

UNESCO Associated Schools Project Network (ASPnet)  
50<sup>th</sup> Anniversary International Congress

“Navigators for Peace”  
Ko nga Kaiwhakaterere mo te Rangimarie

Quality Education for the 21<sup>st</sup> Century  
Auckland, New Zealand, 3 to 8 August 2003



# ASPnet Global Review Report: School Profiles

## SCHOOL PROFILES

Twenty five countries were asked to provide more in-depth profiles of two of their ASPnet schools, in order to provide '50 school profiles' (for the 50 years of ASPnet). The profiles below<sup>1</sup> draw out some of the features of the schools, in order to demonstrate the range of type of school in the net, as well as highlight activities of interest. Some schools are clearly better funded than others, but, although chosen by the Coordinators, are by no means all 'elite' schools. They have in common the commitment to UNESCO ideals and the four ASPnet themes, and all report activities reflecting teaching about UNESCO, international days, human rights, democracy, non-violence, intercultural learning and protection of the environment – so these are not particularly singled out below. From comparison with the main sample, these 'profile' schools would be typical of activity rather than exceptional, and it must be stated that many of the main sample also engage in the activities mentioned. The data from these profiles has been woven into the main report, but brief accounts of the schools are given below to give a flavour of the variety of 'what an ASPnet school looks like'. Many schools sent photographs, CDs, tapes, newsletters and examples of students' work, which cannot be reproduced here, although the web-sites are given where these were reported. Some of the problems the schools face are also reported, so that these snapshots can be seen as realistic.

---

<sup>1</sup> A few in-depth school reports were received after the deadline and it was not possible to produce profiles on them.

## Africa

### Ethiopia

#### Sebiste Negasi School

A primary school for grades 1-8, it pays particular attention to discussion on human rights and children's rights, to environmental activities (as shown in a photograph) and to participation in drawing contests. It is felt that ASPnet member students understand better the values of peace, and solve problems with dialogue rather than violence.

#### Tikur Anbessa S.S.School, Addis Ababa

This is a government general secondary school for Grades 9-10. With 2153 students and only 51 teachers, it has quite a high teacher-student ratio for a secondary school. Membership has enabled the school to make visits to heritage sites and to do project writing, as well as contributing to international awareness. Some students have participated at international meetings and contests, and there is a UNESCO shelf in the school library. Students are members of the General Assembly, where decisions and planning is done for UNESCO activities.

### Ghana

#### Ashanti Goldfields School, Obuasi

The school is privately owned by the Ashanti Goldfields Company Limited as a social service to the workforce. It has pre-primary, primary and junior secondary departments, with 1,500 students and 60 teachers in all. Students and teachers regularly participate in international events or projects linked with Zambia, Netherlands, France, Hawaii, and South Africa, as well as being twinned with schools in Sweden and Denmark. Through the active support of the Parent-Teacher Association, the school seems well equipped with computers and video; the Company itself funds local conferences by providing food, accommodation and transport and also provides Internet, email and telephone facilities. The school emphasised projects on HIV/AIDS and drug abuse, and had a massive tree-planting campaign, with the school compound now boasting of more than a hundred trees made up of flowering plants, shady tress and cash crop trees. They won a Peace Pillar award.

#### Kromaim Methodist Junior Secondary School

A government school of 276 pupils and 12 teachers, which is particularly proud of its UNESCO Library of Tolerance and its UNESCO

Garden of Peace. It also has a strong emphasis on sports, saying that both human rights and intercultural learning are fostered through sporting activities with other schools. Protection of the environment is encouraged by tree planting and by students checking for erosion on the school compound and on the road that leads to town. Their problems are that with no computers and no other ASPnet schools around, there are difficulties of exchanging ideas with ASPnet partners.

### Malawi

#### Lilongwe Girls Secondary School

The school is located along the Blantyre-Lilongwe main road, surrounded by Police Lines, Mchesi location, Sacred Heart Roman Catholic Church and graveyard. It is the only government girls secondary school, opened in the 1960s, with 550 pupils and 36 teachers. It has upstairs hostels and classrooms. Among the activities are the production of a solar cooker and a Girls participation in Science project. Those doing well in the Malawi School Certificate came from the UNESCO club, due, it is thought, to the emphasis on cooperation, participation, toleration and positive thinking. Empowerment among learners has been enhanced as members are able to choose school leaders (prefects and monitors) freely 'without being pushed around', Problems are the usual ones of time and funds.

#### Mulunguzi Secondary School

This is a co-educational state secondary school with 560 students and 22 teachers. It was one of the pilot schools for ASPnet. In 1990 it opened a functional literacy school at lunchtime for the people around and to develop the chicken keeping project. The school does mushroom growing and tree grafting. Its distinctive features are cited as having a graveyard in the school! The problems are lack of cooperation with administration (sometimes) and other teachers.

### South Africa

#### Bogkoni Technical Secondary School: Pretoria

This is a technical school where mathematics and physical science are compulsory. It is a large school, with 1036 students and 30 teachers - quite a high ratio for this type of school. It was recommended to join by the Department of Education as one of the very few educational institutions in the township where the culture of teaching and learning still exists its best, positive way. It works with a local centre where abandoned children, HIV positive children and orphans stay, visiting and providing food and materials. The school has a Feeding Scheme: it

has needy learners itself, most coming from the informal settlements, and the school provides lunch through the donations from ASPnet members. It also participated in the Letsema project (rooted in the tradition of 'ubuntu, or self-help), spending two weeks to paint and transform another school.

#### **Clapham High School, Pretoria**

A previous 'apartheid' white-only school, this has now evolved into a fully integrated school that reflects the composition of South African society-working together in harmony and understanding. Being part of ASPnet brought the school in contact with traditionally 'black' schools and township life. It is a government secondary school of 960 students and 40 teachers, requested to join ASPnet by the UNESCO National Commission. Particular activities include drama workshops to promote understanding of different cultures and nation building across four schools, and the Letsema Project, whereby funds were raised to upgrade a school by a sponsored 'stay awake'. It is reported that learners who are members of the UNESCO club are better behaved and more positive towards teachers.

### **Arab States**

#### **Jordan**

##### **Naifa Secondary School, Amman**

A government secondary of 1233 students and 42 teachers. Photographs show the Essential Life Skills courses which reflect UNESCO goals. Learners are now more aware of their roles and responsibilities to the community and their environment, and believe that they can make a change. They share, for example, the street cleaning with workers around the school.

##### **Um Ma'bad Secondary School, Amman**

This government school has basic and secondary classes, with 2020 students and 50 teachers - a high ratio. They participate annually in the 'Clean Up The World' project, and are proud of their environmental activities such as paper recycling. Cultural heritage is important for them, with visits to Petra, Wadi Rum as well as museums; students are given skills in how to look for 'old ruins'. Lack of internet hinders communications, but some students can access this at home.

#### **Palestine Territories**

##### **Al-Hashimieh Secondary Boys School, Al-Bireh**

A government secondary of 350 students and 20 teachers, they have benefited since joining in 1998 from training courses in cooperation with the National Commission and the Ministry of

Education in World Heritage and in the use of theatre as psychological healing. The school is near an Israeli settlement which means a continuous situation of siege or closure. Discussions of non-violence take place in such a context. Nonetheless the school has organised celebrations of national and international days as well as activities on environment, human rights and democracy. It is felt students trust themselves more, can make decisions, communicate more effectively and can think creatively; with a more secure and free situation, the school could do even more.

#### **Qatar**

##### **Moza Bint Mohammed Girls Primary School, Doha**

This is a developed primary school concentrating on English Language teaching. The school has an impressive range of facilities, including computer suites as well as a range of play materials. The school produced a photograph CD showing a whole range of activities over the years 2001 and 2002. These include processions, art work, drama, tree planting and visits outside the school.

##### **Ibn-Taymia Secondary School, Doha**

This state secondary school claims to be one of the most active ASPnet schools. It is also one of the Globe project members worldwide. With 60 teachers for 650 students, it has a good teacher-pupil ratio. They share all the ASPnet occasions throughout the year, and organize awareness lectures and speeches, often reported in the press. In 'Co-living Assemblies', parents attend a full day activity with their sons. The school has produced a power-point programme for teaching Arabic and English grammar - although making the usual pleas for more financial support.

#### **Syria**

##### **Mahmoud Sa'ada School, Damascus, Dair Atiya**

The school cites some of its best features as its high academic standards and its respect for order. 90km from the city centre, it is a government secondary school of 327 pupils and 40 teachers which joined ASPnet two years ago. Their activity centres round respect for others and concern for scientific progress, with the greatest interest in environmental protection. They plant trees, emphasise a clean environment and avoid junk food. They included photographs of the school and its activities, and stress that they are new to ASPnet and will plan more for the future.

## Asia & the Pacific

### Republic of Korea

#### Korea National University Affiliated High School, Cheong Won Kun

A state secondary of 500 students and 40 teachers, with students from a rural area. Since joining in 1998, the school has participated in international activities but also established initiatives of their own, such as Peace Declaration Signing Movement as well as social service activity in the community. To widen the horizons of pupils, they try to invite 'foreigners' into the school as well as visiting victims of the second world war, especially women. The school has a UNESCO club of 20-30 members, but the school coordinator feels that overall the school administration does not have sufficient interest, concentrating only on examination results and university entrance. But photographs show some very interesting activities with humorous captions, and some very happy students involved!

#### Kyunggi Girls' High School, Seoul

A secondary state school of 1800 students and 100 teachers, which joined the ASPnet in 1958. It is the oldest official or government girls high school. There is a UNESCO Club which organises discussions, exhibitions and environmental recycling etc. The school has a particular interest in cultural heritage, and photographs show participants at the World Folk Dance Festival; they have also produced a CD. High turnover of teachers and the pressure of examinations present problems, however.

### Kazakhstan

#### Secondary School No.3, Kandygash

A government secondary school of 1258 students and 100 teachers, which joined in 1999. The school's special features are a museum with items collected by students and a specialised English language course. Since joining ASPnet the school has introduced new courses such as law, values and ethics. The law programme includes topics on rights and duties for school-children as well as study of the conventions. Great attention is paid to environment, with special working groups set up for 'young naturalist' and 'Green Patrol', and works with talented children. The school struggles currently however with problems of lack of a coordinator, lack of ICT and lack of any other ASPnet schools in the region. It would welcome more support.

#### BEST school, Almaty

A small school of 200 students and 35 teachers, the BEST school is the first private non-commercial school in the country, and is 10 years

old. It was among the first 6 schools of Kazakhstan which joined in 1996. It has pre-primary, primary and secondary programmes. The school's first priority is the Environmental Programme, developed through the school's Ecology Centre. Here they cultivate different plants, breed animals, investigate climate changes, arrange excursions and conduct integrated lessons of geography, biology and ecology. The second priority is the World Heritage Programme: a World Heritage Study Centre (Murager=inheritor) has been started with the goals of enabling teachers from Almaty schools to know about UNESCO materials and teaching methods. BEST teachers have created more than 20 textbooks and kits which are used in the schools of Kazakhstan - 'at least teachers have to be some kind of champions of culture of peace and tolerance'.

### Thailand

#### Nongchangwittaya School, Uthaitanee Province

The school is situated in a remote area, 21 km from the city. 80 teachers provide both lower and secondary education levels for 2,160 students. They have started an ASPnet club divided into two-sub-units - cultural preservation and environment preservation; it network both within the province and with other regions of Thailand. Relations with the community are valuable, for example with the school arranging 'an exchange of ideas with local community members who are believed to have local wisdoms'. A video and diskette showed examples of the many activities of the school.

#### Suankularb Wittayalai School, Bangkok

Suankularb was the first government high school established by the King of Siam, and is 121 years old. It is a very large boys' school of 4,111 students and 180 teachers, which joined ASPnet in 1964. The school has its own Educational Museum. A book specially produced for the review had accounts and pictures of the many ASPnet activities of the school - study visits, international workshops, school twinning, peace festivals, as well as the use of the UNESCO kits such as World Heritage and the Peace Package. They are involved in the training of Chaingmai hill tribe children. The UNESCO Club took part in a human rights festival promotion with the Centre for International Understanding; it is reported that ex-members of the Club who study in universities apply the knowledge derived from the club to do further research and continue to cooperate in projects on heritage or culture

## Europe & North America

### France

#### College Eugene Freyssinet

This is a rural school with 470 students, with mostly children from farm-owners or agricultural workers. It feels somewhat isolated, with no other ASPnet schools around. However, they have participated in the World Manifesto for the Young, the World Parliament in Paris and have supported street children in the Democratic Republic of the Congo as well as children in Kosovo. They correspond with students in Cuba and cite the use ICT for international correspondence as one of their innovatory teaching methods. Another is the electoral campaign to choose representatives for international events in order to give legitimacy to the selection.

### Norway

#### Saltdal Upper Secondary School, Rognan

This is a small state secondary school in a rural area, with 230 students and 35 teachers. It combines general studies and vocational studies. It has many partner schools and is active in international activities in the area. The school is twinned with El Dorado Secondary comprehensive in Trinidad/Tobago, and there has been an exchange of visits by students and teachers over five years. The school also participated in a Human Rights bridge-building project with a school in Italy. A project based on Story Line introduced innovatory teaching methods, and the school participated in the Transatlantic Slave Route project (all activities reported on the school's web-site [www.vgskole.net](http://www.vgskole.net)).

#### Gamlebyen School, Oslo

A government primary school with 250 students and 30 teachers, it has students from many parts of the world and joined because it wanted to underline its international background. It was first established in 1881, and has functioned almost continuously as an elementary school for the area's children. It has a friendship school in Ankara, Turkey: both sets of students wrote essays on 'living in the capital', which are to be published in a book. The school receives many visitors from Norway and other countries, as it is well-known for its integration policy. Its homepage is [www.gamlebyen.gs.oslo.no](http://www.gamlebyen.gs.oslo.no).

### Slovenia

#### Gimnazisa Škofsa Loka

This government secondary school was established in 1950 as a grammar school, with a period of being a secondary school for social

studies and foreign languages before becoming a grammar school again. It has educated local and national ski teams since the later 1970s. It has been highly active since joining Aspnet in 1997, visiting other ASPnet schools based on different projects on national and cultural heritage, organising a two day meeting of ASPnet volunteers, and an annual exchange with a school in Denmark. Much has changed since they joined in terms of teaching methodology, such as team-teaching and group project work, and most students find it better to cooperate with each other and to express themselves (although the school is honest enough to say some don't like it!).

#### Ciril Kosmač Primary School

The school was founded in 1950 as the first Slovenian school in the town (where only an Italian school had existed). Its pupils were war orphans. Its 'second birth' was in 1992 when it opened its doors to war refugees from Bosnia and Herzegovina. It now has 500 pupils and 50 teachers, and opens itself to an even wider European and world setting. In 1994, while erecting new school walls, the school dedicated space to a UNESCO Centre, to enable activities without interruption during regular school work. The school also hosts a UNESCO Club. It developed the International Camp in Piran (ICP) (later 'Roots and Wings') project where an entire school can take part in research, and where schools across Slovenia and beyond, including a refugee school, join in. The Slovenia School Institute published their environmental project as an example of good practice. They actively try to involve the media, and have been introduced twice by CNN as well as publishing articles. The school sent a wealth of materials including a video of Mondy Globe goes to Paris, a CD, and beautifully produced materials on the school and the ICP.

## Latin America & the Caribbean

### Argentina

#### Colegio Secundario No.5080 Dr Manuel A. de Castro, Salta

This is a very old school, very active in the ASPnet for ten years. There is evidence of many activities such as the organisation of a day of ASPnet schools in the region for Heritage and the Culture of Peace, including school visits; work of the International year of the eradication of poverty, with a project on poverty in the region; regular workshops for teachers in peace and non-violence. It won a Peace Pillar award in 2002,

and had a whole week dedicated to opening doors to non-violence and peace, with dialogues across teachers, students and parents. Its activities are well-reported in the press, as evidenced by newspaper cuttings with interviews and photographs in a variety of papers. This has been achieved against a background of low pay for teachers and shortage of resources.

#### **Instituto Juan Mantovani (A-802), Buenos Aires**

This is a private school of 220 students from pre-primary to vocational, and 50 teachers. It is the first educational institution in the country for 'Socio-environmental education' at all levels. It sees the priority aim of humanity at present as confronting socio-environmental problems, summed up as the conjunction of endemic poverty and environmental degradation. Its recent activities include projects on dialogue between distant communities (with a school in India), education through creative, cooperative and productive work, recuperation of absorbent soil and the establishment of a community urban market garden. All activities have a double aim: the training and capacity-building of new generations, and the lending of services to improve living conditions. Its problems are cited as the impact of consumerism and global imperialism. The curriculum integrates cognitive, working, solidarity and recreational activities, with a 'bio-systemic' conceptualisation. The school works closely with the Faculty of Engineering at the University of Buenos Aires.

#### **Brazil**

##### **CAIC Nossa Senhora dos Prazeres, Lages**

The centre is for children and adolescents of the local area, a state centre running from pre-primary through to vocational work for adults. It has 965 students and 65 teachers. It caters for one of the poorest areas of the city. A citizenship project 'Empieza en la Mesa' involved 80 families and three higher education institutions. The environment project for the 'integrated man' promoted a whole range of activities ranging from 'Christmas of peace' to a programme to eradicate child labour, and from a programme to resist drugs and violence to Big Brother. The centre obviously works closely with a range of other organisations and institutes such as the Ayrton Senna Institute, the military police and the press.

##### **Colegio Guilherme Dumont Villares, São Paulo**

The school of 1200 students and 61 teachers caters for pupils from pre-primary through to secondary, and is privately owned. It begins its account by saying that they believe that the

special characteristic of their school is to be a 'road' rather than a 'place'. It defines very clearly its range of human values oriented to its own pedagogy, which does not try to be finished and complete, but constantly in the process of construction. Special activities includes the implementation of a 'Nucleus for Education for Human Rights', whereby the school is affiliated to the Interamerican Institute for Human Rights; affiliation to Amnesty International; implementation of a student volunteer group of 250 students helping 14 care institutions in the city; participation in international camps and meetings and the development of an Agenda 21 project. The school sent a mass of materials - video, cd and albums to show their work.

#### **Colombia**

##### **Escuela Normal Superior Maria Auxiliadora, Copacabana**

This is a college for training teachers of pre-school and basic primary education children. It seeks the training of a new teacher for peace who can confront the challenges of education for all. One of the aspects it has worked hardest on is the training in democracy which has permitted the creation of a 'school of leaders' with 80 participants who project themselves to the rest of the institution. Activities of the college include camps, study days, democratic campaigns and the creation of a chair of ethics and constitution. Environmental training cuts across the whole institution in a transversal way, oriented to issues such as the reduction of solid waste. The college also contributes to the aims of UNESCO through its work on citizenship and cultural heritage.

#### **Ecuador**

##### **Atenas School, Quito**

A private all-through school from pre-primary to secondary, with 380 students and 25 teachers. They call themselves a 'humanistic-ecological' institution. Their activities include participation in the projects on World Heritage in the Hands of the Young', desertification, peace bag, as well as international and national exchanges. They visit the Galapagos islands annually. Photographs show pupils involved in cultural heritage, identity formation, respect for others, culture of peace (including work with parents), tree preservation and knowledge of the eco-system.

##### **Galo Plaza Lasso, Zuleta-Imbabura**

This rural state primary school of 135 pupils and 12 teachers has been in the ASPnet for forty years. It has run training and workshops for teachers to understand the school's role within the ASPnet, as well as programmes to ensure the

pupils' knowledge of the aims. They have developed innovatory teaching and learning methods using 'Mente factos Nocionales y Conceptuales' and using ITC. They collaborate with Japan, as well as twinning with two schools within Ecuador. The mission is to put together theory and practice of values such as respect, love, education for peace, solidarity, responsibility, compassion, sharing with others as well as development of intelligence.

## **Trinidad and Tobago**

### **Curepe Anglican School**

This school describes some of its special features as an integrated approach to teaching of the creative arts, and dance, drama, story-telling and poetry are all key aspects of school life. There is also a school steel pan orchestra, which was in the finals of the national schools competition, with several individual students placing at the top. The school is active in the Caribbean Sea Project. Activities in this area include a regional exhibition on recycling of discarded material and visits to Tobago to examine the effects of sand mining. The school is twinned with another school in the country, and there were active celebrations of the international year of older persons in 1999. Many of these activities have received press coverage which has helped to raise the profile of ASPnet.

### **Asja Girls' College**

This government-assisted secondary school of 750 students has been a member of ASPnet since 1988. It is active in three flagship projects: the Transatlantic Slave Trade, the Caribbean Sea, and This is Our Time. Classroom activities around these have included drama, debates, and the use of games and audio-visual materials. The school is twinned with Gabriella Mistral School in Argentina, and a student exchange has taken place. One teacher also visited Sweden to learn about the Baltic Sea Project. This Islamic school also celebrates festivals from different religions.