



United Nations
Educational, Scientific and
Cultural Organization



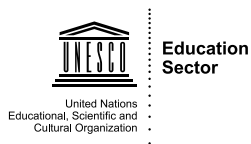
UNESCO
Associated
Schools

UNESCO Associated Schools Network (ASPnet)

Membership mapping: Teacher Education and Training Institutions (TEIs)

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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Together with schools from all levels of education, Teacher Education & Training Institutions (TEIs) compose UNESCO's Associated Schools Network membership.

A mapping of these Teacher Education & Training Institutions was conducted from 2019 to 2020 through the global ASPnet initiative 'Teacher Training in Support of Global Citizenship Education (GCED): Strengthening professional competencies for effective teaching of the cognitive, socio-emotional and behavioural dimensions of learning' (2019-2020),¹ under the UNESCO – Hainan Provincial People's Government Fund for ASPnet.

The objective was to gain insights into who these Teacher Education & Training Institutions are, i.e. whether they provide pre- or in-service education and training, for what level of education they prepare and/or train teachers, how they are connected with other ASPnet members in their country and abroad as well as with different UNESCO stakeholders and, most importantly, what their approach and activities are related to Global Citizenship Education.

The following document presents the results of the mapping exercise.²

¹ *The project's objective is to support, within and through ASPnet, teacher educators and teachers to empower students to become proactive contributors to more just, peaceful, tolerant, inclusive and sustainable societies.*

² *A survey was administered in 2019 by UNESCO's Unit for ASPnet. It was sent to ASPnet National Coordinators in 75 countries to identify those TEIs that are still actively engaged in the network and to collect relevant information on them. 104 Teacher Education & Training Institutions in 32 countries were identified as active, out of which 90 provided detailed information through the survey instrument.*





THE UNESCO ASSOCIATED SCHOOLS NETWORK

Established in 1953, ASPnet contributes to UNESCO's laboratory function by pioneering and experimenting innovative and creative contents and pedagogies to translate the Organization's values and objectives into practices at the school-level. Through thought-leadership, the network contributes to the transformation of education systems and policies. Current membership covers over 11 500 institutions from all levels of education in 180 countries.

Network members

104

Teacher Education &
Training Institutions (TEIs)

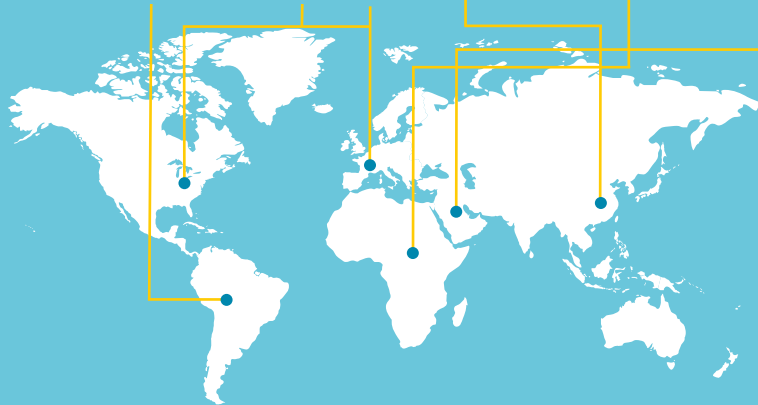
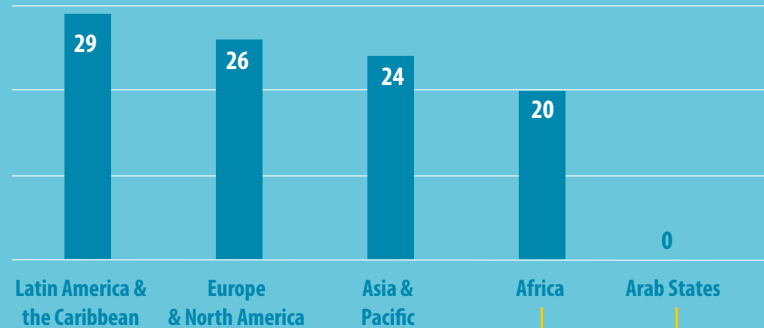
32

Countries

4

Regions

Number of TEIs (by region)



Source: World map/Vecteezy

LATIN AMERICA & THE CARIBBEAN

Mexico 10

Argentina 8

Cuba 5

Brazil 1

1 Costa Rica

1 Peru

? Colombia

AFRICA

Kenya 5

Sierra Leone 5

Senegal 4

Cameroon 3

Zambia 3

DRC 2

1 Gabon

1 Tanzania

1 Togo

EUROPE & NORTH AMERICA

Finland 11

Portugal 5

Netherlands 4

2 Belgium

1 France

1 Germany

1 Montenegro

1 Romania

ASIA & PACIFIC

Philippines 5

Republic of Korea 4

Myanmar 4

Japan 4

3 Russian Federation

2 Lao's PDR

1 Azerbaijan

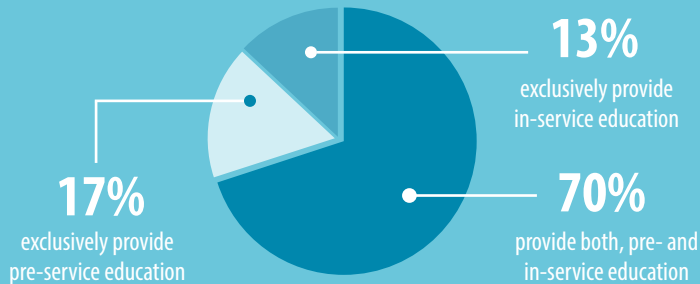
1 Indonesia

Languages spoken

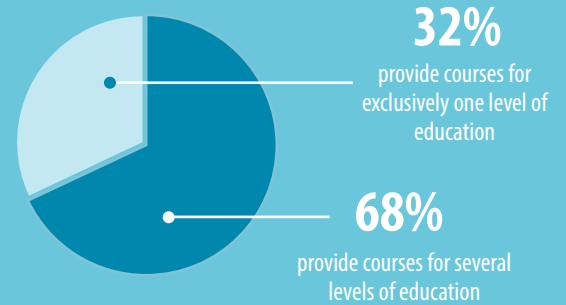


ASPnet TEIs' ORIENTATION REGARDING TEACHER PREPARATION, TRAINING AND LEVEL(S) OF EDUCATION

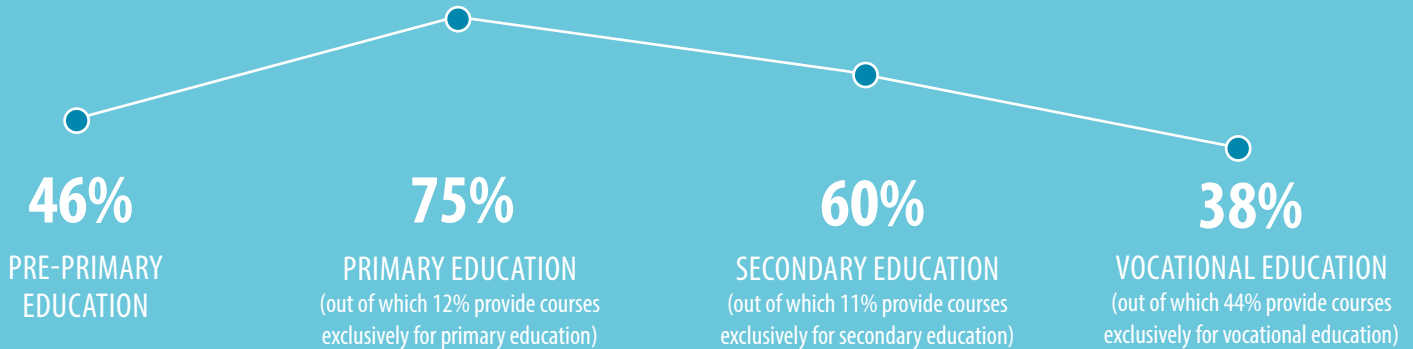
PROVISION OF PRE- AND IN-SERVICE EDUCATION OR BOTH



PROVISION OF COURSES FOR ONE OR MORE LEVELS OF EDUCATION



PROVISION OF COURSES PER LEVEL(S) OF EDUCATION



ASPnet TEIs' COLLABORATION WITHIN THE ASP NETWORK AS WELL AS WITH UNESCO AND AFFILIATES

COLLABORATION WITH ASPNET SCHOOLS IN THEIR COUNTRY



Source: Vecteezy



COLLABORATION WITH ASPNET SCHOOLS FROM OTHER COUNTRIES



Source: Vecteezy



COLLABORATION WITH UNESCO AND AFFILIATES

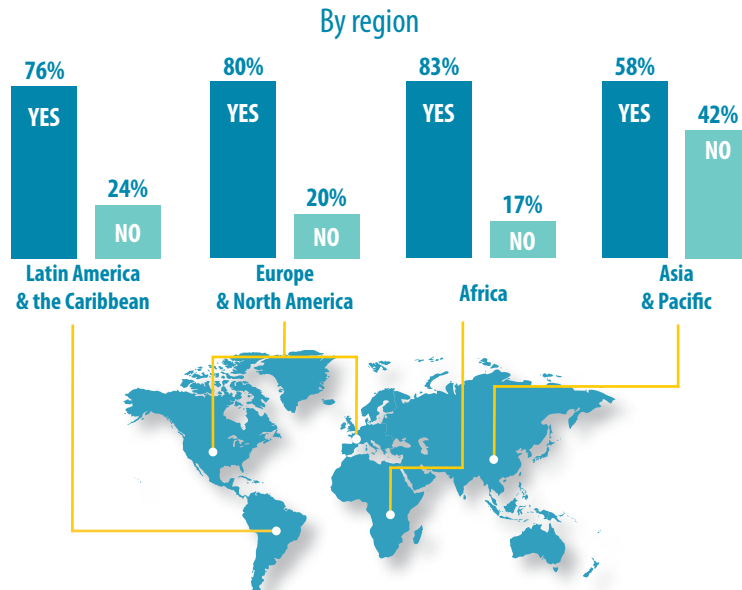
- 58%** collaborate(d) with National Commissions for UNESCO
- 37%** collaborate(d) with UNESCO Country or Regional Offices
- 31%** collaborate(d) with UNESCO Headquarters
- 15%** collaborate(d) with UNESCO World Heritage Sites
- 9%** collaborate(d) with UNESCO Institutes
- 9%** collaborate(d) with UNESCO Chairs
- 6%** collaborate(d) with UNESCO Category I or II Centres
- 4%** collaborate(d) with UNESCO Geo-Parks or MAB Biospheres
- 2%** collaborate(d) with UNESCO's Global Network of Learning Cities

- 21%** have never collaborated with UNESCO nor affiliates

- 15%** collaborate(d) with another UNESCO institution or network

WORK AND ACTIVITIES RELATED TO GLOBAL CITIZENSHIP EDUCATION AND SUSTAINABLE DEVELOPMENT GOAL 4 TARGET 4.7

ASPnet TEIs' experience working on GCED



Source: World map/Vecteezy

SUSTAINABLE DEVELOPMENT GOAL 4, TARGET 4.7



By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

ASPnet Teacher Education & Training Institutions are working in different areas and for different purposes on promoting and implementing SDG Target 4.7, including knowledge sharing, knowledge production, advocacy and implementation in policies, curricula, teaching materials and learning environments:

“

The school, as an institution, is transforming and transmitting cultural mandates; it links the cultural context with the subjective practices constructed by Culture. In this way the identity of the child is shaped, making her/him aware of others, respect for the others, and for the universal values of human rights, democracy, non-discrimination and diversity.

— Escuela Normal Superior Mariano Acosta, ARGENTINA

“

With regard to the curriculum development and the development of teaching materials, Tamagawa University launched in 2017 the “ASPnet Curriculum Reform Project” in the College of Education. From 2017 to 2019, we have been mainly concerned with the development of ESD active learning programmes and ESD work sheets for college students. On the basis of the recognition that the aspect of nurturing global citizenship is indispensable for the optimal functioning of ESD active learning programmes, we will start a college reform project from 2020 to focus on the development of GCED working programmes for the college students pursuing school teacher profession.

— Tamagawa University, College of Education, JAPAN

“

We yearly coordinating World Happiness Day, on this day all ASPnet schools in Flanders meet and brainstorm together (pupils and teachers) for the theme of work (SDG) that will be adopted for the coming year.

— UC Leuven-Limburg, Faculty of Teacher Education,
BELGIUM

“

The College also has a Teacher AIDS Action Programme which trains student teachers to train peer educators and unwanted pregnancies.

— Kitwe Teachers' College, ZAMBIA

“

GCED is interwoven in our National Core Curriculum and to our everyday practices both in different subjects as well as in multidisciplinary projects, though there is always more to be done.

— University of Helsinki Viikki Teacher Training School, FINLAND

“

We are working collaboratively with the Escuela para sordos (school for the deaf) to provide a certificate on Mexican sign language, in order to develop an inclusive school.

— Escuela Normal Superior Federalizada del Estado de Puebla, MEXICO

“

Through a training action, the ASPnet TEI produced pedagogical materials – scripts, cultural information – conducted study visits, implemented awareness actions in the field of citizenship education.

— Centro de Formação de Associação de Escolas Novafofo, PORTUGAL

“

We collaborate internationally with Venezuela, Peru, Jamaica, Mozambique, Angola, Ethiopia, among others, in different primary schools, pedagogical and technological schools and higher education.

— Facultad Ciencias de la Educación, Universidad de Oriente, CUBA

“

Our students have been involved in arranging an international seminar in the faculty of Education in Oulu focusing on global citizenship education (seminar called burning questions).

— University of Oulu, Faculty of Education, FINLAND

“

We organized trainings on application of project method and project learning in education. We also implemented projects in the following areas: • Democratization of School • Solidarity as a factor in humanization of relationships • Civic education and democratization of school • Democratization of school and children and human rights • The School of Interculturalism.. • Education for tolerance, piece and humane development. • Education for living in a free democratic society • Education for living with differences. • Education for living with confidence • We live and learn democracy • Democracy and Education • Project »Citizen« • Peer bullying in primary and secondary education / research • The attitudes of secondary school children on democracy / research • The role of pedagogue in democratic school governance / research • Travel Pass to Democracy • Teaching Controversial Issues.

— Teacher Training Centre, Faculty of Philosophy, University of Montenegro, MONTENEGRO

“

We engage in activities related to peace, tolerance and cultural diversity.”

— Asumbi Teachers Training College, KENYA



We have been working in various projects with the federal Ministry of Education, thus developing best practice examples for Sustainable Development Education and Global Learning in initial teacher training and in the classroom.

A “Forum Global” in our teacher training institution offers workshops on various topics, among others intercultural learning, for in-service teachers and is a meeting point for various interested groups. Together with three other teacher training institutions we act as coordinating partner in the project Whole Institution Approach (<https://www.wia.epiz.de>) which aims at fostering hands-on sustainability and the practical implementation of SDGs in teacher training.

— Seminar für Ausbildung und Fortbildung der Lehrkräfte Karlsruhe, GERMANY



Source: Vecteezy



We have a Global Citizenship Education Academy

- Mentoring program for elementary students of multi-cultural background
- Special Lectures on Global-Cultural Education
- Co-teaching program with teacher education institution of other countries.

— Gyeongin National University of Education,
REPUBLIC OF KOREA



Thirty-three representatives from UNESCO ASPnet have been given the opportunity to participate the following educational programs: Education for Sustainable Development, Gender Quality, Mainstreaming Disaster Risk Reduction into Development, Climate Change Education and Lao and Intercultural Education.

— Pakse Teachers' College,
LAO PEOPLE'S DEMOCRATIC REPUBLIC



We have a network which collaborate and support ASPnet primary, secondary and/or vocation school practices. This network is called ASPUnivNet which was founded in 2008. ASPUnivNet links UNESCO Associated Schools in Japan and abroad by developing a liaison system and coordinating opportunities for schools to communicate and exchange practices.

— National University Cooperation,
Miyagi University of Education, JAPAN

“

We develop GCED Modules for Basic Education and create courses/programs that integrate GCED in the teacher education curriculum (Diploma in IP Education, Diploma in Environmental Education, Diploma in Transformative Education).

— Philippine Normal University, PHILIPPINES

”

We develop different projects that deal with GCED education on aspects such as gender equality. The main projects involve organizing workshops and debates that make visible the work of Latin-American women as main protagonists and by implementing a gender workshop, which serves as an opportunity to rethink our androcentric society and generate institutional research based on practices of active listening of life stories of women in the city of Casilda. We are also currently working on transforming curricular subjects such as teaching workshops, enabling the inclusion of GCED based on UNESCO guidelines.

— Instituto Superior de Profesorado N°1 Manuel Leiv, ARGENTINA

“

Global citizenship is since more than ten years one policy and a cornerstone of the Hague University of Applied sciences. Every faculty has to implement Global Citizenship in their curriculum. Since 1 March 2019, there is a professor Global Citizenship that will be conducting research on this topic and provide resources for a better implementation of (learning)activities around global citizenship.

— Haagse Hogeschool, NETHERLANDS



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