



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
Associated  
Schools

## UNESCO Associated Schools Network (ASPnet)

### **Teacher Training in Support of Global Citizenship Education:**

Strengthening professional competencies for effective teaching of the cognitive, socio-emotional and behavioural dimensions of learning

### **A Preliminary Mapping of Research: How ASPnet fosters Global Citizens**

*14 February 2020*

## **Introduction**

The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to construct the defences of peace in the minds of children and young people. Since 1953, ASPnet has developed into a unique network of more than 11,500 educational institutions from all levels of education in over 180 countries.

ASPnet members promote the ideals and values enshrined in the Constitution of UNESCO and the Charter of the United Nations, including fundamental rights and human dignity, gender equality, social progress, freedom, justice and democracy, respect for diversity and international solidarity.

As part of the global ASPnet project *Teacher Training in Support of Global Citizenship Education* (2019-2020), this preliminary mapping of research aims to contribute to building an evidence base of the impact that ASPnet has had on fostering UNESCO's ideals and values and particularly global citizens<sup>1</sup>. It brings together summaries of selected academic research and scholarly articles focused on whether and how ASPnet has empowered learners to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world.

The preliminary mapping is intended, first and foremost, for ASPnet members (National Coordinators and education institutions) to inform their work based on existing evidence and good practices. The mapping is also intended for researchers, policy makers and others, who could be interested in learning about how ASPnet contributes to fostering global citizens, and particularly for researchers, to provide insights on existing research, gaps and ideas for further research.

## **Methodology**

A keyword search<sup>2</sup> was conducted in four languages (English, French, Spanish and German), using a university library catalogue, Jstor, Google Scholar and Google. All research can be accessed online and hyperlinks are embedded for each throughout this document.

The current state of research and summaries were completed by Dr Vanessa Lincoln (Independent Scholar and Teacher at the ASPnet school Lycée Ecole internationale bilingue in Paris, France), Ms Olivia Flores Garza (ASPnet Coordinator in the Department for Education in Nuevo León, Mexico) and Ms Katja Anger-Delimi (UNESCO ASPnet Project Officer).

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<sup>1</sup> Global Citizenship Education is understood to cover the following types of education: education for international understanding, peace and non-violence education, human rights education, international/global education, democracy education, citizenship education, civic education, cultural diversity and tolerance education, interfaith education, gender equality education, moral education, etc.

<sup>2</sup> The following keywords were used as stand-alone or in combination: UNESCO Associated Schools Network, ASPnet, UNESCO schools, Global Citizenship Education, Global Citizens, Peace, Impact, Learning Outcomes, Change.

In the course of 2020, further inputs will be collected through ASPnet National Coordinators, ASPnet Teacher Education Institutions, National Commissions to UNESCO and other partners. A more elaborate version will be shared in late 2020.

## **Preliminary Findings**

### **International/Comparative**

1. **Davies, Lynn (2008) “[Unesco Associated Schools Project Network \(ASPnet\) and Peace Education](#)”, Encyclopedia of Peace Education, Teachers College, Columbia University.**

**Language:** English

**Where to find it:** [Google Scholar](#)

**Summary:** This short article presents ASPnet and discusses the Global Review of the network, commissioned and conducted in 2003 by an independent team from the Centre for International Education and Research at the University of Birmingham, UK.

After briefly presenting ASPnet, the article gives a short summary of the Global Review. It notes that teachers often used more innovative teaching methods and students had greater awareness of the UN, UNESCO, human rights and peace. Schools benefitted from a sense of increased legitimacy and a climate of intercultural understanding. Greater engagement with the wider community was also noted, especially on social and environmental issues. However, just as the Review noted wide variations in the kinds of schools involved in the network and their resources, it also pointed out varying levels of commitment and called for a strengthening of the network.

Next, the article discusses the question of the distinctiveness of ASPnet. It notes that ASPnet will need to continue to distinguish itself in an international educational context where the network's key issues - especially sustainable development, peace, and human rights - are becoming more widespread. It calls for the creation of updated materials that can carve out a distinctive space for ASPnet, notably by highlighting the goals and projects of the UN.

Lastly, the article discusses ASPnet's role in peace education. It notes that peace education is central to ASPnet membership, as the accreditation process requires that UNESCO's notion of a 'culture of peace' be part of the school ethos. Moreover, many schools have participated in initiatives such as International Peace Days and the UN Decade for Peace and Non-violence, and ASPnet students have participated in demonstrations in favor of peace. Furthermore, the Global Review noted that all respondents listed peace education as a top priority, along with intercultural education. The article notes that peace can be a controversial issue in certain settings and that additional teacher training and support may be necessary. It suggests the development of secondary school materials for peace education, following the 2002 'Peace Package' for elementary schools including a teacher handbook, poster, activity cards, Mahatma Gandhi coloring book, and cartoons for peace.

Overall, the article sees ASPnet as a positive force in international education and calls for it to reinforce its visibility, distinctiveness, and interconnections.

2. Schweisfurth, Michele (2005) "[Learning to Live Together: A Review of UNESCO's Associated Schools Project Network](#)" in *International Review of Education*, p. 219-234.

**Language:** English

**Where to find it:** [Jstor](#)

**Summary:** This article is a longer account of the results of the Global Review of ASPnet in 2003 conducted by the Centre for International Education and Research at the University of Birmingham, UK. It presents the network's history, goals, and activities, and then details the review's findings. The review included a 44-item questionnaire for ASPnet schools, a questionnaire for national coordinators, interviews with Ministry of Education decision makers, a review of 15 countries including classroom observation and interviews, interviews with staff at UNESCO headquarters and a review of documents provided by UNESCO.

These surveys found a positive impact of ASPnet membership, including in the area of Global Citizenship Education. Teacher respondents noted for example that ASPnet creates "a sense of belonging to an institution committed to peace" and helps to create a "culture of engagement" in which students are "free to emphasise global issues - not bound by test scores". Teachers used more innovative and participatory teaching methods and reported "increased international awareness, participation and motivation among students, or 'courage and sensitivity to global issues'". Teachers and students showed a strong interest in Global Citizenship Education themes, rating as 'very relevant' such issues as: protection of the environment (88%), human rights and democracy (84%), intercultural learning (73%) and world concerns and the UN system (54%). The Global Review also noted a heightened sense of participation in a larger intercultural community; increased networking and partnerships with other schools; and greater engagement with local communities.

The review found significant cultural and economic differences between schools and highlighted the need for further resources, particularly for public schools in remote areas. It also noted variations in educational culture as well as in ASPnet's visibility with national governments. Finally, the review found varying levels of engagement with social issues, according to context.

Overall, the review highlighted ASPnet's real and potential impact in the area of education on peace, human rights, democracy, intercultural understanding, and environmental protection, and called for increased dissemination of resources.

3. Shultz, Lynette and Guimaraes-Iosif (2012) "[Citizenship education and the promise of democracy: A Study of UNESCO Associated Schools in Brazil and Canada](#)" in *Education, Citizenship and Social Justice* 7 (3), p. 241-254.

**Language:** English

**Where to find it:** [Sage Journals](#)

**Summary:** This comparative study is the result of empirical research conducted in ten Canadian and five Brazilian ASPnet schools. The research involved observation, document analysis, and interviews with ASPnet coordinators, trustees, administrators, teachers, parents, and staff members in these 15 public schools.

The study showed engagement with UNESCO Global Citizenship Education themes. Most of the Canadian schools had a Human Rights committee that developed projects, usually surrounding Human Rights violations. The Canadian schools were highly engaged with global issues, as many educators were interested in developing projects based on global themes. Many of the Canadian students also engaged in awareness-raising and fundraising for organization and issues, as a form of citizenship action. The study found that education for citizenship, and in particular global citizenship, “occupies a large space in the Canadian Associated Schools policies and curricula”. However, the study noted that local social issues often received less attention, and argued that “education for emancipated, active citizenship must address equally the local and global picture”.

The authors found a particular need to advance Global Citizenship Education in Brazilian schools, where it is not a major part of the national curriculum and where teachers often feel they lack the resources and training to tackle these issues. For example, only one of the Brazilian schools made reference to human rights and global issues. Moreover, the fact that four of the Brazilian schools did not have computer labs with an internet connection made raising awareness of global concerns more challenging. As in the Canadian case, the authors argued that local social issues, such as the life conditions of indigenous peoples, needed to be addressed more fully. However, the authors found that UNESCO affiliation could help empower teachers to tackle political and social issues in the classroom. As one Brazilian teacher in the study put it, Global Citizenship Education can also involve a fifth ‘pillar’ of learning: “learning to be politically aware”, particularly in ASPnet schools.

At a general level, the authors recommend a more participatory approach to classroom teaching as well as school management, further teacher training regarding the discussion of controversial social issues, and awareness raising about UNESCO and its resources.

The goal of the article is also to put forward a particular model of global citizenship education, centered around social and political activism. They argue that democracy should be at the heart of global citizenship education: both through the teaching of democratic political principles and human rights, as well as through pedagogy which is itself democratic and participatory. The authors contrast their activist model with a ‘neoliberal’ vision of global citizenship, which they see as based on individualism, elitism, and privatization. They criticize recent developments in UNESCO’s conceptualization of education (notably the dropping of the word ‘democracy’ in the four ASPnet themes, and the emphasis on individual skills building in the four pillars of learning) as potentially promoting passive or depoliticized citizenship, but they also highlight the potential for ASPnet to advance their preferred model of activist and democratic global citizenship.

4. Shultz, Lynette and Guimaraes-Iosif, “Overcoming School Violence: Challenges and Potential of UNESCO Associated Schools in Brazil, Canada, and Mozambique” in *Interacções*, no. 38 (2015), p. 225-244.

**Language:** English

**Where to find it:** [Google Scholar](#)

**Summary:** This article shows that ASPnet schools’ focus on human rights, inclusive democracy, respect for diversity, and global perspectives can contribute to the overcoming of school violence and fostering of a culture of peace. It is based on interviews with over 100 school administrators, teachers, parents, and students at ASPnet schools in Brazil, Canada, and Mozambique.

These countries presented quite different case studies: whereas in Canada and Mozambique most ASPnet schools were public and benefit from the support of the national government in cooperation with the UNESCO National Commission, in Brazil most ASPnet schools were private. Brazilian public schools found it particularly difficult to adopt the UNESCO teaching themes, given limited support from the national government. In Mozambique, the number of ASPnet schools was very small, but the national coordination of the project was very active in helping to adapt curricula.

The study recommended additional financial and educational support from UNESCO, particularly with regard to continuing education for teachers and coordinators. The study also noted low levels of awareness and understanding of ASPnet, even within ASPnet schools, and recommended improving communications within and outside of the network.

Overall, the article noted that for schools with high levels of engagement with the UNESCO global citizenship themes, pedagogy is more democratic and a culture of peace is fostered.

5. Suarez, David F., Francisco O. Ramirez, and Jeong-Woo Koo (2009) “UNESCO and the Associated Schools Project: Symbolic Affirmation of World Community, International Understanding, and Human Rights”, in *Sociology of Education* 2009, vol. 82 (July): 197-216.

**Language:** English

**Where to find it:** [Sage Journals](#)

**Summary:** This is a theoretical article that is interested in why and when countries adopt new educational models. It examines the history of ASPnet to see why countries decided to join the network. The authors find that in the early years of ASPnet, schools tended to join because they were in democratic countries with expanded educational systems which already supported the global human rights agenda. Later in ASPnet’s history, many schools began to join the network because this would give them further legitimacy in an international context where many other schools supported human rights and global citizenship education.

The larger theoretical conclusion is that in the early phases after an educational innovation, schools adopt new ideas because of their own characteristics (which incline them to the innovation), but that in later stages contextual factors matter more (notably the ‘bandwagon effect’ where schools seek legitimacy by following popular initiatives).

The article states that the primary value of joining ASPnet - which the authors posit as unproven scientifically, both in the early stages of the expansion of the network as well as today - membership provides a “symbolic affirmation of world community, international understanding, and human rights”.

## Austria

6. Wintersteiner, Grobbauer, Diendorfer, Reitmair-Juárez (2014) *Global Citizenship Education Politische Bildung für die Weltgesellschaft*. Österreichische UNESCO-Kommission Wien.

**Language:** German, available in English: [Global Citizenship Education - Citizenship Education for Globalizing Societies](#)

**Where to find it:** German ([UNESCO](#)), English ([Peace ED Campaign](#))

Summary: This publication offers a rationale and a didactics of Global Citizenship Education based on theoretical and practical work undertaken in Austria, most notably by the Masters programme GCED at the Alps-Adriatic University in Klagenfurt (a specialized course of study for educationalists, teacher trainers, NGO associates and teachers) and the Austrian UNESCO Associated Schools Project Network. The approach put forward is characterized by four features:

1. theoretical grounding and a particular focus on terminology in order to foster competence of judgment regarding political concepts;
2. investigating the historical dimension of GCED in depth in order to account for colonialism and neo-colonialism;
3. socio-critical orientation in order to distinguish strands of GCED that ultimately perpetuate concepts of Western hegemony; and
4. didactic implementation that is systematic and based on appropriate theoretical work in order to avoid pragmatism.

7. Wintersteiner, Grobbauer, Reitmair-Juárez (2018) *Global Citizenship Education in der Praxis: Erfahrungen, Erfolge, Beispiele in österreichischen Schulen*, Österreichische UNESCO-Kommission (Hrsg.), 126 pages

**Language:** German, available in synthesized format in English: Brochure [A School of Cosmopolitanism: Experiences with Global Citizenship Education in Classroom Practice](#), Österreichische UNESCO-Kommission (Hrsg.), 2019, 39 pages

**Where to find it:** German ([UNESCO](#)), English ([UNESCO](#))

**Summary:** Following the first volume “Citizenship Education for Globalising Societies”, which explains the notions and goals of UNESCO’s programmes related to GCED, this second volume focuses on examples from academic practice. It is a best practice collection demonstrating how young people can successfully be inspired “to think globally and act locally”.

The findings derive from Austrian ASPnet schools’ practices for “Learning to know/Learning to do/Learning to be/Learning to live together” and based on how they structure their lessons in a project-oriented, participative and topic-specific way.

The unique ‘spirit’ of UNESCO schools has enabled these schools to work more profoundly on matters related to Global Citizenship Education and the schools reach out to and collaborate with experts from various specialised institutions and NGOs to this end.

The collection of good practices is intended to encourage teachers all over the world to include the Sustainable Development Goals of the United Nations, with all their essential topics and objectives, to a greater extent in their lessons.

## Canada

**8. Schultz, Lynette, with Ranilce Guimaraes-Iosif, Tejwant Chana and Julia Medland, The Impact of Becoming a UNESCO ASPnet School in Alberta and Manitoba. Edmonton: The Alberta Teachers’ Association, April 2009.**

**Language:** English

**Where to find it:** [Google Scholar](#)

**Summary:** A publication for members of the Alberta Teachers’ Association, this monograph presents the results of empirical research into the impact of ASPnet membership in ten Canadian schools, five in Alberta and five in Manitoba. The publication begins by outlining the history and aims of ASPnet, along with the process for becoming an ASPnet school.

Part of the research was devoted to learning more about how schools incorporated the three UNESCO Teaching Themes.

- For the theme on human rights, democracy, and tolerance, for example, one school developed a “respect agreement” between students, teachers, staff, and parents. Other activities in this theme included regular student surveys to make the school environment more democratic, classroom conversations on individual rights and stereotyping, and participation in local human rights campaigns and conferences on global citizenship.
- For the theme on world concerns and the role of the UN, examples of activities included raising funds for humanitarian and development organizations and engaging in classroom conversations related to human rights and responsibilities and global affairs.



- On environmental sustainability, schools founded environmental clubs, researched and made biofuels, conducted water quality studies, and carried out in-school environmental audits. On the theme of intercultural learning, schools held events to share different cultural traditions, including annual multicultural days where students set up their own booths to share information about their cultural backgrounds, or workshops with members of particular cultural groups to share dance and food traditions.

The study also involved interviews and surveys regarding the benefits of ASPnet membership:

- Benefits for students included improved behavior and achievement, stronger critical thinking skills, a heightened sense of rights and responsibilities, increased awareness of local as well as global issues, and more partnerships between students.
- For schools, ASPnet offers opportunities for partnerships between schools, increased credibility, more democratic processes, greater solidarity, and a more positive atmosphere. The network also empowers teachers, allowing them to widen the scope of their goals and activities and to adopt a ‘values-based’ teaching approach.

The article concludes by making a series of six recommendations for ASPnet schools:

- 1) better communication (within schools as well as between schools at the national and international levels, through more meetings, conferences, and online activities);
- 2) more professional development for teachers;
- 3) more emphasis on the global human rights agenda;
- 4) a deeper level of student participation (both in the classroom and in planning, implementing and evaluating projects);
- 5) more attention to ethical considerations (for example by thinking about the causes of poverty rather than just providing charity, or by forging genuine friendships rather than assuming others’ deficiency); and
- 6) development of a process of formative evaluation (which clarifies exemplary practices and strategies to implementing the UNESCO pillars and themes, as well as establishes processes of evaluation, preferably collaboratively within the network).

**9. Schultz, Lynette, with Maren Elfert, “Global Citizenship Education in ASPnet Schools: An Ethical Framework for Action”. The Canadian Commission for UNESCO’s IdeaLab, October 2018.**

**Language:** English

**Where to find it:** [Research Gate](#)

**Summary:** This article presents recommendations for the implementation of Global Citizenship Education (GCED) in schools. It calls for the adoption of a whole-school approach that integrates GCED into curricula, lesson plans, and school activities.

In line with Schultz’s other research, it advocates a model of GCED that emphasizes social justice, critical engagement, and cross-cultural inquiry, and sees GCED above all as an “ethical position, a worldview that emphasizes human rights and earth rights” as well as responsibilities to face contemporary challenges. This ethical position is expressly a “decolonial worldview” that

seeks to address colonial legacies. The authors build on Gilroy's notion of "conviviality", a commitment to "build good relations through a range of interactions across difference" which seeks to acknowledge and repair the damage wrought by colonialism.

The classroom application of this approach would firstly involve empowering and training teachers to engage in difficult conversations about controversial issues such as colonialism, patriarchy, social inequality, or political oppression. The authors recommend Fournier-Sylvester's model for engaging in difficult classroom conversations, which firstly involves creating an open and respectful environment in which students are encouraged to make evidence-based arguments rather than only voicing opinions. Fournier-Sylvester also points to several options for the role of the teacher in these debates: Committed (teacher takes a position but acknowledges other positions), Objective/Academic (teacher presents all possible positions), or Devil's Advocate (teacher takes the most controversial position to encourage the students to develop their own viewpoint). At the end of the conversation, students review and reflect. The authors point out that a whole-school approach to GCED involving the commitment of school principals and staff as well would support teachers in such initiatives.

The article also argues for an interdisciplinary approach that would involve lessons on GCED not only into social studies classes, but also into mathematics and other courses, primarily by incorporating non-Western perspectives on learning in order to avoid a neocolonial approach to knowledge. This could involve, for example, discussing lines as moving rather than static objects, following indigenous Canadians' perspectives, or teaching math concepts through stories in indigenous communities in Brazil.

The authors point to the importance of building an environment of trust and togetherness in the classroom. They encourage rituals such as 'call-and-response' phrases to build a sense of community (such as the hip-hop phrase 'Can I proceed?', 'Yes indeed', as in Emden's work). Finally, the authors recommend a strengthening of the network through a more bottom-up, participatory approach.

The article ends with a series of resources for teachers, for example on incorporating GCED into math courses or on how to empower teachers to address difficult questions with their students in the classroom.

**10. Centre for Global Citizenship Education, the Centre for Global Education and TakingITGlobal: The National Youth White Paper on Global Citizenship. 2015.**

**Language:** English

**Where to find it:** [Google](#)

**Summary:** This article presents the proposals of 400 students from five high schools in Canada, including ASPnet schools, who used technology to meet in a Virtual Town Hall to discuss Global Citizenship Education. The full-day event enabled students to meet with international experts, debate the goals and possibilities of global citizenship, and make proposals for policy that will facilitate global citizenship.

Students concluded that global citizens should above all: 1) ensure that all voices in society are equally valued, 2) question preconceived ideas and view media critically, 3) enforce cultural, economic, environmental, and social rights at the local and national as well as global levels. The White Paper cautions against falling into a Western ‘savior complex’ or remaining satisfied with ‘low-risk low-reward’ solutions such as reposting on social media, and encourages students to evaluate solutions in more depth.

It posits the main global citizenship rights and responsibilities as: the right and responsibility to be informed, the right to live in a society that accepts and values different identities, the responsibility to be open minded, the right to voice different viewpoints, and the responsibility to find opportunities for the underrepresented to be heard.

Finally, believing the education system to be the best means to foster global citizenship, it calls on policy makers to revise curricula to challenge dominant narratives on global issues, to support youth voices and conversations with adults, and to build understanding of minorities’ perspectives.

## **Finland**

**11. Asarkijarvi Anu Riitta, Do UNESCO Schools in Finland Prepare Their Students for the Future? - A Study of Their School-Based Curriculums. Master’s Research Thesis. 1999.**

**Language:** English

**Where to find it:** [Google Scholar](#)

**Summary:** This Masters thesis presents a statistical study of Finnish ASPnet schools’ curriculums and their use of UNESCO’s four basic elements of curriculum (‘Nature’, ‘Culture’, ‘Myself’ and ‘Others’) and four dimensions of learning (Learning to know, do, be, and live together). It found consistent results between schools that showed strong emphasis on learning relating to ‘Myself’ and ‘Culture’, as well as on students’ knowledge and skills. However, learning relating to relations with other people and with nature was more marginal. The research consequently advocated more balance between these elements.

## **France**

**12. Paillet, Paule, “En Contrepoint - Le Réseau internationale des écoles associées de l’UNESCO”, Caisse nationale d’allocations familiales, 2008/3, no. 147, p. 63-64.**

**Language:** French

**Where to find it:** [CAIRN](#)

**Summary:** This short article gives an overview of the history, aims, and organization of ASPnet. It points to the dynamism and continual growth of the network as well as its impact. Schools gain legitimacy through the UNESCO brand and teachers gain greater liberty to take initiatives. Students gain critical thinking skills, a sense of empowerment in the face of global transformations, and a sense of ‘citizen’s dignity’. The article points to the importance of ASPnet projects, which mobilize students and ask them to think concretely about global issues past and present. One example, which is mentioned is the Baltic Sea Project, which was initiated by a Finnish teacher during the Cold War to find solutions to environmental problems in ASPnet schools in nine neighboring countries.

## Philippines

**13. Mabunga, Ronald Allan S., “Peace Education Among UNESCO ASPnet Schools and Teacher Education Institutions in the Philippines: A Peace Education Framework” in *The Normal Lights*, vol. 10, no. 1 (2016).**

**Language:** English

**Where to find it:** [Google Scholar](#)

**Summary:** This article presents the results of a statistical study conducted on Teacher Education Institutions in the Philippines, including administrators, educators, and teachers. The study shows that ASPnet schools have higher level of positive perceptions on the practice of peace education, and that all seven dimensions of peace education - respect for human rights, environmental care, personal peace, cultural solidarity, and dialogue - are practiced. It recommends further study of the impact of peace education in Teacher Education Institutions on wider communities.

**14. Romero, Rene C., “Human Rights Education in Selected UNESCO Schools in the Philippines”, *Human Rights Education in Asian Schools*, vol. V (2002).**

**Language:** English

**Where to find it:** [Google](#)

**Summary:** This article studies human rights and peace education in the Philippines, following a period of dictatorship from 1972-1986, focusing on pilot projects by ASPnet schools in the country. The article details the activities of a number of ASPnet schools, for example children’s workshops, attendance of international conferences, youth camps, peace vigils, and leadership training seminars. It gives a number of case studies, for example the Peace and World Order Studies Unit at the Philippine Normal University, which held conferences, adapted curricula,

held youth camps, and created partnerships to promote human rights. The article also presents the results of an experiment in nine ASPnet secondary schools, testing participants' knowledge of human rights and democracy before and after completing modules using UNESCO instructional materials. The study showed the modules were effective in increasing awareness of human rights issues, with students with less prior knowledge benefitting the most. Overall, this article is very useful in giving concrete examples of activities on human rights in ASPnet schools.

### Vietnam

15. Tyler, Melissa H. Conley et al (2008) "[Developing a peace education curriculum for Vietnamese primary schools: a case study of participatory action research in cross-cultural design](#)" in *Journal of Research in International Education*, vol. 7 (3), p. 346-368.

**Language:** English

**Where to find it:** [Sage Journals](#)

**Summary:** This article discusses the production of a 50-lesson peace education course manual for Vietnam by the International Conflict Resolution Centre at the University of Melbourne, Australia. Its focus is on the process of creating the teaching manual across cultural boundaries. A Participatory Action Research approach was used, wherein Vietnamese teachers and Australian scholars collaborated on the development of the peace curriculum as equal partners, with the Australian academics contributing specialized knowledge of peace education and the Vietnamese teachers contributing their deeper knowledge of the cultural context in Vietnam.

Vietnamese teachers notably voiced concerns about the difficulty of using existing peace education materials based on a 'smorgasbord' approach, wherein teachers choose activities from a wide variety of possibilities. The teachers preferred a more traditional approach of set lesson plans, which would give them more pedagogical and institutional support. The Australian researchers therefore established a 'systematic core course' of 10 lessons per year over 5 years, with each unit containing materials on preparation, a highly detailed and practically oriented lesson plan, and post-lesson reflection. As the lessons were adapted mostly to primary school children, discussion of violence and its impact was acknowledged as inappropriate. Instead, the lesson plans included the use of games, physical activities, reflective activities, and philosophical material. In addition to the 50 lesson plans, the manual included supporting material such as posters, stories, cards, maps, comics, and role plays. The manual included the use of UNESCO's 'peace keys' throughout.

### Venezuela

16. Marquez, Jeanette, "[El orientador en la red de escuelas asociadas a la UNESCO \(PEAU\) y la inclusion social](#)", *Educere*, vol. 10, num. 32, enero-marzo, 2006, p. 67-70.

**Language:** Spanish

**Where to find it:** [redalyc](#)

**Summary:** This article discusses the impact of ASPnet membership in 2002-2003 in Venezuela. It highlights how membership allows for the fostering of social inclusion as well as the 'edification' and development of coordinators, teachers and students. It discusses how ASPnet's fostering of values such as peace, international cooperation, and intercultural understanding can promote social inclusion in the face of social inequalities. It highlights the usefulness of special projects, such as thematic classroom discussions, storytelling, theater, commemoration days, AIDS walks, school newspapers, anniversary weeks, and intercultural days where minority groups are invited to speak.