



KEY WORDS
FOR PARTICIPATING
IN THE UNESCO
ASSOCIATED
SCHOOLS PROJECT
NETWORK





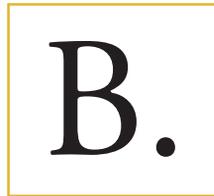
TABLE OF CONTENTS



Welcome 4

What is ASPnet? 6

- A.1 Background
- A.2 Goals
- A.3 Types of institutions



What does ASPnet have to offer? 8

- B.1 Added value for schools
- B.2 Added value for teachers and students
- B.3 Themes of study and pilot projects
- B.4 Examples of ASPnet Flagship Projects and International Campaigns
- B.5 Networking



How does ASPnet function?14

- C.1 At the school level
- C.2 At the national level
- C.3 At the regional level
- C.4 At the international level



WELCOME!

ASPnet: Striving for Quality Education for the Twenty-first Century

As we enter the third millennium, it is time to reflect on where we stand in education today and how it can be improved in order to ensure a better future for all.

It is obvious that education has a paramount role to play to help children and young people promote the ideals of UNESCO and to confront the many new challenges caused by rapid change, the electronic era, globalisation and the widening gap of inequality. Urgent action is required to ensure quality education!

Consequently, the UNESCO International Commission on Education for the Twenty-first Century advocated strengthening the four main pillars of learning:

- **learning to know;**
- **learning to do;**
- **learning to be; and**
- **learning to live together**

By taking part in the Associated Schools Project Network (ASPnet) and conducting pilot projects,

schools have the opportunity to make significant contributions to improve the quality of education by reinforcing these pillars.

Learning to know: There is often a gap between what is happening in the classroom and what is going on in the world. Today's young people will quickly become tomorrow's decision-makers. Many ASPnet activities enable young people to become more aware of vital world issues and their solutions ranging from conflicts, xenophobia, poverty, drug abuse, environmental deterioration or human rights abuses.

In a world that has become complex and interdependent, ASPnet activities strive to



provide holistic learning and meaningful knowledge.

Learning to do: The future will continue to call for even more mobility, flexibility and new skills to respond to employment needs and social change. Rather than being the mere recipients of knowledge, students will increasingly become the main actors in the learning process. ASPnet activities are student-oriented with emphasis on involving students in seeking, collecting and analyzing information and drawing conclusions. Problem-solving techniques, non-violent resolution of conflicts, creativity and communication skills are an integral part of ASPnet activities.

Learning to be: As mentioned, knowledge alone does not suffice. It has to be put to good use to achieve freedom, equity, solidarity, tolerance, non-violence, respect for nature and shared responsibility. ASPnet reinforces the humanistic and ethical dimensions of education and helps forge students' critical thinking, attitudes and commitment to peace and prepare them for responsible global citizenship.

Learning to live together: In spite of acquiring so much knowledge and know-how, we have still not learned the essential: how to live together! One of the greatest challenges before us is that of learning to live together in peace and dignity. Over the years, Associated Schools have contributed to reinforcing this essential goal through confirming a sense of identity, self-worth and self-confidence combined with respect for other cultures.

This information booklet on ASPnet has been prepared to provide practical guidelines to enhance active participation in



the Network so that it can achieve its objective of ensuring quality education for all. An important asset of ASPnet is its capacity to involve school principals, teachers and students in all parts of the world, including those with access to sophisticated resources as well as those with little or no infrastructure, in learning to live together in peace and harmony.

Many highly successful innovations have been achieved due to the dedication, competence and vision of school teachers, principals and ASPnet National Coordinators. During the 1990's the Network doubled in size indicating the interest and support it has achieved in UNESCO Member States. As we know, quality education depends both on the quality of teachers and on the results. ASPnet has much to offer in both respects.

A.

WHAT IS ASPnet?

A.1 BACKGROUND

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is an intergovernmental organization and one of the Specialized Agencies of the United Nations system. The Constitution of UNESCO was signed on 16 November 1945 and ratified by 20 Member States on 4 November 1946.

This purpose of the Organization, according to its Constitution, is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion.

One of the basic aims of the Organization has always been the promotion of peace and international co-operation through education. After its foundation in 1946, educators working with UNESCO produced an impressive number of new ideas and sug-

gestions concerning education for international understanding.

In order to translate these ideas into concrete action UNESCO launched the Associated Schools Project Network (ASPnet) in 1953. As of 2000, it includes over 7,000 educational institutions in 171 countries. Associated Schools are committed to promoting UNESCO's ideals by conducting pilot projects to better prepare children and young people to meet the challenges of an increasingly complex and interdependent world. ASPnet teachers and students have opportunities to work together to develop innovative educational approaches, methods and materials from local to global levels.

A.2 GOALS

As ASPnet conducts its activities at different levels, its objectives can be summarized as follows:

- **At the national level:** National Commissions for UNESCO and Ministries of Education are invited to establish a network of schools interested in carrying

out activities and pilot projects to improve quality education, particularly its ethical, cultural and international dimensions, by developing effective teaching approaches, methods and materials. This network is designed to have a multiplier effect through the diffusion of results obtained so that other schools in the country can learn about the work undertaken and carry out similar activities. There are numerous cases where ASPnet contributes to educational reform and renewal.

- **At the regional level:** With regard to education, although there are differences within regions, there are nonetheless a large number of common denominators: culture, language, religion, etc. As a result, each region of the world is urged to set up an Action Plan including "Flagship Projects", initiatives and events (regional seminars and workshops for National Co-ordinators, teachers, etc.). Exchanges between teachers and students belonging to the same region are also encouraged.

- **At the international level:** Efforts are made to facilitate an exchange of information on ASPnet, the implementation of international pilot projects, special events, campaigns, and contests and to encourage contacts and develop solidarity among the participating institutions.

A.3 TYPES OF INSTITUTIONS

Associated Schools are not "privileged" schools. They should be an integral part of their education system. They are not "UNESCO schools", they are run in accordance with their own system of education. They are institutions selected by their

authorities to take part in UNESCO's Associated Schools Project and hence become "pilot schools". ASPnet represents an extraordinary variety of schools. Although the majority of the institutions are state schools, there are also private and experimental schools.

The institutions participating in ASPnet represent pre-school, primary, secondary, technical and vocational, and teacher-training levels. These schools are located in all the regions of the world - Africa, Asia and the Pacific, the Arab States, Europe and North America, Latin America and the Caribbean and in countries with different cultural, economic and social systems and at various stages of development. They are also located in rural and urban areas.

The most important aspect, however, is not the number of institutions involved in the Project, but the quality of their work, because of their pilot projects which aim to inspire other institutions to carry out similar projects.





B.

WHAT DOES ASPnet HAVE TO OFFER?

B.1 ADDED VALUE FOR SCHOOLS

The main reward for schools is the satisfaction of taking part in a global network to improve education by:

- strengthening the four pillars of learning for the 21st century;
- serving as "laboratories for innovation" particularly for developing content, methods and materials;
- improving co-operation between the school and the community and among schools at national and international levels;
- receiving recognition from UNESCO and having direct links with the Organization and the United Nations System.

B.2 ADDED VALUE FOR TEACH- ERS AND STUDENTS

The main reward for teachers and students is the satisfaction of taking part in a global network to improve education by:

- participating in pilot projects that promote UNESCO's ideals and renew the learning process;
- supporting sustainable professional development for teachers and the acquisition of new skills for students (in fields of creativity, problem solving, communication, information technology, etc);
- taking part in joint projects on topics of vital importance and exchanges with other teachers and students within the country and abroad.

B.3 THEMES OF STUDY AND PILOT PROJECTS

ASPnet schools are encouraged to conduct pilot projects on the four main themes of study which cover a wide range of interrelated sub-themes.



In approaching these themes, the point of departure should be relevant to the students' own environment, concerns and aspirations. The themes presented below provide a basis which can be extended to other topics.

1. World concerns and the role of the United Nations System: Select an issue of world concern such as poverty, hunger, disease, unemployment, pollution, illiteracy, cultural identity, women's issues, population, etc., and examine various facets of the problem locally, nationally and internationally. As the students search for possible solutions, they will come to understand in a more concrete way, the present and future role of the United Nations and its Specialized Agencies. The celebration of International and United Nations Years and Days can also help students to situate these issues in the context of their own lives, now and in the future.

2. Human rights, democracy and tolerance: Schools often choose as points of departure the Univer-

sal Declaration of Human Rights, the Convention on the Rights of the Child, the Decade on Education for Human Rights (1995-2004) etc. Discussions should be held within the context of students' own experiences, expanding to encompass the rights of others, and sensitizing them to their own rights but also to their duties and responsibilities. Today, many activities relating to human rights aim at eliminating all manifestations of intolerance, racism, prejudice and at strengthening education for democracy, mutual respect, civic responsibility, tolerance and the non-violent resolution of conflicts.

3. Intercultural learning: As societies become increasingly multicultural and multiethnic, the study of other countries and cultures can be undertaken at the local and national levels. Contact can be made with parents or students of other origins, indigenous peoples, immigrant groups and with other nations' embassies and cultural centres. They can be invited to contribute to exhibitions or provide speakers to address students about the country and its role in the United Nations family, so as to promote a better understanding and appreciation of other customs, traditions and values. Although international understanding begins at home, in school and in the community, many international contacts can be facilitated and made possible through ASPnet.

4. Environmental concern: This theme allows students to link international issues affecting the global environment to individual, local or national realities. Within this framework, they can be encouraged to confront problems of local concern which may lead them to develop strategies for



the same or similar problems at both national and international levels. Related themes include studies on pollution, energy, forest conservation, marine and atmospheric research, soil erosion and conservation of natural resources, desertification, the "greenhouse effect", sustainable development, recycling, "Agenda 21", etc. and, ultimately, on how science contributes to the future of humanity. Subsequent to discussion in the classroom, community-oriented projects can be conducted to address immediate local needs.

B.4 **EXAMPLES OF ASPNET FLAGSHIP PROJECTS AND INTERNATIONAL CAMPAIGNS**

World Heritage Education Project

Description: UNESCO's Young People's World Heritage Education Project was launched in 1994 to raise awareness among students and teachers around the globe about World Heritage conservation. The project is co-ordinated by the UNESCO World Heritage Centre and the Associated Schools Project Network (ASPnet) Co-ordination Unit

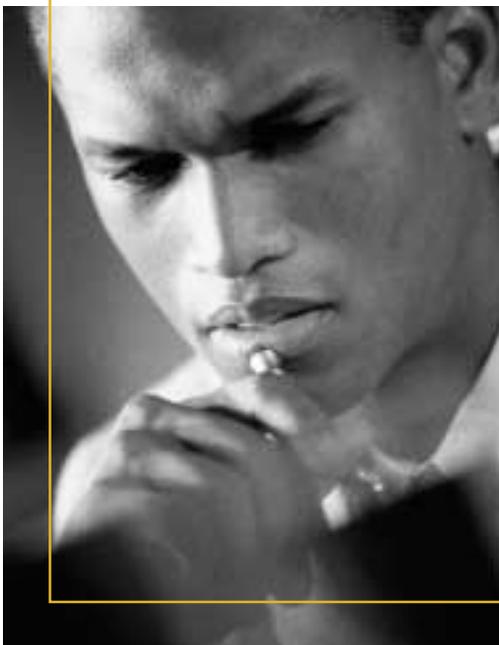
and funded by the Norwegian Agency for Development Co-operation (NORAD) with previous support from the Rhône-Poulenc Foundation, France.

Objective: Through the integration of World Heritage education into secondary school curricula, the project aims to involve young people in World Heritage conservation and to create a new synergy among teachers, curriculum developers, heritage experts and other relevant people from local to global levels. It is based on the belief that only by instilling in tomorrow's decision-makers a deep sense of responsibility towards our common heritage can the planet's rich cultural and natural diversity endure.

Transatlantic Slave Trade Education Project

Description: The ASPnet Transatlantic Slave Trade Project was launched in 1998 to break the silence surrounding the Transatlantic Slave Trade and to enable young people to fully comprehend the past, understand the present and prepare a better future together in a world free of all types of stereotypes, enslavement, injustice, discrimination and prejudice. The project is funded by the Norwegian Agency for Development Co-operation (NORAD).

Objective: As an integral part of the UNESCO Slave Route Project, the project aims to improve the teaching of history by telling the whole story of the Transatlantic Slave Trade (TST). The project emphasizes the significance of the TST, the suffering it caused and its social, cultural and economic impact on the Atlantic world. It is the first international endeavour to mobilize schools in Africa, the



Americas/Caribbean and Europe to develop new educational approaches while promoting intercultural dialogue between young people.

Baltic Sea Project (BSP)

Description: This project was launched in 1989 within the framework of ASPnet to mobilize schools in all nine countries bordering the Baltic Sea in a common endeavour to help tackle the vital environmental issues facing this region and its inhabitants.

Objective: The project seeks to raise awareness of students on the environmental problems of the region and to help them to understand the scientific, social and cultural aspects of the interdependence of people and nature. It aims to facilitate a systematic exchange of information on educational methods developed, experience acquired and results achieved for the benefit of all educators, teachers, and students in the Baltic Sea countries through the publication of a Baltic Sea Newsletter and resource materials for teachers.

Sister projects of BSP: Caribbean Sea Project, Blue Danube River Project, Western Mediterranean Sea Project and Zambezi River Basin Project.

Time Project

Description: "This is our Time" is an annual, global communications project for secondary schools worldwide. The one-day, 24-hour event offers schools a unique opportunity to learn about and from each other. Time participants use all available means of information communication technology (ICT), from fax to e-mail and from video-conferencing to chatrooms on the Internet. They share and

exchange information, debate and confront one another with contemporary issues and question what the future will bring.

Objective: The Time Project strives to offer young people a digital, cross-curricular and interdisciplinary learning environment. It offers an outstanding platform for schools, organizations, students and teachers to contribute to international co-operation and understanding based on partnership, sustainability and sharing. It also enables students to develop communications skills and the use of ICT for networking.

Twenty First Century Free of Drugs

This international campaign was launched in 1998 with the collaboration of UNESCO, United Nations Drug Control Programme (UNDCP) and the French NGO, "Environnement sans frontière" (ESF). As youth constitute one of the most vulnerable groups where drug problems are concerned, the campaign aims at promoting awareness of substance abuse and in getting young people involved in preventive action.

Young Scientists: women and men

The aim of this campaign is to encourage young people, especially women, to pursue scientific studies at a time when science is becoming more important and





the need for sustainable development requires reflection on the role of science in our societies. Too few women as yet are to be found pursuing scientific careers: only 5 to 10 percent of the decision makers and only 11 out of the 444 Nobel Prize winners have been women! Hence, UNESCO decided to launch a world campaign to encourage future scientists, especially girls.

B.5 NETWORKING

Tips for establishing a link with a school in another country

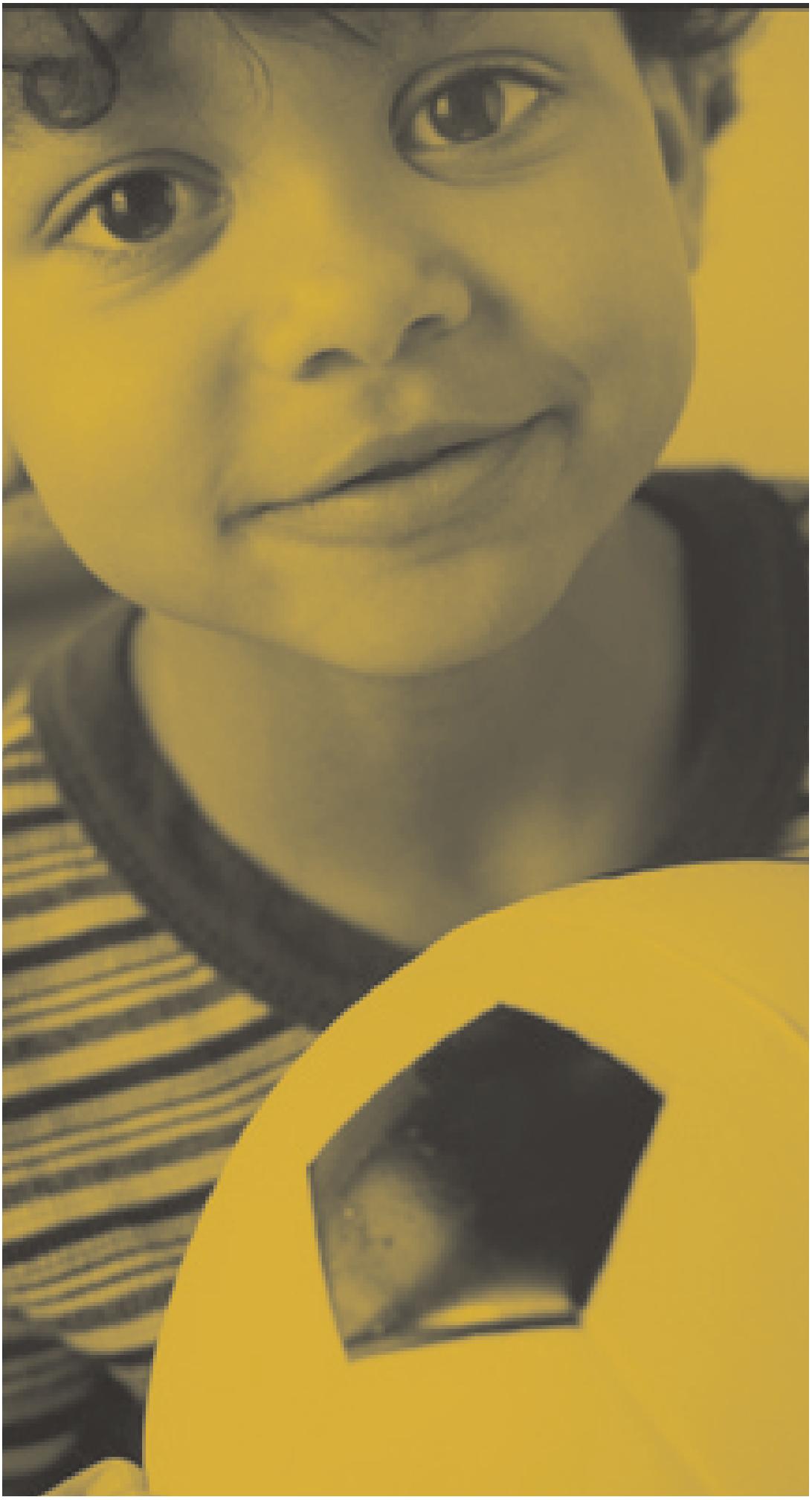
- Make direct contact by selecting a school from the List of Participating Institutions. The list includes addresses, telephone and fax numbers as well as e-mail addresses (when available) of all members of the ASP Network. The list is updated and published annually by UNESCO.
- Perseverance and patience is often needed to maintain and sustain meaningful partnerships.

- Contact the ASPnet National Co-ordinator of the country you want to establish links with and ask to be linked with a class/school there.
- If you have access to Internet and e-mail, you could also join the listserv of ASPnet to contact other ASPnet members.

Tips for sustainable networking

- Maintain a regular flow of correspondence during the school year to keep up the interest and enthusiasm of students as well as to avoid disappointment at the receiving end.
- Exchange letters, photographs and packages of everyday things used in schools, homes, etc. to give an idea of daily life in your country.
- Integrate elements about the partner country in subjects like history, geography, social studies, language, art, music, etc.
- Links to curriculum should be an integral part of the general networking approach.
- Exchange and sharing of knowledge and learning should be the focus of school networking.
- Networking should ensure opportunities for group work and participatory learning about the core themes.







C.

HOW DOES ASPnet FUNCTION?

C. HOW DOES ASPnet FUNCTION?

For ASPnet to function effectively, there is a need for a synergy among all those involved in the Network: the teachers and principals of ASPnet schools, the ASPnet National Co-ordinator, the National Commissions for UNESCO, the Field Offices of UNESCO and the International Co-ordination Unit in Paris. All have crucial roles to play which are distinct but which should complement each other.

C.1 AT THE SCHOOL LEVEL

Role of the principals and teachers

- Mobilize the interest of all the teachers and students in ASPnet even if you start out with a few.
- Convene a meeting for teachers at the beginning of the school year in order to select a theme for a pilot project and discuss its planning, implementation and assessment.
- Submit an annual report on the activities conducted and results achieved to the ASPnet National Co-ordinator.
- Circulate UNESCO and other United Nations material with in the school and make it accessible to students and teachers (set up a "UNESCO ASPnet Corner").
- At the end of the school year exhibit and present the work undertaken and invite parents and the community at large.
- Publicize activities carried out through the school paper, local press, radio and television.



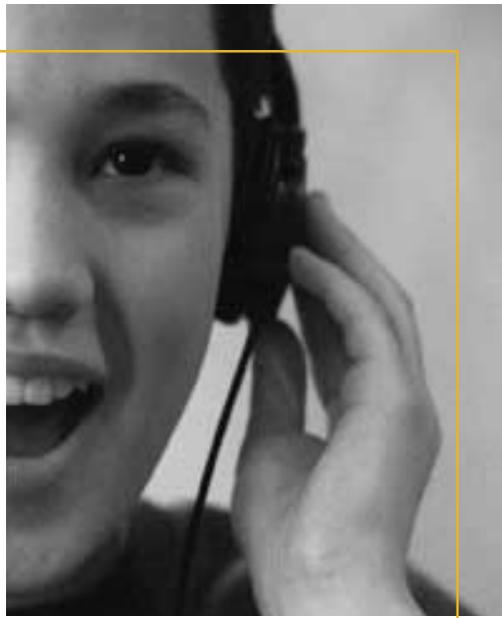
C.2 AT THE NATIONAL LEVEL

Role of the National Co-ordinator

- Ensure active participation of every school in the network through regular contacts and organizing ASPnet activities at the national level.
- Assist schools in elaborating innovative programmes of study and experimenting with new teaching material.
- Evaluate pilot projects conducted by individual schools based on their reports and send a summary of the evaluation to UNESCO Field Offices and Headquarters.
- Serve as a link between the schools and UNESCO.
- Organize international partnerships, links and exchanges.
- Support schools' participation in projects, contests, etc. at the national, regional and interregional or international levels.

Role of National Commissions for UNESCO

- Designate or elect the ASPnet National Co-ordinator.
- Organize ASPnet national meetings regularly in co-operation with the ASPnet National Co-ordinator.



- Publish a national news bulletin on UNESCO activities in co-operation with the ASPnet National Co-ordinator.
- Serve as official liaison with other countries as well as with the regional offices of UNESCO and with Headquarters.

C.3 AT THE REGIONAL LEVEL

Role of the UNESCO Field Offices

- Propose and implement sub-regional and regional flagship projects on specific themes, and widely diffuse results and materials developed.
- Implement regional strategies taking into account the specificity, needs and priorities of each region.
- Organize regional encounters, seminars and workshops for ASPnet students, teachers and National Co-ordinators.
- Publish newsletters, information material and website suitable for needs of the region.
- Ensure inclusion of ASPnet in the agenda items of all major regional conferences on education organized by UNESCO.



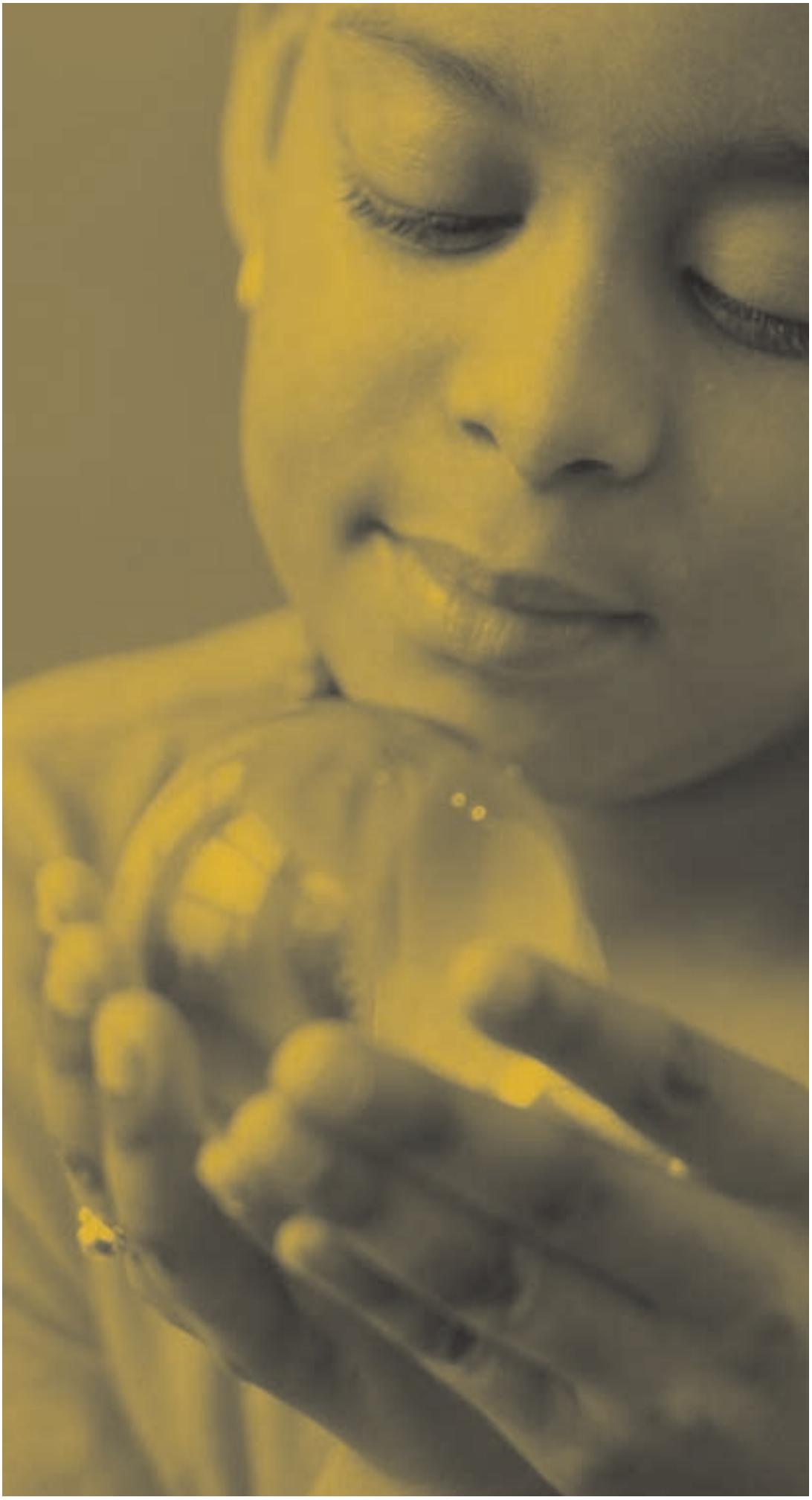
- Provide field support and liaise between National Co-ordinators and UNESCO Headquarters.

C.4 AT THE INTERNATIONAL LEVEL

Role of the UNESCO ASPnet International Co-ordination Unit

- Register new schools in the international network upon approval by national authorities.
- Update and publish database of list of ASPnet schools and National Co-ordinators.
- Organize international encounters, fora, workshops and seminars for ASPnet students, teachers and National Co-ordinators.
- Prepare and publish innovative teaching materials for dissemination to member schools.
- Publish and disseminate information on ASPnet activities through its international newsletter, journal, website and other briefing material.
- Ensure that special achievements of ASPnet National Co-ordinators, Associated Schools, educators, teachers, students and pupils in developing international education are properly recognized.
- Provide links with international organizations and non-governmental organizations in the ASPnet.





PROJECT CO-ORDINATOR

Alysouk Lynhiavu

UNESCO ASPnet National
Co-ordinator for Canada
Canadian Commission for UNESCO

PRODUCTION

Jeff Holt

Canadian Commission for UNESCO

TEXT

Based on the UNESCO publication
“Key Words for Participating in the
UNESCO Associated Schools
Project Network”

EDITING

Katherine Berg

Canadian Commission for UNESCO

Mathieu Gonthier

Canadian Commission for UNESCO

DESIGN

Kolēgramdesign

PRINTING

Delta Printing LTD.

© 2002 CANADIAN COMMISSION
FOR UNESCO. Reproduction is authorized
with acknowledgement of the Canadian
Commission for UNESCO.



CANADIAN COMMISSION FOR UNESCO

350 Albert Street, Box 1047
Ottawa, Ontario CANADA K1P 5V8

Web site: www.unesco.ca

E-mail: info@unesco.ca