions, UN agencies) and with professional teachers' associations.
- Initiate and encourage twinning and cooperation between schools at national, sub-regional, regional and international levels.
- ASPnet schools should share experience and best practice with other ASPnet schools at the national, regional and international level.
- Keep national authorities informed on a regular basis of the achievements and developments of ASPnet in support of quality education, encourage them to mainstream ASPnet innovations in their education systems and to include them in national policy debates on innovations for quality education.
- Recognise achievements in ASPnet schools (not necessarily only the most outstanding schools or individuals); acknowledge their contribution by presenting a certificate.

Regional and International levels

- The UNESCO International ASPnet Coordination Unit should be strengthened with human resources (including the senior management post of ASPnet International Coordinator) and its role should remain the overall coordination, management, guidance and conception of ASPnet – while keeping close contact with regional focal points.
- A small international ASPnet focal group composed of major stakeholders for overall planning and monitoring should be established.
- A short-term master plan should be developed by this focal group for the immediate future, based on the proposals put forward during the Berlin Consultation
- More functions should be decentralised to the regional level after having secured focal points and budgets in the regions
- The regional level needs to focus on adaptation, monitoring and implementation of ASPnet activities, with efforts to allocate 25% to 50% of a designated staff member's time (in each regional or cluster office) to these tasks. Relevant financial resources should be allocated to these UNESCO Offices for ASPnet in support of quality education.
- Produce and diffuse a capacity building training kit for ASPnet national coordinators, principals and teachers.
- Fundraising: examine the relationships between potential funding agencies and UNESCO; identify common interests between UNESCO and potential partners and agree on clear guidelines and expectations for both parties.



United Nations
Educational, Scientific and
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des Nations Unies
pour l'éducation,
la science et la culture

Organización
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para la Educación,
la Ciencia y la Cultura



UNESCO Associated Schools

Ecoles associées de l'UNESCO

Escuelas Asociadas de la UNESCO

Proposal for a UNESCO Associated Schools Charter

Proposition de Charte des Ecoles associées de l'UNESCO

Propuesta de Carta de las Escuelas Asociadas de la UNESCO

Proposal for a UNESCO Associated Schools Charter

Principles

The UNESCO Associated Schools Network (ASPnet) was created in 1953 to promote the ideals of UNESCO as expressed in its Constitution and to further peace and international co-operation by promoting education, science and culture in schools.

Associated Schools aim to fulfil this mission through pedagogical innovation, the improvement of learning processes and international cooperation. They contribute especially to the implementation of the objectives of Education for All as defined in the Dakar Framework of Action and first and foremost to the objective of quality education.

ASPnet's work follows four main study themes:

1. World concerns and the role of the United Nations system;
2. Education for sustainable development;
3. Peace and human rights;
4. Intercultural learning.

In most countries, Associated Schools liaise with the Associated Schools National Coordinator. Where there is no Coordinator, the National Commission for UNESCO or the Ministry of Education is responsible for national coordination.

Joining ASPnet

Any school or college, whether public or private, urban or rural, for preschool, primary, secondary, technical or vocational education, or for teacher training, can apply to join ASPnet. The principal of the school or college fills in a standard application form for ASPnet membership, to which he/she adds a pluridisciplinary, internationally oriented educational project on one of the four ASPnet study themes. Applications should be sent to the National Commission for UNESCO, which will examine them and, in the case of approval, send them on to the ASPnet International Coordination at UNESCO Headquarters in Paris. The school then receives a participation certificate signed by the Director-General of UNESCO.

Membership is free of charge, valid for three years and renewable. The National Commission can cancel an Associated School's membership if it fails to respect the clauses of the present Charter. An Associated School can cancel its own membership at any time.

A moral contract

The present Charter constitutes a moral contract between the school and UNESCO, represented by its National Commission.

The UNESCO Associated School undertakes, to the best of its capacity, to:

- conduct innovative activities and devise new pedagogical approaches, methods and resources to promote peace and quality education for all;
- take part in UNESCO initiatives – flagship projects, campaigns, contests – and in activities to validate pedagogical materials and projects;
- strengthen national, regional and international cooperation between schools, in particular by participating in thematic partnerships and ensuring the sharing of experiences, abilities, resources and good practices;
- appoint a teacher and, better still, a team – possibly including representatives of students and parents – to coordinate the Associated School project and liaise with the National Commission for UNESCO and the National Coordinator;
- send an Annual Report on ASPnet activities to the Associated Schools National Coordinator;
- highlight ASPnet membership in school by displaying the ASPnet logo, posters and leaflets, etc.;
- ensure that its ASPnet membership is visible in the community by involving parents and other partners, both public and private, sensitizing the media and, where possible, building an Internet Website.

The [nationality] National Commission for UNESCO undertakes, to the best of its capacity, to:

- supply Associated Schools National Coordinators, principals and teachers in charge of Associated School projects with all useful information;
- provide Associated Schools with human, material, technical and financial support;
- facilitate regular in-service training for ASPnet Coordinators and teachers;
- help organize local and national meetings – if possible once a year – between Associated Schools;
- involve ASPnet members in National Commission study groups on education and in the groundwork for national policies; organize meetings between Associated Schools and experts and researchers in education;
- ensure that concerned ministries (Education, Sport, Science, Environment, Human Rights, Culture, etc.), UNESCO and all other educational bodies appreciate the value of Associated School activities;
- increase the visibility of Associated Schools at all levels, particularly in the media (publications, newsletters, communications, Internet sites, etc.).

■ On behalf of UNESCO, the
[nationality] National Commission for UNESCO
undertakes to respect the clauses of the present
Charter.

..... (town), (date)

Name
Title
Signature

■ On behalf of my school/college,
I undertake to respect the clauses of the
present Charter.

..... (town), (date)

Name
Title
Signature

Proposition de Charte des Ecoles associées de l'UNESCO

Principes

Le Réseau des Ecoles associées de l'UNESCO (réSEAU) a été créé en 1953 pour promouvoir dans les établissements scolaires les idéaux de l'UNESCO, exprimés dans son Acte constitutif, d'œuvrer pour la paix et la coopération internationale par la promotion de l'éducation, de la science et de la culture.

Les Ecoles associées visent à remplir cette mission par l'innovation pédagogique, l'amélioration des processus d'apprentissage et la coopération internationale. Elles contribuent en particulier à mettre en œuvre les objectifs de l'Education pour tous, définie par le Cadre d'action de Dakar, notamment celui de la qualité de l'éducation.

Le réSEAU travaille autour de quatre grands thèmes d'étude :

1. les problèmes mondiaux et le rôle du système des Nations Unies ;
2. l'éducation au développement durable ;
3. la paix et les droits de l'homme ;
4. l'apprentissage interculturel.

Dans la plupart des pays, les établissements scolaires du réSEAU ont pour interlocuteur un Coordinateur national des Ecoles associées. A défaut, la Commission nationale pour l'UNESCO ou le Ministère de l'Education assume cette tâche de coordination nationale.

Adhésion

Tout établissement, public ou privé, urbain ou rural, d'enseignement préscolaire, primaire ou secondaire, technique et professionnel ou de formation des enseignants, peut demander à participer au réSEAU. La demande est effectuée par le chef d'établissement sur un formulaire type et est assortie d'un projet éducatif pluridisciplinaire, à visée internationale, relevant de l'un des quatre thèmes de travail du réSEAU. Dans chaque pays, les demandes d'adhésion sont à adresser aux Commissions nationales pour l'UNESCO qui les examinent et, en cas de validation, les transmettent à la Coordination internationale du réSEAU au siège de l'UNESCO à Paris. L'établissement reçoit ensuite un certificat de participation signé par le Directeur général de l'UNESCO.

L'adhésion est gratuite. Elle est valable trois ans et peut être renouvelée. La Commission nationale peut y mettre un terme si l'établissement ne respecte pas les clauses de la présente Charte. De son côté, l'établissement peut à tout moment résilier son adhésion.

Engagement

La présente Charte est un contrat moral entre l'établissement scolaire et l'UNESCO, représentée par sa Commission nationale.

L'Ecole associée de l'UNESCO, dans la mesure de ses capacités, s'engage à :

■ mener des activités innovantes et mettre au point de nouvelles approches, méthodes et ressources pédagogiques pour promouvoir la paix et la qualité de l'Education pour tous ;

■ prendre part aux initiatives de l'UNESCO – projets phares, campagnes, concours – et aux opérations de validation de matériels et projets pédagogiques ;

■ renforcer la coopération entre les écoles au niveau national, régional et international, en participant notamment aux partenariats thématiques, et assurer le partage d'expériences, de compétences, de ressources et de bonnes pratiques,

■ désigner un enseignant et, si possible, une équipe – pouvant éventuellement compter des représentants d'élèves et de parents – chargé(e) de coordonner le projet Ecole associée, qui sera l'interlocuteur de la Commission nationale pour l'UNESCO et du Coordinateur national ;

■ envoyer au Coordinateur national des Ecoles associées un Rapport annuel sur ses activités ;

■ mettre en évidence dans ses locaux son adhésion au réSEAU : affichage du logo, affiches, prospectus, réunions, expositions, etc.,

■ assurer la visibilité de son adhésion au réSEAU dans la communauté par l'implication des parents et d'autres partenaires, privés et publics, par la sensibilisation des médias et, éventuellement, par la création d'un site Internet.

La Commission nationale (nom du pays) pour l'UNESCO, dans la mesure de ses capacités, s'engage à :

■ fournir toute information utile au Coordinateur national, aux chefs d'établissement et aux enseignants responsables des projets des Ecoles associées ;

■ offrir aux Ecoles associées un soutien humain, matériel, technique et financier ;

■ faciliter la formation continue des coordinateurs et des enseignants membres du réSEAU ;

■ contribuer à l'organisation de rencontres, si possible annuelles, entre les Ecoles associées, aux niveaux local et national ;

■ associer les membres du réSEAU aux groupes de réflexion de la Commission nationale sur l'éducation ainsi qu'aux travaux contribuant à l'élaboration des politiques nationales d'éducation ;

■ organiser des rencontres entre les Ecoles associées et des experts et chercheurs spécialisés en éducation ;

■ valoriser les actions des Ecoles associées auprès des ministères concernés (Education, Sport, Sciences, Environnement, Droits de l'homme, Culture, etc.), de l'UNESCO et de tout autre organisme compétent dans le domaine de l'éducation,

■ accroître la visibilité des Ecoles associées à tous les niveaux, en particulier dans les supports de communication (publications, bulletins, communiqués, site Internet...).

■ Au nom de l'UNESCO, la Commission nationale (pays) pour l'UNESCO s'engage à respecter les clauses de la présente Charte.

Fait à (ville), le (date)
Nom
Titre
Signature

■ Au nom de mon établissement, je m'engage à respecter les clauses de la présente Charte.

Fait à (ville), le (date)
Nom
Titre
Signature

Annual Report Form for ASPnet Schools

This form must be completed by the School's designated contact person for ASPnet. The School's project results should be attached, together with the best photos illustrating the year's activities, and the form and attachments returned before the end of the school year to the ASPnet National Coordinator or National Commission for UNESCO – and under no circumstances to UNESCO Headquarters directly.



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UNESCO Associated Schools

Report for school year : –

Country :

1. Details of ASPnet contact person in your school

☐ Mr ☐ Ms

2. Details of school/college

Name
Type ☐ Preschool ☐ Primary
☐ Primary and secondary ☐ Secondary
☐ Teacher training ☐ Technical/vocational education
☐ Other (please specify)

Complete address N°:..... Street:
Postal code: Town: Province:
Telephone: Fax:
Email (where applicable):
Website (where applicable):.....

Student participation in ASPnet activities:
Age group: from to Number of girls: / Number of boys: (approx.)

3. Activities carried out

Which ASPnet study theme did you choose for your activities this year?
☐ World concerns and the role of the United Nations system (please specify:)
☐ Education for sustainable development
☐ Peace and human rights
☐ Intercultural learning

Title(s) of ASPnet flagship project(s) in which your school participates:

4. Results

Brief description of results obtained:

Type of results attached to this report

☐ Written documents/publications (2 maximum) ☐ CD-ROM ☐ Photos (with details on the back) (2 maximum)

☐ Works of art (2 maximum) ☐ Drawings (2 maximum) ☐ Exhibitions

☐ Other (please specify):

In which field(s) did you work during project execution?

☐ Pedagogical innovations and experimentation with innovative materials (please specify):

☐ Study visits linked to a chosen theme:

☐ Exchanges/twinning partnerships with a school/college in another country. Specify the country and whether the school/college is part of ASPnet:

☐ Celebration of International Days, Years or Decades observed by UNESCO and the United Nations. Describe the events that you organized and on what occasion.

Activity implementation: ☐ During lessons ☐ During extracurricular activities ☐ As a UNESCO Club activity in your school

Describe how you have been able to incorporate into your school programme activities towards the global objective of quality education.

To help us assemble the best practices of Associated Schools in terms of quality education, please describe your project(s) of the past year and its/their impact:

Are you satisfied with the results obtained? ☐ very satisfied ☐ moderately satisfied ☐ not at all satisfied

5. Obstacles/Support

Did you encounter difficulties?
If so, how did you overcome them?

☐ Yes ☐ No

Did you obtain support of any kind?
If so, from whom and in what form?

☐ Yes ☐ No

Have you created local partnerships (other schools, local authorities, private sector, etc.)?
Did you organize fundraising to finance your project(s) this year?

☐ Yes ☐ No

☐ Yes ☐ No

6. Impact

Describe briefly the impact of your project(s) on:

Students: have you noticed changes of attitude among your students (e.g., more tolerance, respect, etc.)?
— If so, of what kind?

☐ Yes ☐ No

— What kind of capacities have they developed (e.g., researching, teamwork, communication skills)?

ASPnet teachers and contact person: Which aspects of project execution held special interest for you? Were you able to involve your colleagues and/or the school's non-teaching staff or were you able to share your experiences with them?

Parents and when applicable the community (describe briefly the involvement of your community in your ASPnet activities):

The Ministry of Education or other government authorities in your country:

4. Results

Brief description of results obtained:

Type of results attached to this report

- ☐ Written documents/publications (2 maximum)
- ☐ CD-ROM
- ☐ Photos (with details on the back) (2 maximum)
- ☐ Works of art (2 maximum)
- ☐ Drawings (2 maximum)
- ☐ Exhibitions
- ☐ Other (please specify):

In which field(s) did you work during project execution?

- ☐ Pedagogical innovations and experimentation with innovative materials (please specify):

- ☐ Study visits linked to a chosen theme:

- ☐ Exchanges/twinning partnerships with a school/college in another country. Specify the country and whether the school/college is part of ASPnet:

- ☐ Celebration of International Days, Years or Decades observed by UNESCO and the United Nations. Describe the events that you organized and on what occasion.

Activity implementation: ☐ During lessons ☐ During extracurricular activities ☐ As a UNESCO Club activity in your school

Describe how you have been able to incorporate into your school programme activities towards the global objective of quality education.

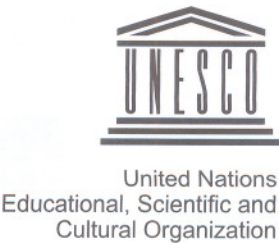
To help us assemble the best practices of Associated Schools in terms of quality education, please describe your project(s) of the past year and its/their impact:

Are you satisfied with the results obtained? ☐ very satisfied ☐ moderately satisfied ☐ not at all satisfied

Associated Schools Project Network (ASPnet)

Application Form

For completion by the school/college principal
(Block capitals only, please)
Please send to the ASPnet National coordinator in your country



UNESCO Associated Schools

Name of school/college

Address N°..... Street:

Postal code: Town:

Province: Country:

Telephone International code: Local number:

Fax International code: Local number:

E-mail:

Website (if applicable)

Type of school/college (please tick) ☐ Preschool ☐ Primary ☐ Primary and secondary ☐ Secondary ☐ Teacher training ☐ Technical/vocational education ☐ Other (please specify)

Principal: ☐ Mr ☐ Ms Surname: First name:

Person acting as contact person for ASPnet in your school/college: ☐ Mr ☐ Ms Surname: First name:

Number of students enrolled in your school/college: Age: from to Number of teachers:

Preferred language for UNESCO documentation: ☐ English ☐ French ☐ Spanish ☐ Arabic

Please note that due to limited funds, some documents are available in English and/or French only.

When you become a UNESCO Associated School, you undertake to organize activities in your school/college and to deliver an annual report to the ASPnet National Coordinator in your country. The ASPnet themes are listed below. Please tick the theme(s) that you wish to work on this year with your students.

☐ World concerns and the role of the United Nations system (please specify:)
☐ Education for sustainable development
☐ Peace and human rights
☐ Intercultural learning

In my capacity as principal, I undertake to ensure that the contact person for ASPnet in my school/college sends the completed annual school report form to the ASPnet National Coordinator in my country before the end of each school year. Failure to do so for two consecutive years will entail cancellation of my school's/college's ASPnet membership.

Signature of principal Date :

UNESCO Associated Schools (ASPnet)

Annual Report Form
for ASPnet National Coordinators

The ASPnet National Coordinator should return this report form by email, fax or mail, attaching activity reports, a small selection of the most outstanding results obtained in ASPnet schools, and the five best photos illustrating these.

Please write clearly and return it before the end of each school year to ASPnet, Education Sector, UNESCO, 7 Place de Fontenoy, F-75352 Paris 07 SP, France. E-mail: aspnet@unesco.org. Fax: +33 1 45 68 56 39



United Nations
Educational, Scientific and
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UNESCO Associated Schools

Report for school year: -

Country:

1. Details on the ASPnet National Coordinator

☐ Mr ☐ Ms Last name: First name:
Address
E-mail :
Fax : Telephone :

ASPnet National coordinator since (year):

2. Information on ASPnet schools in your country

Number of Associated Schools in your country:
Please attach the list of Associated Schools to this form and send it by email to aspnet@unesco.org
Judging by the Annual Reports that you have received on Associated School activities, how many schools do you consider to have been active these past two years (% approx.)?
On which themes have schools mainly worked, and in what proportions?
(e.g., 50% of Associated Schools who sent in reports have worked on peace and human rights)

<input type="checkbox"/> World concerns and the role of the United Nations system %
<input type="checkbox"/> Education for sustainable development %
<input type="checkbox"/> Peace and human rights %
<input type="checkbox"/> Intercultural learning %

3. Results

In which field(s) have schools worked in carrying out projects?
☐ Pedagogical innovations and experimentation with innovative materials (please specify):

☐ Study visits linked to chosen theme(s):

☐ Exchanges/twinning partnerships with other schools/colleges (joint activities with schools/colleges in other countries. Specify the countries and whether the schools/colleges are part of ASPnet):

☐ Celebration of International Day(s), Year(s) or Decade(s) observed by UNESCO and the United Nations? If so, specify the occasion and describe the event that was organized.

So that we may gather the **best practices** of Associated Schools in terms of quality education, please list the most interesting results (in terms of quality and quantity) obtained by Associated Schools (please name schools) in your country this year: (N.B. Please send only outstanding school results and keep the others.)

What kind of measures do you propose to ensure training and capacity-building for teaching staff with a view to improved school programmes or a better contribution in practice to quality education?

4. Flagship projects

Do the Associated Schools in your country take part in one or more of the ASPnet flagship projects?
If so, which one(s)?

☐ Yes ☐ No

To what extent have you been able to support school projects this year (financial support, technical assistance, project development, implementation, evaluation)?

5. ASPnet national and international meetings

Have you been able to organize a national meeting of all UNESCO Associated Schools in your country during the past school year?
If so, please specify:

☐ Yes ☐ No

Theme:

Number of participants: Date(s) and place(s):

If not, explain why the meeting did not take place:

Were you or ASPnet teachers or students in your country, invited to an international meeting within the framework of ASPnet or UNESCO (please specify participants, theme, date, place)?

☐ Yes ☐ No

6. Obstacles/Support

What kind of difficulties did you encounter this year?

How did you overcome them?

Did you obtain support?
If so, from whom and in what form?

☐ Yes ☐ No

Have you created local or national partnerships (local authorities, private sector, etc.)
to answer your needs and achieve your objectives?

☐ Yes ☐ No

7. Impact

In the perspective of promoting quality education in your country, give a brief description of the impact of school projects on:

• Students:

• Teachers:

• Parents and the local community:

• The Ministry of Education or other government authorities in your country:

8. Communication and Visibility

Please indicate the means of communication used in your ASPnet national network:

☐ National ASPnet Newsletter ☐ Internet site ☐ Intranet site (specify)

Preferred means of communication with ASPnet teachers:

☐ E-mail ☐ Post ☐ Telephone ☐ Visits to schools

Do you think that ASPnet is sufficiently visible in your country?
If not, what would you suggest to improve this visibility?

☐ Yes ☐ No

Have you had the opportunity to inform and raise awareness in local and government authorities about the contributions/results obtained by Associated Schools in furthering quality education?
If so, how?

☐ Yes ☐ No

How have ASPnet activities been covered in local media and in what form (article, radio/TV programme, or other)?

9. Past and Future Objectives

List the principal objectives that you have achieved during the past school year:

List the principal objectives that you have given yourself for the coming school year:

What steps will you take to reactivate schools that have not sent you their Annual Report?
(Schools that have been inactive for two consecutive years could be removed from ASPnet.)

10. Other comments and/or suggestions

Name and signature
of ASPnet
National Coordinator : Date :