



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Associated Schools

UNESCO  
Associated  
Schools

# Guide for National Coordinators



Welcome!

You are the National Coordinator for UNESCO Associated Schools in your country, or principal of an Associated School. This makes you a member of the UNESCO Associated Schools Project Network (ASPnet), which has been striving to improve education in all world regions for over 50 years. In 2003, at ASPnet's 50th Anniversary International Congress in Auckland, New Zealand, the network was entrusted with a renewed and strengthened mandate.

The resulting ASPnet Strategy and Plan of Action for 2004-2009 invites Associated Schools to double their efforts to further peace and international understanding and to focus their activities on UNESCO priorities, with quality education for all in first place.

These new orientations called for a new Guide for you, National Coordinators, who are the essential actors behind ASPnet's success around the world.

The ASPnet International Coordination team  
UNESCO, Paris

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# I · Introducing UNESCO Ass

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

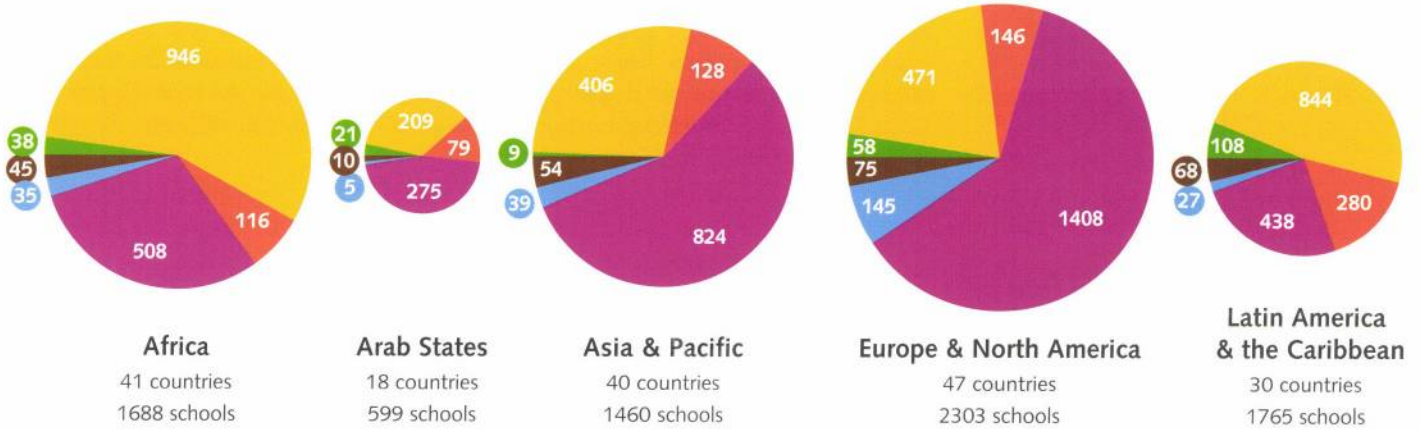
There are different ways in which schools can take part in ASPnet. They can:

- 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



- Nursery/Pre-school
- Primary
- Primary/Secondary
- Secondary
- Vocational/Technical education
- Teacher training

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

### • 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.

### • 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.

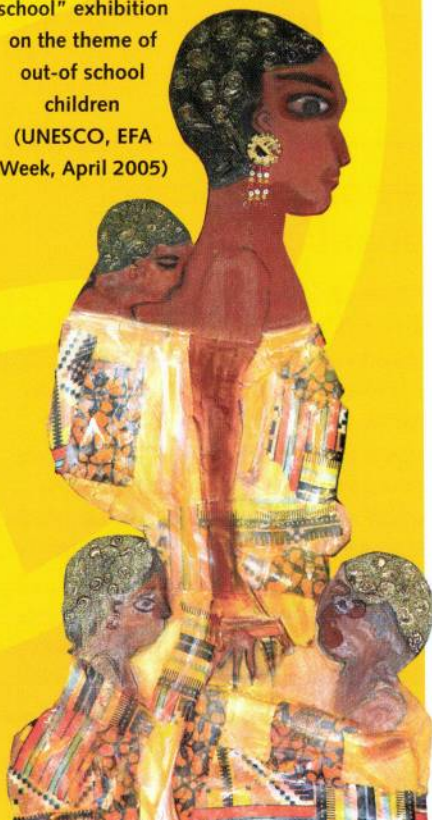




## Supporting the Education for All Action Week!

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)



# 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.



# d strategy

- **United Nations Decade of Education for Sustainable Development (2005-2014)**

UNESCO is lead agency for this Decade. It is in charge of coordinating the efforts of governments, civil society, educators and students to include sustainable development at all levels of education systems and set up training programmes in and materials for education for sustainable development (ESD). Associated Schools are true pioneers, since they have been working in this field since the 1970s. The greatest ESD success story is that of the flagship *Baltic Sea Project*, launched in 1989. A large number of Associated Schools work on sustainable development themes such as water, sustainable consumption, desertification and wetlands. [www.unesco.org/education/desd](http://www.unesco.org/education/desd)

- **The International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010)**

UNESCO is in charge of the education component of this Decade. It is also helping countries to implement the first phase of the World Programme for Human Rights Education (2005-2007), which focuses on primary and secondary education. Associated Schools who have made an outstanding contribution to the promotion of peace through their initiatives have received a special *Peace Pillar Award*.



Logo of the Decade of Education for Sustainable Development

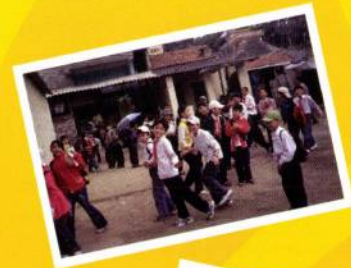
## Achieving Education for All in Vietnam

The first phase of a multi-country, multi-year ASPnet project began in 2005 in support of the Decade of Education for Sustainable Development (DESD) and promoting Education for All (EFA) in Vietnam. Called "ASPnet/Community Learning Centre Partnership for Quality Education", the project aims at developing and testing core ESD learning materials in selected ASPnet schools and Community Learning Centres (CLCs) in Vietnam. The UNESCO Hanoi and Bangkok offices are jointly implementing the project.

Ultimately, the ASPnet/CLC project aims to realign ASPnet with EFA priorities in the whole sub-region. It focuses on how ASPnet schools and CLCs can work together and complement each other in responding to learning needs in local communities. Following a thorough testing process, appropriate ESD teach-

ing/learning resource materials will be translated and adapted for shared use in ASPnet schools and CLCs in the fields of: Environmental Education, Cultural Heritage Education, Life Skills programmes, Income-Generation skills training, Gender Education, Environment Protection, HIV and AIDS Prevention and Health Care and other ESD-related topics. Resource material will be made for both children and adults.

This is clearly an excellent example of bringing ASPnet to scale in the EFA movement at the all-important grassroots level.



An ASPnet school in Vietnam



## 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](http://www.feedingminds.org)

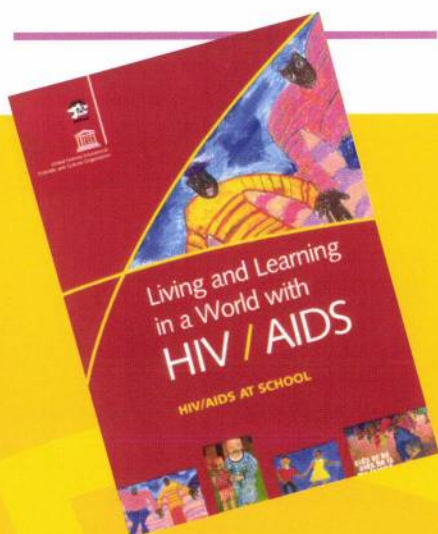
#### • Teacher training and lifelong learning

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/>



### Promoting HIV and AIDS awareness in Africa

In Gambia, in 2003, the Associated Schools and the National Commission for UNESCO organized a six-month series of activities to fight the stigmatization and discrimination suffered by people living with HIV and AIDS. The programme included a poster competition, a march, a symposium (screening of a documentary and presentations by directors of two well known HIV- and AIDS-related organizations), a quiz, a

debating contest and a play. The topic of the debate was "Prevention: Government and Society Versus Personal and Individual" (The winner, Latrikunda Upper Basic School, demonstrated that prevention was the responsibility of each and every one.) The topic of the play, written and acted by the students of Gambia Senior Secondary School, was forced marriage and girls' education.



### 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.

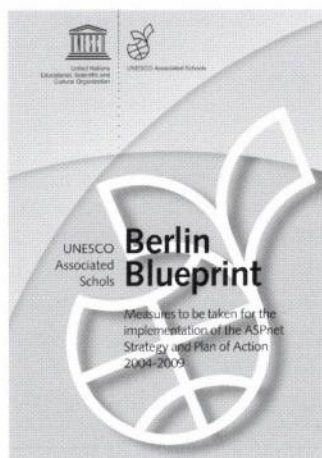
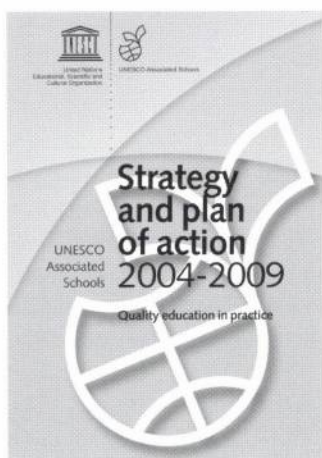
**For schools**, the Plan of Action recommends:

- 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.



UNESCO-DC/MONDIALOGO

#### Thailand: the school in the community

Chalermkwanstree Associated School and the local Community Learning Centre in the province of Pitsanulok are working together on joint projects. Students have carried out a survey to ensure that local development needs are identified and they have gone into the community to help facilitate the learning process. The school itself is turned towards the community; for example, as it has a range of equipment and materials, it opens as a computer learning centre for the public.

ASPnet students in Thailand

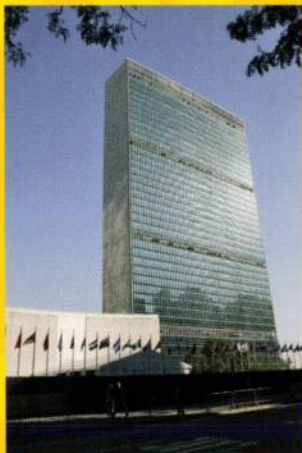


UNESCO-DC/MONDIALOGO



## The Model United Nations

Three hundred of them took part in the United Nations General Assembly – in the Security Council, the Economic and Social Council (ECOSOC) and several Committees dealing with regional cooperation, disarmament, environment and territorial conflicts. For four days students from 25 Associated Schools staunchly defended their 42 countries' positions on current issues such as Iraq, the Middle East, arms sales, minority rights, girls' schooling, global warming, nuclear waste, etc. Tension rose to a climax when the time came to vote on the expansion of the Security Council and the elimination of the veto. In the end, it was the status quo that won by a small majority. Just routine? Not at all: these particular international delegates were taking part in a "model UN" session organized in Israel by the country's Associated Schools in 2005. The participants, young Israelis of different origins, including Palestinian origin, said they had come "to learn more about the United Nations, meet other students and – as some confessed – practice their English!" "Model UN" sessions are organized by Associated Schools in several countries.



Headquarters of the United Nations,  
New York, United States

# III • Study themes, flagship projects

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](http://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.



# Projects, 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](http://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/](http://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](http://unesco.org/publications). Contact: Thomas Schaaf, [t.schaaf@unesco.org](mailto: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](http://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](http://www.youthxchange.net)

## Baltic Sea: an ASPnet project taken to scale

*The Baltic Sea Project* is an example of how an ASPnet project can be brought to scale. The work of teachers and students has influenced policy preparation throughout the region, to the extent that it was taken into account for *BALTIC 21*, an Agenda 21 for the Baltic Sea region presented in 2002 at the World Summit on Sustainable Development in Johannesburg, South Africa. *Baltic Sea Project* teachers and students thus played a part in charting a policy for their region.



*The Baltic Sea Project* has launched a series of secondary-level teaching materials and Learners' Guides intended for Associated Schools in the region. Six Learners' Guides are already available:

- (1) Water Quality
- (2) Air Quality
- (3) From Words to Action
- (4) Rivers
- (5) An Agenda 21 for the Baltic Sea Region
- (6) Environmental History.

[www.b-s-p.org](http://www.b-s-p.org)





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.

## Norway and Trinidad and Tobago: keys to a lasting twinning partnership

It all started in 1995 when Jon Moller from Norway met Monica Regisford Douglin from Trinidad and Tobago. Both teachers were members of an Associated Schools' delegation at the celebration of the 50th anniversary of the United Nations in New York. By the end of the stay they had decided to twin their schools.

Ten years and over 20 exchange trips later (in both directions) Saltdal School in Norway and schools in Trinidad and Tobago celebrated their first decade of twinning.

Initially the exchange was with Monica's school, El Dorado, then other ASPnet schools took turns to host visits and be hosted in return. In October 2005, the schools went one step further, organizing two three-way exchanges between Norway, Trinidad and Tobago and Tanzania, focussing on topics related to the Transatlantic Slave Trade (TST) project. Two tri-continental exchanges in one month is really quite an achievement! So how does a good twinning partnership work? Monica, who is also ASPnet National Coordinator in Trinidad and Tobago, has some words of advice for successful, lasting twinning partnerships:

"Work with students and teachers who are particularly interested in cultural diversity and the history of other countries. Keep up communication by email. Involve families and the community by organizing accommodation in students' homes so each can experience the others' culture to the full. Above all, be very tolerant!"

Grethe Moller, who teaches in Saltdal School with her husband Jon, adds: "We base everything on personal friendship. That is how the partnership grew. Our projects are all linked to the objectives of the school programmes. The very first joint project that we shared was the TST project. We always prepare our journeys very carefully."

Visiting students participate in classes and prepare a report on their return. In Trinidad and Tobago, Norwegian students have studied biology and comparative religion by visiting a Hindu temple, two mosques, a monastery and other religious communities.

In Norway, students from Trinidad and Tobago have studied geography, gone on excursions into the mountains and discovered snow for the first time.

With all the exchanges over the years, the

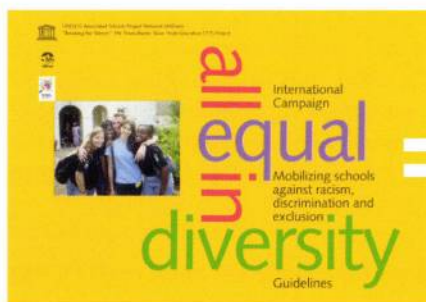


Celebrating ten years of twinning between Trinidad and Tobago and Norway

Mollers say that, today, "everyone in Saltdal School knows Trinidad and Tobago!"

Many other ASPnet twinning partnerships are in place. Although they are too numerous to mention, here is a selection: Spain and Nicaragua, El Salvador, Senegal and Nepal; Switzerland, Ecuador and the Congo; Sweden and Uruguay; Cuba and Nigeria. Numerous initiatives are also under way as part of the Euro-Arab Dialogue.





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.

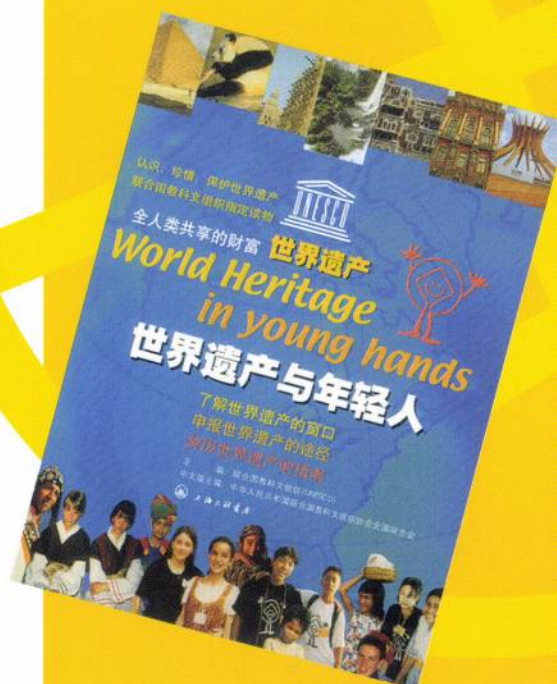
[www.mondialogo.org](http://www.mondialogo.org)

■ 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.

## World Heritage in Young Hands

As part of the flagship project *World Heritage in Young Hands*, launched in 1994 with the UNESCO World Heritage Centre, a kit for teachers on heritage education was prepared and tested in Associated Schools the world over. This comprehensive interactive tool presents the World Heritage Convention and listed sites and proposes a range of practical activities. It has been translated into some 25 languages. International Youth Fora on heritage, training seminars for teachers and young people, and courses on a concrete approach to conservation are organized under this project. Multimedia materials (CD-ROM and DVD) are in preparation.

Kit: €30. Order at  
[www.unesco.org/publishing](http://www.unesco.org/publishing)  
 or from DL Services,  
 Avenue du Roi 202, 1190 Brussels,  
 Belgium, Fax +32 2 538 0841







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

# IV · National coordination: h

**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](http://www.unesco.org/education/asp)

## Some suggestions for national coordination:

Some suggestions for national coordination:

- 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.).

## 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](mailto: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.*



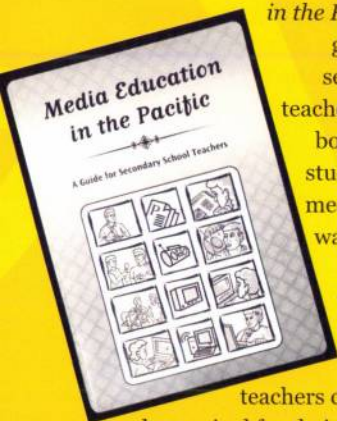
## Teachers from the Pacific Region decode the Media

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](http://www.unesco.org/education/asp)
- *ASPnet News Infos*, the ASPnet newsletter
- [aspnet@unesco.org](mailto: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](mailto: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](http://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](mailto:a.muller@unesco.org)

#### Culture

Newsletter, online only, at  
[www.unesco.org/culture/newsletter](http://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](mailto: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](mailto: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](mailto: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](mailto: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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