



UNESCO



ASPnet



Associated Schools Project Network (ASPnet)

50th ANNIVERSARY INTERNATIONAL CONGRESS

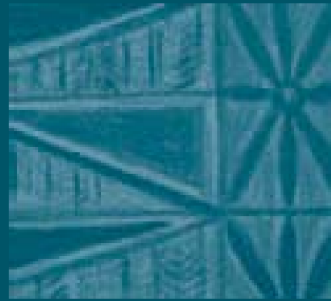
Navigators for Peace

Ko Nga Kaiwhakarere mo te Rangimarie

Quality Education for the 21st Century

AUCKLAND NEW ZEALAND 3-8 AUGUST 2003





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part I

Final Report of the Congress

Associated Schools Project Network (ASPnet)

50th Anniversary International Congress “Navigators for Peace”

Ko nga Kaiwhakaterere mo te Rangimarie

Quality Education for the 21st Century

Auckland, New Zealand

3 - 8 August 2003

INTRODUCTION

An International Congress on Quality Education for the 21st Century, “Navigators for Peace”, to commemorate the 50th Anniversary of the UNESCO Associated Schools Project Network (ASPnet), was held at the Waipuna Conference Centre in Auckland, New Zealand, from 3 to 8 August 2003. The Congress took place under the auspices of the New Zealand National Commission for UNESCO, in close cooperation with the UNESCO Apia Office and the Division for the Promotion of Quality Education, UNESCO Headquarters.



ESPAÇO ABERTO
educação infantil



BACKGROUND

1. PREPARATION AND PROCEDURES

ASPnet was launched by UNESCO in 1953 with 33 secondary schools in 15 Member States to promote education for international understanding and peace. Over the decades ASPnet has emerged as one of UNESCO's most successful long-term initiatives and longest-running programmes. ASPnet has become a unique network committed to reinforcing the humanistic, ethical, cultural and international dimensions of education whilst ensuring the sharing and exchange of good practices nationally and internationally. As of 2003, ASPnet includes some 7500 institutions, ranging from nursery schools to teacher training institutions in 172 countries.

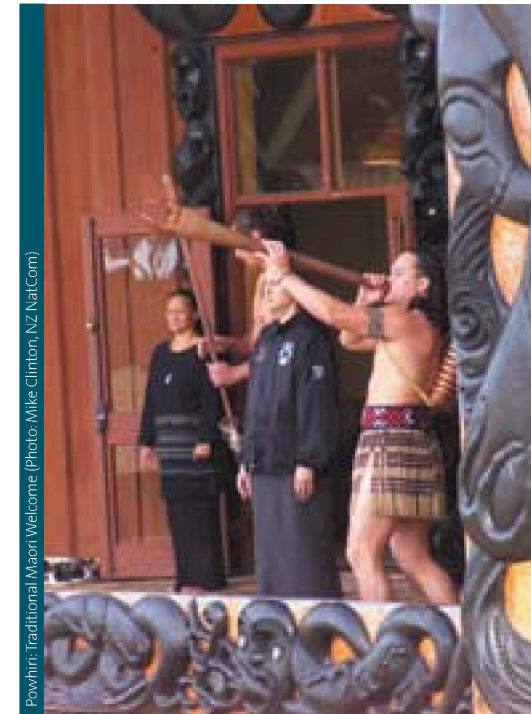
Ever since ASPnet was launched, a major encounter has been held once every ten years to mark its anniversary and achievements and make plans for the future. ASPnet international meetings were held respectively in Sèvres, France (1963); Lévis, Canada (1973); Sofia, Bulgaria (1983); and Soest, Germany (1993). To celebrate its 50th Anniversary, it was decided to convene an international congress in the Pacific, whose very name is symbolic of ASPnet and which is a very active region whose ASPnet activities are coordinated by the UNESCO Apia (Samoa) Field Office. The New Zealand National Commission for UNESCO agreed to convene the Congress in Auckland.

In view of its 50-year history, its considerable expansion and many results, a Global Review of ASPnet was undertaken in 2002–2003 in order to better identify its strengths and shortcomings as well as to make recommendations for further action and orientation. It was conducted by the Centre for International Education and Research of the University of Birmingham (United Kingdom), whose ASPnet Global Review Report was one of the main working documents for the Congress, along with the Draft Elements for the ASPnet Strategy and Plan of Action (2004-2009): Putting Quality Education into Practice.

CONGRESS OBJECTIVES

The Congress had three main objectives:

- i) To commemorate 50 years of ASPnet networking in support of quality education
- ii) To take stock of the ASPnet Global Review results
- iii) To chart a new course for ASPnet for 2004-2009 and beyond.



Participants were invited in their personal capacity and recommendations were made and conclusions reached by consensus. Every day of the Congress was devoted to a specific topic which was addressed in panel presentations followed by general debates. Participants also had the opportunity to take part in a number of educational, cultural and social events and visits. Interpretation was provided in English, French and Spanish.

Congress Bureau and Drafting Groups. Margaret Austin, Chairperson of the New Zealand National Commission for UNESCO, presented the programme. Mr Pat Lynch, Deputy Chairperson of the New Zealand National Commission for UNESCO, suggested the composition of the Bureau of the Congress which was unanimously adopted and elected as follows:

Chair:	Ms Margaret Austin, Chairperson of the New Zealand National Commission for UNESCO
Vice-Chair:	Ms Aminata Sall, Secretary-General of the Malian National Commission for UNESCO
Vice-Chair:	Ms Maria Clemencia Lopez, Secretary-General of the Venezuelan National Commission for UNESCO
Rapporteur:	Mr Suheil Shahin, ASPnet National Coordinator, Jordan
Rapporteur:	Mr Svein Kyrre Hamnes, ASPnet National Coordinator, Norway

The Chair then summarised the Congress objectives: that commemoration of 50 years of ASPnet achievements would be important but even more so would be the interventions and debates that formed the basis for the proceedings of the Congress. The final report of the Congress and the ASPnet Strategy and Plan of Action would reflect ideas and proposals from participants.

The Chair then proposed members to the drafting committee for the ASPnet Strategy and Plan of Action (2004-2009), which were unanimously agreed upon:

- Mr Leslie Atherley, member of the Barbados National Commission for UNESCO
- Mr Jens Dalsgaard, ASPnet National Coordinator, Denmark
- Ms Rakhima Kuanyshbayeva, ASPnet National Coordinator, Kazakhstan
- Ms Eml Chutura, ASPnet National Coordinator, Marshall Islands
- Mr Marius Kudemo, Ministry of Education, Namibia
- Ms Sawsan Saleh, ASPnet National Coordinator, Palestinian Authority



Powhiri: Traditional Maori Welcome (Photo: Mike Clinton, NZ Nat.Com)

Facilitators:

Ms Sigrid Niedermayer, UNESCO Headquarters

Mr Zhou Nan-Zhao, UNESCO Bangkok Office

Ms Maria Luisa Jauregui, UNESCO Santiago Office

The Chair invited participants to submit concise proposals in writing to the facilitators. Ms Austin asked for volunteers from each region to form a second group to draft the Auckland Declaration.

PARTICIPANTS

Participants were mainly officials from Ministries of Education and National Commissions for UNESCO and ASPnet National Coordinators. Also present were a number of observers such as principals, teachers and experts, and staff from UNESCO Headquarters and Field Offices (Amman, Apia, Bangkok, Santiago, and Windhoek). Altogether, there were 287 participants (including 17 observers) from 93 countries (see Annex II).

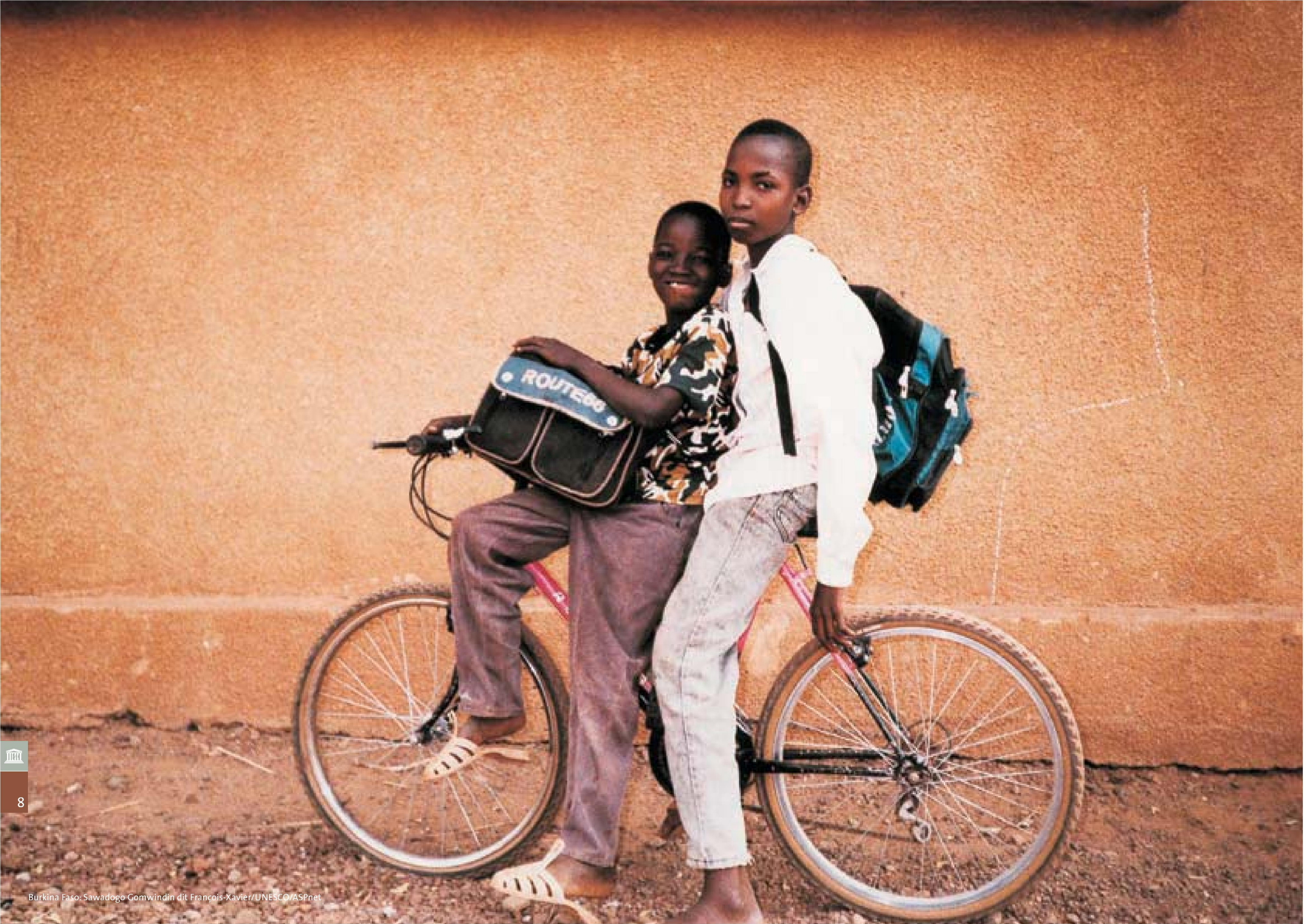
H I G H L I G H T S

POWHIRI (TRADITIONAL MAORI WELCOME)

LED BY AWI RIDDELL, UNESCO KAUMATUA (ADVISER) ONTO THE BEAUTIFUL ANCESTRAL GROUNDS OF ORAKEI MARAE, A CEREMONIAL "COMMUNITY CENTRE" OVERLOOKING THE BAY OF AUCKLAND. THE PARTICIPANTS AT THE MEETING WERE GIVEN A TRADITIONAL MAORI WELCOME (POWHIRI) BY THE NGATA WHATUA PEOPLE WHICH INCLUDED A CHALLENGE, A BLESSING, SPEECHES OF WELCOME BY SIR HUGH KAWHARA AND OTHERS AND REPLY BY JOHN DANIEL AND SONGS. FOLLOWING THAT SOLEMN AND MOVING CEREMONY, DELEGATES RETURNED TO THE CONGRESS VENUE FOR THE OFFICIAL CONGRESS OPENING.



John Daniel, Assistant Director-General for Education, UNESCO, at the Powhiri (Photo: Mike Clinton, NZ NatCom)

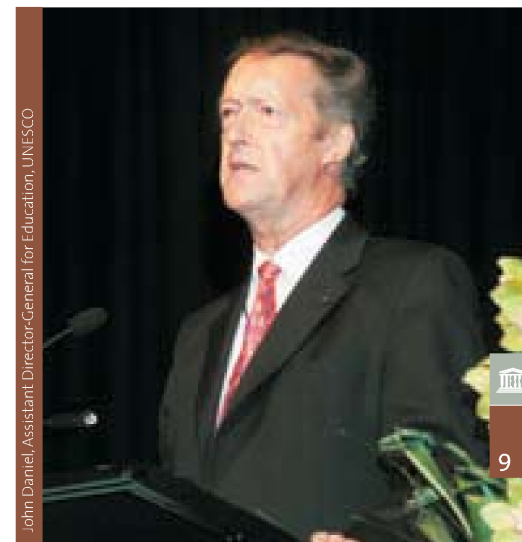


2. INAUGURATION OF CONGRESS

Margaret Austin, Chairperson of the New Zealand National Commission for UNESCO, warmly greeted the participants in Maori and in English (“this house, all people, many relations from the four winds”) assuring them that “the warmth of our welcome to this multicultural nation with a bicultural heritage is genuine and embracing”. She introduced the Congress planning group and expressed pleasure and satisfaction in seeing the participants “ready to engage in celebrating 50 years of ASPnet, looking back for a little while and mainly focusing on the future”. Ms Austin said that ASPnet had enormous potential and great relevance for young people and was ready to revitalise itself after 50 years and build a new focus. ASPnet’s power to influence the students in 7500 schools in 172 countries was considerable. “Competent children become competent, confident, achieving adults.” The Congress focused on quality education because, she said, it contributed to UNESCO’s “drive for equality, tolerance, peace and mutual understanding”.

John Daniel, Assistant Director-General for Education, UNESCO, expressed his sincere appreciation and gratitude to the New Zealand Government and people for hosting the Congress and conveyed the greetings of the Director-General of UNESCO, Mr Koïchiro Matsuura, who followed the fortunes of UNESCO’s ASPnet very closely. Mr Daniel pointed out that the Pacific Island region, the last part of the world to join ASPnet, was one of ASPnet’s most active regions. As the title of the Congress included the Maori words “Ko nga Kaiwhakaterere mo te Rangimarie”, meaning “Navigators for Peace”, all the participants would become Navigators for Peace during this meeting, which had three purposes: to celebrate, to confer and to agree on consensus about how to develop ASPnet in the future. Mr Daniel cited the two clear goals of quality and peace and said the challenge would be to create a consensus about how best ASPnet could pursue those goals in a complex world. Finally, Mr Daniel reminded the gathering of the overriding aim of UNESCO’s work in education, which was included in UNESCO’s Constitution 58 years ago but was still far from a reality. Remarking that “the children in ASPnet schools are the lucky ones”, he asked how ASPnet schools could help to tackle the wider educational problems in their communities, in their countries and in the world.

Edna Tait, Director of the UNESCO Office in Apia, Samoa, welcomed all participants on behalf of the Pacific Office. She then introduced the region, its features and people to the Congress. “The earth’s largest ocean laps all shores, linking us in the spirit of the great navigators of the past who settled the Pacific. We are very happy that you, today’s Navigators for Peace bring your special part of the world to our special part of the world.”



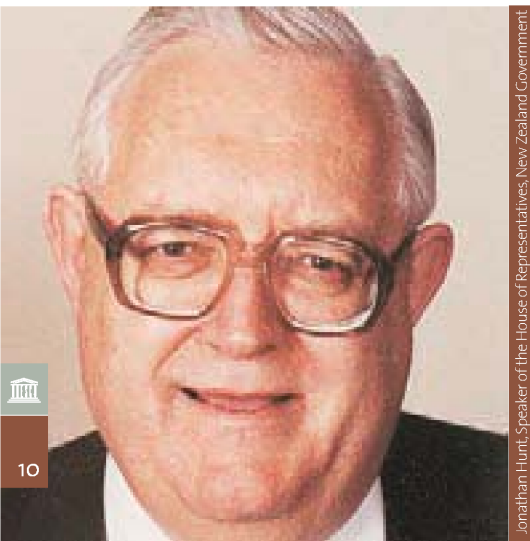


Edna Tait, Director of the UNESCO Office in Apia, Samoa

Commemorating 50 years of ASPnet, Ms Tait honoured the teachers and students, Ministries of Education and UNESCO colleagues, past and present, who have supported the Network. Looking forward she invited those in the Network who could not be in Auckland to suggest solutions on how to translate quality experiences to learning, so that all students could become Navigators for Peace.

In summing up she explained that ASPnet in the region is strong and had completed five major ASPnet projects in the past eight years. She then introduced every single country in the region and took the opportunity to thank all the supporters of the Pacific ASPnet over the past few years.

Jonathan Hunt, Speaker of the House of Representatives of the New Zealand Government, welcomed the participants on behalf of the New Zealand Government and conveyed the regrets of the Prime Minister, Helen Clark, who was unable to attend. Mr Hunt recalled New Zealand's role at the forefront of peacekeeping and its support of United Nations goals, a role in which distance and time played a part to enable an independent perspective and which the Prime Minister was actively continuing to fulfil. Mr Hunt outlined the keys to educational success and pointed out that New Zealand's goals are very much in line with UNESCO's and ASPnet's in particular. In conclusion, Mr Hunt stated that more attention should be devoted to human rights with responsibility, family and quality relationships, dialogue among nations and universal values. If ASPnet could contribute to this agenda, he concluded, then the future would be in good hands.



Jonathan Hunt, Speaker of the House of Representatives, New Zealand Government

H I G H L I G H T S

A SONG FOR EVERY SPEECH

IN KEEPING WITH THE TRADITION OF THE PACIFIC, A CHOIR OF ASPNET NATIONAL COORDINATORS AND REPRESENTATIVES FROM THE 17 PACIFIC COUNTRIES RESPONDED TO EACH OF THE WELCOME SPEECHES WITH A ROUSING BURST OF SONG, BOTH AT THE POWHIRI (TRADITIONAL MAORI WELCOME) AT THE ORAKEI MARAE AND AT THE OFFICIAL CONGRESS OPENING. EACH DAY OF THE CONFERENCE STARTED WITH A SONG IN MAORI OR ENGLISH WITH THE WORDS PROJECTED ON A SCREEN FOR PARTICIPANTS TO LEARN. PRINTOUTS OF THE SONG LYRICS WERE ALSO INCLUDED IN THE CONFERENCE DOCUMENTS.





3. aspnet 50th anniversary celebration and review of aspnet achievements in support of quality education

KEYNOTE ADDRESS – UNESCO PRIORITIES AND ASPNET

In his Keynote Address, "UNESCO Priorities and ASPnet", John Daniel, Assistant Director-General for Education, situated the overall work of ASPnet in the context of UNESCO, its education programme and the even vaster framework of the development of humankind, with special reference to the Millennium Development Goals, the 2003 UNDP Human Development Report, and the six "Dakar goals" which he helpfully summarised with the acronym GET EQUAL (girls and gender; elementary education; training; early childhood; quality; and adult literacy).

Mr Daniel reasserted that the core purpose of ASPnet was to try out ways of achieving UNESCO goals in schools, as expressed in the Preamble to UNESCO's Constitution: constructing the defences of peace; putting emphasis on democracy and equality; committing to education for justice and liberty and peace; and promoting intellectual and moral solidarity.

In conclusion, Mr Daniel cited the expression "More than three objectives are no objectives" and recommended a stronger focus for ASPnet on education for justice, education for liberty and education for peace.

- ASPnet should affirm UNESCO's values locally, especially if they challenge the established order.
- ASPnet's potential for helping children to understand basic freedoms should be exploited.
- Education for peace, in the context of fighting terrorism, could take the form of training pupils in conflict mediation and introducing systems of peer mediation into schools themselves.



John Daniel, Assistant Director-General for Education, UNESCO
(Photo: Mike Clinton/New Zealand National Commission for UNESCO)

aspnet AROUND THE WORLD: RECENT ACHIEVEMENTS IN SUPPORT OF QUALITY EDUCATION

Delegates from seven countries presented recent ASPnet achievements in support of quality education. **Samoa** spoke of reforms in education, and achievements in testing the UNESCO Peace Pack and World Heritage Education kit; the **Republic of Korea** explained its ASPnet teachers' council, teachers' workshops and exchange programmes with seven countries; **Cuba** outlined its many projects led by the Minister of Education on Culture of Peace, the environment, slavery, culture, water sustainability, World Heritage preservation and the use of Information and Communications Technology (ICT); **Germany** presented its new "Agenda 21 box" designed to teach sustainable development (themes: clothing and textiles, buildings and dwellings, nutrition and mobility), its international summer school and Internet conference and integrated approaches involving community and school as well as its fundraising solidarity operations; **Guinea** cited the ASPnet global evaluation, underlined the huge communication problems for schools which led to time lapses in implementation, and spoke of cooperation with Germany and France; **Saint Lucia** concentrated on the four pillars of learning, with emphasis on non-violent conflict resolution, cultural heritage, and intercultural dialogue; **Kuwait** focused on new ways to improve teaching methods, the use of resource materials, the development of problem-solving skills, and the renewal of its educational system.

EDUCATION FOR ALL (EFA) DAKAR FRAMEWORK OF ACTION, QUALITY EDUCATION IN PRACTICE THROUGH ASPNET

Ms Mary Joy Pigozzi, Director of the Division of Quality Education in UNESCO, gave a speech on the reorientation of ASPnet to support a quality education for all, taking into consideration quality education in relation to ASPnet; the framework for UNESCO's work in quality education; UNESCO's vision of quality education; and the important role ASPnet could play in UNESCO's work. Ms Pigozzi remarked that UNESCO's vision of quality was still in the making and was grounded in human rights and an understanding of universal human values, saying "It is not education **about** human rights; it is education **for** human rights". She presented six key dimensions of quality education from a rights perspective that: (i) seeks out learners and assists them to learn; (ii) reflects what the learner brings to his/her learning; (iii) takes into account educational content; (iv) examines the processes of education; (v) situates the learning environment; and (vi) provides an enabling environment that is rights-based with appropriate managerial and administrative systems.



Mary Joy Pigozzi, Director, Division of Quality Education (left), at the ASPnet 50th Anniversary Gala Dinner (Photo: Mike Clinton/New Zealand National Commission for UNESCO)

50 years of educational innovations and networking through aspnet

Ms Elizabeth Khawajkie, International Coordinator of ASPnet, reviewed the Network's history since its launch in 1953, highlighting chronological developments and achievements. She indicated four main reasons that help to explain the considerable growth and sustainability of the Network which are: contributes to the application of the UNESCO ideals; plays a role in filling the gap between what is happening in the world and what is being taught in the classroom; ensures a multiplier effect through the broad diffusion of good practices in support of quality education; and benefits from committed and engaged ASPnet National Coordinators, principals, teachers and students. Major educational innovations of ASPnet in relation to quality education such as the Peace Pack, the World Heritage Education kit and flagship projects were introduced to the participants. In conclusion, Elizabeth Khawajkie added three further Cs to John Daniel's: concentration on priority areas in support of quality education, consolidation of ASPnet and collaboration with strategic partners. The Chairperson then added a seventh: commitment.



Elizabeth Khawajkie, International Coordinator of ASPnet

aspnet gLObal review evaluation: major results and recommendations for aspnet and quality education

Professor Lynn Davies from the Centre for Education and Research, University of Birmingham, United Kingdom, summarised the main elements of the report of the Global Review of the ASPnet. The review was commissioned to examine the working and impact of the network of UNESCO Associated Schools after 50 years. Ten different research instruments (including questionnaires, interviews, observations, country and school studies and document analysis) were developed and analysed. Prof Davies listed the major results, strengths and weaknesses.

The recommendations of the review concerned the orientation, administration, management, monitoring and dissemination of ASPnet. They would help to enhance its impact inside schools and at community, national and international levels.

Prof Davies resumed: "The conclusions and reflections on key issues and directions will create the best conditions for the Network to meet the demands of quality education in the 21st century – and hopefully beyond."

aspnet CONTRIBUTIONS to quality education at national Level

ASPnet National Coordinators from several countries spoke of ASPnet contributions to quality education at national level. **Finland** informed the Congress that the National Curriculum was “being reviewed” to include ASPnet themes such as human rights and culture with the basic goals of acquiring knowledge, skills and cultural competence; **Fiji** stated that ASPnet was a positive force for good. Its major themes included the holistic development of the child, history and heritage, intangible and tangible culture, and the environment; as well as the study of the United Nations, good governance, citizenship education and respect for human rights; **New Zealand** pointed out that equity development depends on education and cited recent research on teacher/pupil relationships, notably “deficit teaching” where teachers blamed children, children blamed teachers and teachers blamed family. In successful schools teachers set high expectations, while professional development raised expectations of both teachers and children.

the role of aspnet in contributing to quality education in practice

Part I. ASPnet National Coordinators

Barbados felt that ASP must have support mechanisms (especially in small states with “multi-function” officials) and advocated private sector support as well as Caribbean sub-regional training meetings for National Coordinators, with emphasis on a rights-based education, especially for the Transatlantic Slave Trade (TST) Education Project; **Laos** described its activities of training and induction, the translation of the “World Heritage in Young Hands” kit and the Culture of Peace handbook (in preparation); **Latvia** advocated quality not quantity, with emphasis on duties, rights and responsibilities and described its ASPnet structure with revolving Coordinators and an ASP Board to plan work and determine participants; the **Cook Islands** believed ASP should be part of quality goals and outcomes, therefore it built ASP goals into the curriculum with strong groups in schools working with parents and the community to promote peace.

Part II. National Commission officials

Norway believed that quality was more important than numbers, that recommendations already issued from ASP conferences should be consulted, that activities on cultural diversity and dialogue among civilisations should be intensified, and stressed the value of the World Heritage and TST projects; **Uzbekistan** advocated capacity-building for everyone, gave importance to formal, informal and out-of-school education and cited initiatives such as “Education for Life” and exchange programmes



Kuwait: Naeema Al-Mansour Al-Shatti (UNESCO/ASPnet)

for Human Rights; **Mali** described its competency-based curriculum that allowed knowledge and experience to be incorporated, stressed the importance of quality of teaching and mentioned its work in the fields of Culture of Peace and ICT; **Vietnam** used ICT to popularise ASPnet programmes and suggested that a role for ASPnet in education reform was possible. Plans included pioneering textbooks and holding festivals at local, regional and international levels.

Following the presentation, the Chair opened the debate which comprised contributions from the following countries: **Germany, Costa Rica, Slovenia, Spain, Indonesia, France, Philippines, Bangladesh, Italy** and **Venezuela**. Suggestions included schools reapplying to join ASPnet every three years.

Part III. Ministry officials

Priority areas of EFA, quality education and implications for ASPnet

Namibia made a number of suggestions for improving education through ASPnet; **Thailand** covered topics such as Human Rights Education, advocated student exchanges on World Heritage conservation, and recommended financial assistance for translation of materials; **Jordan** believed equality of opportunity was important but as yet it was not achieved and cited its five-day youth training course (Petra, April 2002) on heritage preservation and skills development; **Spain** explained that human rights education was formerly very difficult, that elections for ASP Coordinators were held in eight autonomous regions, some more receptive than others, and cited Catalonia's cooperation plan; **New Zealand** outlined its EFA status and suggested that the keys to revitalising education systems were in two questions: what constitutes successful learning? and what really matters? The aims of the curriculum included re-conceptualising essential skills, socialisation, literacy, and skills for participation in both national and global communities, relating to other people; **Romania** made a case for a Constitution for ASPnet schools and learning through television or radio programmes.



Lebanon: Gisèle Sawaya/UNESCO/ASPnet

"I am sure now that we can live together. This congress, which is the first such meeting I have attended, has shown me what a small village the world really is. Through UNESCO and ASPnet I am sure we can do something for us."
Haifa al-Agha, Palestine

H I G H L I G H T S

FORMAL ASPNET 50TH ANNIVERSARY CEREMONY AND ANNIVERSARY DINNER WITH ENTERTAINMENT AND INAUGURATION OF "ASPNET IN ACTION" EXHIBITION

BEFORE THE GALA ANNIVERSARY SIT-DOWN DINNER, AWI RIDDELL, UNESCO KAUMATUA (ADVISER) SAID A SPECIAL MAORI "GRACE". A PERFORMANCE BY THE AUCKLAND YOUTH CHOIR FOLLOWED, CULMINATING IN A ROUSING "HAPPY BIRTHDAY TO YOU" AS JOHN DANIEL, MARY JOY PIGOZZI AND ELIZABETH KHAWAJKIE CUT AN ENORMOUS CAKE WITH THE ASPNET 50TH ANNIVERSARY LOGO. A GROUP OF LOCAL ASPNET PUPILS PRESENTED UNESCO WITH A MIXED-MEDIA MURAL OF ARTWORK CREATED AT A FINE ARTS WORKSHOP AND SPOKE OF THE EXPERIENCE OF BEING PART OF THE NETWORK. JOHN DANIEL READ A MESSAGE OF CONGRATULATIONS ON BEHALF OF THE DIRECTOR-GENERAL OF UNESCO, KOICHIRO MATSUURA. HE THEN ANNOUNCED THE WINNERS OF THE "ASPNET IN ACTION" 50TH ANNIVERSARY PHOTO CONTEST, AWARDED THE CERTIFICATES AND PRIZES, AND INAUGURATED THE EXHIBITION OF THE WINNING PHOTOS ON THE THEME OF THE FOUR PILLARS OF LEARNING FOR THE 21ST CENTURY. DELEGATES THEN DEMONSTRATED THEIR DANCING SKILLS FOR THE REST OF THE EVENING TO THE MUSIC OF A BAND CALLED RACE RELATIONS.



H I G H L I G H T S

EXHIBITIONS DURING THE CONFERENCE

THE WALLS OF THE CONFERENCE CENTRE WERE ADORNED WITH MURALS DEALING WITH THEMES SUCH AS FRESH WATER USE, PEACE, AND HERITAGE PROTECTION, PREPARED BY STUDENTS FROM PACIFIC SCHOOLS, INCLUDING SEVERAL ASPNET MEMBERS IN NEW ZEALAND.

THE PACIFIC PARTICIPANTS ALSO SET UP DISPLAYS OF ARTS AND CRAFTS FROM THEIR RESPECTIVE COUNTRIES, WITH THE SKILFULLY WOVEN BASKETS AND MATS, SHELL JEWELLERY AND COLOURFUL FABRICS THAT SET THE REGION APART AND STAND AS WITNESS TO THE INGENUITY OF PEOPLES LIVING IN SOME OF THE WORLD'S MOST ISOLATED COMMUNITIES. ALSO ON DISPLAY WAS A POSTER EXHIBIT OF THE 41 ENTRIES SELECTED FROM 349 DRAWINGS SUBMITTED BY ASPNET STUDENTS FROM 32 COUNTRIES FOR A DRAWING CONTEST ON WATER AS A VEHICLE OF UNDERSTANDING BETWEEN PEOPLE, ORGANISED BY THE FRENCH NATIONAL COMMISSION FOR UNESCO.

EXHIBITS FROM ASPNET SCHOOLS ALL OVER THE WORLD WERE SET UP IN AND AROUND THE MAIN DINING AREA OF THE CONFERENCE CENTRE, DISPLAYING, FOR EXAMPLE, THE WORK ON HUMAN RIGHTS DONE BY STUDENTS IN KUWAIT, PUBLICATIONS PREPARED BY ITALIAN ASPNET PARTICIPANTS, AND ENVIRONMENTAL PROJECTS CARRIED OUT BY SCHOOLS IN NEW ZEALAND.

A GROUP OF WOMEN FROM THE PACIFIC ISLAND OF NIUE SHOWED THEIR WEAVING AND JEWELLERY-MAKING SKILLS TO PARTICIPANTS IN THE FOYER IN FRONT OF THE CONFERENCE ROOM.

PHOTO AND POETRY DISPLAYS BY NEW ZEALAND ASPNET SCHOOLS WERE ON SHOW ALONG WITH DISPLAYS BY PASIFIKA AND THE PEACE FOUNDATION.

FINALLY, NEW ZEALAND POSTERS AND DISPLAYS WERE PROVIDED BY AUCKLAND COLLEGE OF EDUCATION, THE NEW ZEALAND MINISTRY OF EDUCATION AND THE ROYAL SOCIETY OF NEW ZEALAND.



New Zealand: Lauri Dower/UNESCO/ASPnet



4. future CHALLENGES for quality education and aspnet

UNITED NATIONS miLLEnnium deVeloPment GOALS AND aspnet

Mr Sheldon Shaeffer, Director, UNESCO Bangkok Office, introduced the United Nations Millennium Development Goals (MDGs) which were adopted by government leaders at the United Nations Millennium Summit (September 2000). All United Nations organisations needed to be guided by MDGs, which were a combination of Millennium Goals and the seven areas addressed in the Millennium Declaration. Mr Shaeffer referred to the key instruments of the MDGs: the Common Country Assessment (CCA) and the United Nations Development Assistance Framework (UNDAF) and stressed that UNESCO needed to be more involved in both to ensure consistent participation at the country level.

Mr Shaeffer believed that ASPnet could contribute effectively to the achievement of the more youth-friendly MDGs by “humanising” them in such areas as girls and women, cultural diversity, culture and development, human rights, and preventive education. He also stressed the importance of establishing stronger links between ASPnet schools and FRESH (the school health initiative); community learning centres; the United Nations Literacy Decade and the Decade of Education for Sustainable Development.

DAKAR framework of ACTION

Ms Edna Tait, Director of the UNESCO Apia Office, briefed the participants on EFA in light of the Jomtien Declaration and the response of the Pacific countries to this initiative and their participation in the Dakar Forum.

Ms Tait referred to ASPnet and its relation to EFA. In her speech she pointed out that ASPnet had relevance to all EFA goals but more specifically Goal 6, which addressed quality education. She believed that ASPnet in the EFA context could best focus on the following areas: cultural, natural and intangible heritage; protecting the environment; the United Nations System; media education; and human rights and peace. ASPnet “model schools” could be set up to serve as models for good practice in the above-mentioned areas.

Ms Tait concluded that ASP could not resolve all EFA problems, for example providing buildings or teachers. However, ASPnet schools could be beacons of excellence, trying and testing content and processes for better learning outcomes.



WHAT ASPNET DOES BEST TO PROMOTE QUALITY EDUCATION



The **Philippines** spoke of developing innovative ways to improve the learning process involving mothers and children together, especially concerning domestic skills; **Austria** discussed the professional development of teachers as agents of change, the responsibility of the students for their own learning and the enhancement of self-esteem and identity; **Uganda** made proposals on improving the climate of the classroom and school life (including parental and community involvement through project work) and suggested that ASPnet play a catalytic role for teachers inside and outside the classroom; **Haiti** presented the developments of innovative educational resource material through ASPnet in the form of a publication of children's drawings illustrating Haiti's history of slavery, rebellion and independence and recommended that students be more actively involved in developing educational materials as an empowering exercise.

ELEMENTS FOR THE DRAFT ASPNET STRATEGY AND PLAN OF ACTION (2004-2009)



Elizabeth Khawajkie explained that, in light of UNESCO EFA priorities and the results of the ASPnet Global Review, preliminary elements for a new ASPnet Strategy and Plan of Action at the local, school, national, regional and international levels were prepared by the UNESCO Secretariat. Emphasis was on ASPnet contributions to the EFA Dakar goals number 3 (life skills) and 6 (quality education) whilst pursuing the ethical and humanistic mission of UNESCO. Ms Khawajkie explained that the drafting group established by the Congress would take into account the presentations, debates and proposals of participants in elaborating further the preliminary Strategy and Plan of Action and submit a new draft for endorsement by the Congress.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT): TO ENHANCE QUALITY EDUCATION AND ASPNET NETWORKING



Panellists included Ms Zodwa Tsajwa, **South Africa**, Dr Yael Harel, **Israel**, Dra Hasnah Gasim, **Indonesia**, Mr David Walden, **Canada**, Ms Maria Nordenflycht, **Chile**, Mr David Copeland, **New Zealand**, and Mr Laurence Zwimpfer, **New Zealand** (moderator).

The session focused on five areas: effective learning using ICT in the classroom; teacher ICT professional development; ICT supporting national and sub-regional ASP networking; international collaboration using ICT; and the creation of digital resources.



Kazakhstan: Bakieva Guljam/UNESCO/ASPnet

The session produced a comprehensive set of recommendations as follows:

Noting the opportunities that ICT provides for enhancing learning in the classroom, the Congress encourages:

- ASPnet schools to deploy relevant ICT so that wherever possible all students and teachers have access to computers and the Internet
- ASPnet schools to promote the use of initiatives such as the Digital Driving Licence to ensure all students are able to use ICT confidently and responsibly
- UNESCO and other relevant agencies to assist ASPnet schools to obtain access to relevant ICT at affordable prices
- UNESCO to develop and promote ethical guidelines for Internet use, including authentication and Intellectual Property Rights.

Noting the need to support teachers in their use of ICT the Congress encourages:

- Teachers in ASPnet schools to recognise the opportunity presented by ICT to develop new teaching and learning styles and especially to develop strategies for leveraging on the knowledge, enthusiasm and skills of students
- ASPnet schools to provide appropriate ICT professional development for all teachers so that they can become confident in the use of ICT as a learning tool
- UNESCO to develop e-learning models for ICT teacher professional development programmes, including the establishment of an interactive online forum for teachers
- UNESCO to facilitate the sharing of quality and reliable learning resources through the use of ICT
- UNESCO to identify tools and standards to assist teachers to manage the use of ICT.



Spain, Ester Iorba/UNESCO/ASPnet

future education needs and priorities to meet the challenges of the 21st century and the role of aspnet in facilitating quality education

(Based on university studies conducted as part of the ASPnet Global Review.)

Presenters:

Ms Joy de Leo, University of Adelaide, Australia

Ms Monica Regisford-Douglas, University of the West Indies, Trinidad and Tobago

Ms Entesar Mashaly, University of Ain-Shams, Egypt

Ms Alexandra Smeets, University of Fontys, the Netherlands

Participants were requested to note down common themes not mentioned before; things ASPnet couldn't do anything about and things that ASPnet could do something about.

Common themes not mentioned before included the need to raise levels of teacher education; the need for teaching materials and resource materials; equity; school drop-out (especially minority groups) and teacher responsibility; the under-achievement of young men; the shift from teaching to learning; lack of literacy even after years of schooling; the need to share common heritage in spite of different educational traditions; and the need to educate all the community about the Culture of Peace, issues of teacher deployment and isolation, disasters and crises, teacher responsibility for drop-out and quality leadership.

Things that ASPnet couldn't do anything about: resource problems; physical infrastructure problems; new policy positions; and large-scale reform.

Things that ASPnet could do something about: global citizenship; responsibility; dialogue among cultures; intercultural competence; literacy; infusing ASPnet ideas into national policy; raising teacher education level and responsibility; the climate of the classroom; organising leadership in the school; demonstrating the reality of the four pillars of education in the classroom; organising mobile teacher teams in rural areas; developing teacher education packs/short courses to raise standards of under-qualified teachers; developing relevant assessment systems to retain children in school and projects relevant to young people; addressing issues like violence; devising a strategy to address issues of teacher education through acknowledging teachers as professionals, practitioners and learners; and strengthening collegiality through linking ASPnet teachers in a professional learning model, facilitated through partnerships with universities and teacher training at local and regional levels.



Uganda: Juma Teddy/UNESCO/ASPnet

AN EVENING AT THE NEW ZEALAND MARITIME MUSEUM

PARTICIPANTS WERE WELCOMED INFORMALLY BY "SALTY SAM" AND FORMALLY BY LARRY ROBBINS, DIRECTOR OF THE NEW ZEALAND MARITIME MUSEUM IN ITS SETTING ON THE AUCKLAND WATERFRONT. AFTER A COCKTAIL RECEPTION THEY WERE ENCOURAGED TO TOUR THE MUSEUM. DIPLOMATS REPRESENTING SOME OF THE PARTICIPATING COUNTRIES WERE ALSO INVITED.



Haiti: Jean-Pol Soeurette/UNESCO/ASPnet



“I’ve discovered a network of people who can help and support us. I’d like Pacific countries to work more closely together.” Janet Tasmania, Niue

5. ASPnet FLAGSHIP PROJECTS AND PARTNERSHIPS

Sigrid Niedermayer, UNESCO, Paris, explained that ASPnet flagship projects included selected ASPnet schools in selected countries. Whether regional, interregional or international, they focused on specific educational topics such as environment, World Heritage and intercultural understanding. Flagship projects were undertaken by individual ASPnet schools for a specific period of time and included the Baltic Sea Project; Caribbean Sea Project; Western Mediterranean Sea Project; Blue Danube River Project; Zambezi River Basin Project; World Heritage Education Project; and the “Breaking the Silence” TST Education Project.

The objectives of flagship projects were to raise awareness of students of specific issues while enabling young people to learn about cultural diversity and engage in solidarity and cooperation with youth in other countries.

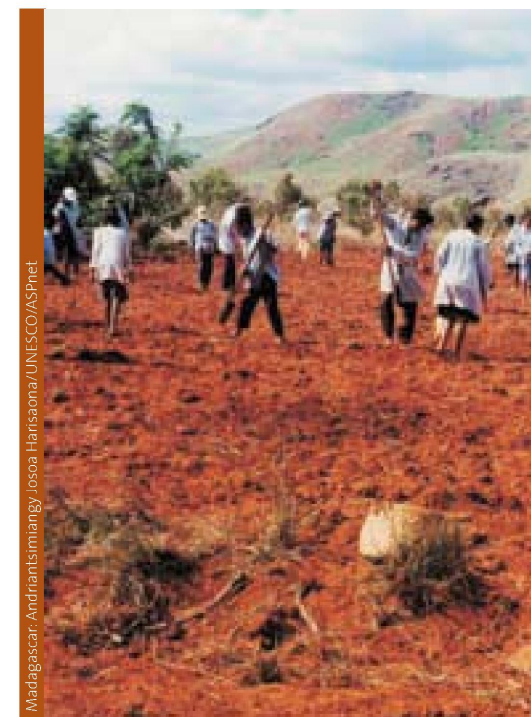
Activities were extremely varied. Networks of schools, teachers, pupils and environmental institutions were established, school twinning was encouraged, new resource materials for teachers were developed, workshops for students and teachers organised, and information and promotional materials (posters, videos, newsletters, etc) were produced.

ASPnet schools in all countries were invited to participate in international campaigns. Unlike flagship projects which were necessarily restricted in scope, the objective of international campaigns was to mobilise a large number of schools and to raise awareness of, support for and action on issues of concern to young people.

Future priorities included maintaining a selected number of intersectoral, experimental ASPnet flagship projects; extending participation to underserved regions; strengthening links between ASPnet flagship projects and ASPnet international campaigns; and launching international campaigns on specific topics for ASPnet schools, such as Water Messengers, elimination of racism and xenophobia, prevention of HIV/AIDS, and non-violent conflict resolution in schools.

Simultaneous workshops on ASPnet intersectoral flagship projects

Participants were invited to attend simultaneous workshops on ASPnet intersectoral flagship projects, including new initiatives and poster presentations, in order to share experiences and draft recommendations.



Madagascar: Andriantimangy, Josoa Harisoana/UNESCO/ASPnet

the world heritage education (whe) project



Facilitator: Ms Kirsten Lundman, Swedish National Commission for UNESCO

The WHE Project should be an integral part of the World Heritage concept and process, with educators taken into account; support should be given to Member States for the establishment of National WHE Coordinators and National Plans; and UNESCO should collect and disseminate examples of best practices of WHE. Activities should be documented, evaluated and reported to become transferable models to be adapted to further the development of the Project.

the transatlantic slave trade (tst) education project



Facilitator: Ms Jean O'Sullivan, UNESCO, Paris

The TST Education Project should continue to: set up and support twinning (the key to the success of the TST Project); increase ties between the Project and places of memory; put more emphasis on the consequences of slavery (while maintaining awareness of its origins) such as racism and modern slavery, child labour and human trafficking; learn to identify exploitation wherever it occurs; deepen the exploration of multiculturalism and international understanding; and introduce TST into school curricula to influence society (especially in Europe).

this is our time project



Facilitator: Ms Alexandra Smeets, e-Ling, The Netherlands

The This is Our Time Project should promote facilities for video conferences; use the Internet to promote intercultural learning; address the issue of competition; and develop content and software.

education for sustainable development (esd)



Facilitator: Ms Mary Joy Pigozzi, UNESCO, Paris

UNESCO, as the lead agency for the Decade of Education for Sustainable Development (2005–2015), is required to develop a draft international implementation scheme to provide recommendations on how to promote and improve the integration of ESD in educational strategies and action plans. ASPnet could be one of the main partners for enhancing ESD.



Recommendations included: make ESD a key priority for ASPnet; start with simple messages based on what already exists; organise teacher-training courses; integrate ESD concepts throughout the curriculum and link it across schools; enhance ESD through a cross-disciplinary approach; take ASP “learning” to broad education systems – be systematic; approach ESD as social and political action (poverty and social/economic issues); involve the community; conduct research and disseminate information; use UNESCO resources and make materials usable; provide and disseminate learning materials; enhance ESD through simple messages; promote ESD through appropriate technology; reorient education systems and change policy and materials; increase the commitment of educators; and link ESD to local and practical issues.

EDUCATIONAL RESOURCE MATERIAL “FEEDING MINDS, FIGHTING HUNGER”

Facilitator: Mr William Clay, Food and Agriculture Organisation (FAO)

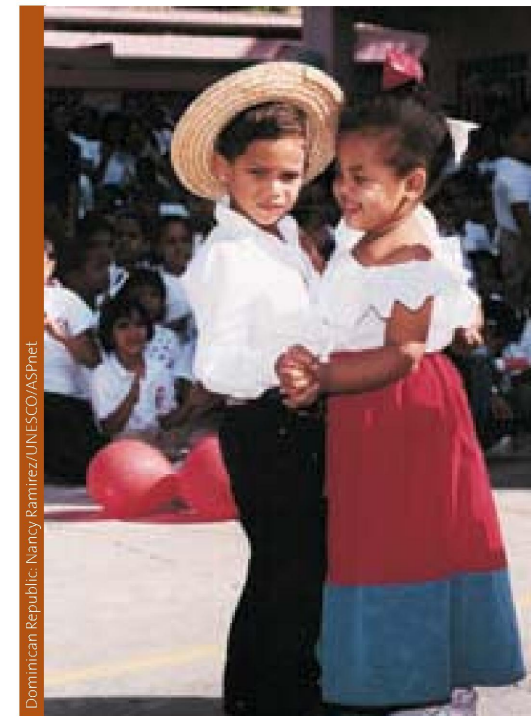
Recommendations included: guide schools on how to reach out to stakeholders, ministries, etc; make projects stemming from the materials financially sustainable (FAO cannot give infinite support); provide teacher education; see the materials as part of a “menu” for ASPnet schools to choose from; orient materials to industrialised countries to encourage physical activities such as gardening to balance screen watching; initiate activities to challenge food dumping and promote the redistribution of food; incorporate a “healthy school” ethos; emphasise the value of traditional foods as opposed to fast food; and empower women farmers.

“THE WATER MESSENGERS” AND “SPORTS FOR A CULTURE OF PEACE” INITIATIVES

Facilitator: Marie-Paule Belmas, French National Commission for UNESCO

The workshop underlined the importance of ASPnet international youth gatherings as vehicles for promoting cultural diversity and a Culture of Peace and made the following proposals:

- In order to meet the goals of youth encounters, prepare participants in advance (through local teachers’ and students’ workshops) as well as partners (ministries, local partners, universities, personalities, etc); and follow up with concrete projects taking results into account



Dominican Republic: Nancy Ramirez/UNESCO/ASPnet

- In order to avoid duplication of activities and to obtain useful results, youth encounters should be organised within the framework of UNESCO and other United Nations programmes and projects (such as Culture of Peace or Sustainable Development) or in connection with world concerns (globalisation or non-violent conflict resolution)
- Ideas to develop: Mekong River Project; regional water projects for Latin America and the Caribbean; and a sub-regional project in Congo, a sports competition entitled "Everyone a winner".

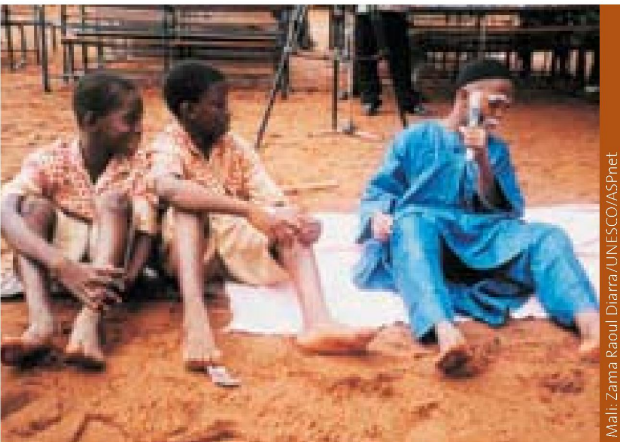
aspnet AND HIV/AIDS PREVENTIVE EDUCATION

Facilitator: Ms Aune Naanda, UNESCO Windhoek Office

The workshop recommended the formulation of a flagship project on the topic of HIV/AIDS prevention and the establishment of new links and/or partnerships with civil society (e.g. religious groups, non-government organisations) and government entities to strengthen ASPnet and seek alternative funding sources. A flagship project should relate to: HIV/AIDS problems; the stigmatisation of people living with HIV/AIDS; the need for sensitisation and community awareness of all stakeholders, including parents and the wider community; the utilisation of peer education models (youth to youth); the sharing of experiences between ASPnet schools in different regions (e.g. the Pacific and African regions); the promotion of political will to ensure adequate and proper support of flagship projects; and the creation and expansion of HIV/AIDS clubs.

new aspnet project: "MONDIALOGO" – INTERCULTURAL DIALOGUE AND EXCHANGE

Mondialogo is a new international initiative aimed at promoting dialogue and exchange through twinning. UNESCO and DaimlerChrysler planned to launch it jointly in October 2003. Two sessions were held to present and discuss it with Dr Astrid Sebb, DaimlerChrysler representative and Elizabeth Khawajkie, UNESCO. Objectives: to contribute to a dialogue between civilisations and cultures and help put into practice the UNESCO Universal Declaration on Cultural Diversity by providing information on the importance of cultural diversity, emphasising the benefits of intercultural exchange and contributing to world peace through an exchange between cultures and civilisations. The aim of the Mondialogo School Contest: to motivate students to explore and appreciate – in a creative manner – cultural diversity. All ASPnet secondary schools – and other schools around the world – were invited to take part, create new bonds and become actively involved in intercultural dialogue.



Mali: Zama Raoul Diarra/UNESCO/ASPnet

The partnership also included the Mondialogo Engineering Award and the Mondialogo Internet Portal . The discussion encompassed a range of views from serious reservations to full support. Mary Joy Pigozzi, UNESCO, facilitating the discussion, assured participants that all views would be taken into account in the continued planning of this project. A reception followed, hosted by DaimlerChrysler.

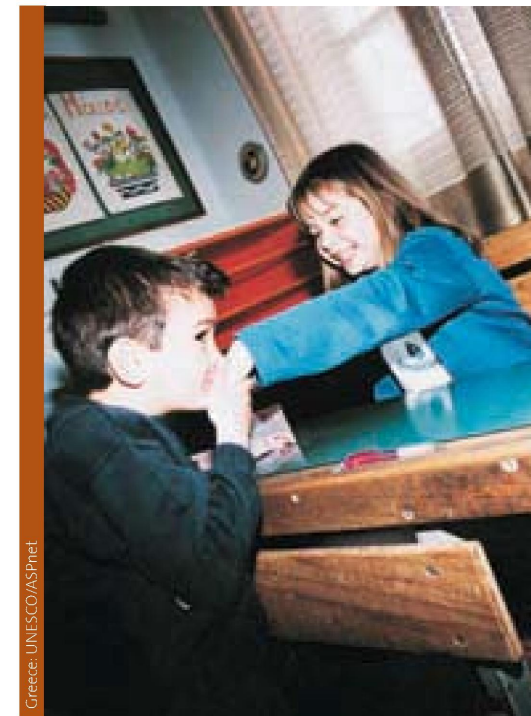
COOPERATION WITH UNITED NATIONS SYSTEM AND OTHER PARTNERS

Mr William Clay, Chief, Division of Nutrition, FAO, Rome, welcomed collaboration between UNESCO and FAO specifically in education, health and agriculture. In his presentation, Mr Clay put emphasis on FAO's initiative with a focus on the flagship project and educational material "Feeding Minds, Fighting Hunger". He stressed the importance of developing curricula on nutrition as well as creating an environment within schools for promoting effective educational programmes on nutrition and food security. Mr Clay looked forward to continuing collaboration with UNESCO ASPnet in piloting the materials.

Dr Doo-Yong Chung, Chair of the Asia-Pacific Centre of Education for International Understanding established in cooperation with UNESCO, focused on its role in strengthening national and regional capacities in education for international understanding, organising training workshops, and producing teaching/learning materials. Dr Chung also highlighted two important initiatives in promoting education for international understanding towards a Culture of Peace: the organisation of training workshops on a Culture of Peace; and the development of a teachers' resource book.

COMPLEMENTARITY BETWEEN UNESCO CLUBS AND ASPNET SCHOOLS

The moderator, Mr Yuji Suzuki, Professor of Ho-sei University and Former President of the World Federation of UNESCO Clubs, Centres and Associations (WFUCCA) explained that UNESCO Clubs work voluntarily to promote the objectives of UNESCO at grassroots level. He added that while there are already examples of collaboration between ASPnet schools and UNESCO Clubs in some countries, their complementary roles could be further strengthened through collaboration guided by the leadership of National Commissions for UNESCO.



Greece: UNESCO/ASPnet

The panellists were Mr Alexandru Mironov (**Romania**); Ms Maria Clemencia Lopéz-Jimenez (**Venezuela**); Mr Ahmed Ben Abdallah (**Tunisia**); Mr Traugott Shoefthaler (**Germany**); and Mr Amadou Léonard (**Central African Republic**) who gave a report on the results of the recent Workshop on the Promotion and Complementarity of the ASP Network and UNESCO Clubs for the Central African Sub-Region (Libreville, Gabon, 17-19 June 2003). The facilitator was Ms Sashiko Ishizaka (UNESCO, Paris).

Recommendations were as follows: a task force to include a representative of National Commissions should be established by UNESCO to formulate guiding principles for UNESCO Clubs; a working group comprising representatives of National Commissions should be formed to draw a road map for future cooperation between ASPnet schools and UNESCO Clubs based on their mutual complementarity; and workshops for strategic discussions among the ASPnet Coordinators and leaders of UNESCO Clubs should be organised by National Commissions to formulate concrete action plans on selected themes EFA/ESD at national and sub-regional levels, involving all potential partners.



Kyrgyzstan: Michail Tomilin / UNESCO/ASPnet

H I G H L I G H T S

DISCOVERING AUCKLAND AND ITS REGION

FOLLOWING A TOUR OF AUCKLAND ITSELF AND ITS BEAUTIFUL HARBOUR ON SUNDAY 3 AUGUST, PARTICIPANTS WERE ABLE TO CLEAR THEIR HEADS AFTER ALL THEIR DELIBERATIONS ON WEDNESDAY 6 AUGUST, BY GOING ON INTRIGUINGLY NAMED VISITS IN THE AUCKLAND REGION. THE TOURS WERE: “DOWN ON THE FARM”, “BUSH AND BEACH” AND “PEOPLE AND PENGUINS”.

BACK TO SCHOOL

INTERCULTURAL EDUCATION AS PRACTISED IN NEW ZEALAND WAS THE FOCUS OF SCHOOL VISITS ON THURSDAY 7 AUGUST. DELEGATES VISITED THE ASPNET SCHOOLS LISTED BELOW. WITH THEIR CHARACTERISTICS AND SELECTED WITH CARE BY ASPNET NATIONAL COORDINATOR LILY LEE, AS WELL AS THE MINISTRY OF EDUCATION, EDUCATION REVIEW OFFICE AND THE AUCKLAND COLLEGE OF EDUCATION.

NEW WINDSOR SCHOOL (AGE 5-10): MAORI BILINGUAL UNITS, MULTICULTURAL SCHOOL, 30 ETHNICITY GROUPS 25% INDIAN, AFTER-SCHOOL PROGRAMMES IN MANDARIN/FRENCH, AFTER-SCHOOL CHILD CENTRE, SENIOR/JUNIOR CLASS BUDDY SYSTEM.

ROSEBANK SCHOOL (AGE 5-10): HOME SCHOOL PARTNERSHIP THROUGH LITERACY AND NUMERACY PROGRAMME, TWO SAMOAN/MAORI BILINGUAL UNITS, ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAMME, COMPUTER SUITE, WHANAU CLASS GROUPING, 26 ETHNICITY GROUPS.

FAVONA SCHOOL (AGE 5-10): ASPNET SCHOOL, HOME SCHOOL PARTNERSHIP ESTABLISHED THROUGH LITERACY PROGRAMME, LIBRARY, AFTER-SCHOOL PROGRAMME, PRE-SCHOOL ATTACHED, MAORI BILINGUAL CLASS.

MANGERE BRIDGE SCHOOL (AGE 5-10): CHILD-CENTRED, MULTICULTURAL SCHOOL, INTERACTIVE VISUALLY STIMULATING ENVIRONMENT, COMPOSITE CLASSES, AFTER-SCHOOL PROGRAMMES: FRENCH, ART AND SCIENCE, A ONE-DAY PROGRAMME FOR GIFTED STUDENTS.

MARIST SCHOOL (AGE 5-10); INTEGRATED ROMAN CATHOLIC SCHOOL, TRIALLED ASTTLE PROJECT, SPECIALISED TEACHING IN TECHNOLOGY, ICT AND ESOL PROGRAMMES, AFTER-SCHOOL DRAMA AND MUSIC PROGRAMMES.

MT ALBERT PRIMARY SCHOOL (AGE 5-10): DEDICATED STAFF PROVIDING ACCELERANT CLASS FOR ACHIEVEMENT. INTEGRATING INTERNATIONAL STUDENTS, EXTRACURRICULAR GROUPS, CULTURAL, CHOIR, SPORTS, COMPUTER SUITE AND LIBRARY NETWORK. A FUN PLACE TO LEARN IN A SUPPORTIVE, POSITIVE CULTURE.

TE KURA KAUPAPA MAORI O BERNARD FERGUSSON (AGE 5-12): FULL PRIMARY, CLOSE COMMUNITY LINKS, CLASS PROXIMITY TO TURANGAWAEWAE MARAE, EVIDENCE COLLECTED OF STUDENT ACHIEVEMENT, SCHOOL VISIT TO TWINNED SCHOOL IN VANUATU.

FARM COVE INTERMEDIATE SCHOOL (AGE 11-12): VARIABLE SPACE, SCHOOL TEACHERS WORK IN TEAMS. SYNDICATE TEACHING, SIX-TEACHER TEAMS, SIX SPECIALIST CLASSES – FOOD/BIOTECH, HARD MAT TECH, ART, SCIENCE, MUSIC, INFORMATION TECHNOLOGY, GOODMAN FIELDER AWARD/PRIMARY 2 TIMES, STRONG ON WORKING TEAM (TEAM SPIRIT (STAFF/STUDENT)), STRIVE FOR EXCELLENCE – VISION EXCELLENCE IN ALL THINGS, SPECIAL PROGRAMME – CHILDREN WITH SPECIAL NEEDS, STRONG FOCUS ON HOLISTIC DEVELOPMENT ESPECIALLY ACADEMIC (CWSN) ACHIEVEMENT.

OREWA COLLEGE (AGE 13-17): INTERNATIONAL STUDENTS, BROAD RANGE OF PROGRAMMES, STRONG PERFORMING ARTS, STRONG STUDENT LEADERSHIP AND VALUES PROGRAMME, HOUSE SYSTEM, PREDOMINANTLY NEW ZEALAND EUROPEAN, PLANNING TO EXPAND SCHOOL INTO JUNIOR LEVELS 7-8 IN 2005, BEAUTIFUL PHYSICAL ENVIRONMENT, STRONG INFORMATION TECHNOLOGY PROGRAMMES

LYNFIELD COLLEGE (AGE 13-17 + ADULTS): REFUGEE RECEPTION PROGRAMME, INTERNATIONAL STUDENTS LEAD SCHOOL, VISUAL AND PERFORMING ARTS PROGRAMME YEARS 9-11, EXTENSIVE ICT UNIT/PROGRAMMES, ADULT SCHOOLS.

MCAULEY HIGH SCHOOL (AGE 13-17): COACHING IN CLASSROOM PROJECT, PROFESSIONAL DEVELOPMENT FOR TEACHING, HIGH PASIFIKA POPULATION, CATHOLIC GIRLS' SCHOOL, FIRST SCHOOL TO INTRODUCE SAMOAN CURRICULUM.

MT ALBERT GRAMMAR SCHOOL (AGE 13-17): MULTICULTURAL, RECENTLY INTRODUCED GIRLS (TO YEAR 12), TRADITIONAL (ARCHITECTURE/SCHOOLING), SPECIAL SPORTS PROGRAMME FOR SOCCER AND RUGBY, INTERNATIONAL STUDENTS.

SELWYN COLLEGE (AGE 13-17 + ADULTS): PEER MEDIATION, ANTI HARASSMENT/TEAM OF STUDENTS, ADULT REFUGEE CLASSES, MULTICULTURAL, WIDE SOCIO-ECONOMIC GROUP.

KRISTIN SCHOOL (AGE 5-17): INTERNATIONAL BACCALAUREATE QUALIFICATION OFFERED, COMPREHENSIVE PERFORMING ARTS PROGRAMME, COMPREHENSIVE SPORTS ACTIVITIES, THREE SCHOOLS – JUNIOR, MIDDLE, SENIOR SCHOOL ALL IN ONE, SCHOOL PROGRAMMES: GIFTED AND TALENTED EDUCATION, INTENSIVE ENGLISH, LEARNER SUPPORT.



Cuba: José Echeverría Torres/UNESCO/ASPnet



6. CHARTING THE WAY FORWARD

THE ROLE OF UNESCO FIELD OFFICES IN SUPPORT OF QUALITY EDUCATION AND ASPNET

The invaluable involvement of UNESCO Field Offices in introducing and supporting ASPnet at national, sub-regional and regional levels continues to contribute to the consolidation of the Network worldwide. Staff from UNESCO Field Offices were therefore invited to present ASPnet achievements in their respective regions. Participants then divided by region into groups to share news and identify regional needs and priorities and ASPnet's role in meeting them. The results will be integrated into regional ASPnet strategies.

Ms Aune Naanda (UNESCO Windhoek Office):

A number of activities had been implemented in collaboration with the National Commissions and Ministries of Education on preventive education (HIV/AIDS) and the promotion of both tangible and intangible cultural heritage.

Ms Eman Qara'een (UNESCO Amman Office):

Activities at the regional/sub-regional/national level had been organised in several countries in the Arab region within the framework of the WHE Project. Future objectives of the Arab region in enhancing ASPnet included: enhancing quality education; promoting appropriate learning and life skills programmes for young people and adults; developing effective partnerships with other regions, in particular with Europe (the Euro-Arab Dialogue); and launching new ASPnet international campaigns and projects.

Mr Zhou Nan-Zhao (UNESCO Bangkok):

A number of issues related to ASPnet: the coordination of national/sub-regional networks; advisory services in the implementation and evaluation of ASPnet activities; backstopping/organisation of selected few sub-regional/regional flagship projects; and mobilising resources and external funding to ASPnet projects by disseminating and replicating ASPnet innovations to mainstream at scale for the multiplier effect.

Ms Maria Luisa Jauregui (UNESCO Santiago Office):

The region had worked within the framework of Culture of Peace, intangible and tangible heritage and mainstreaming of ASPnet in EFA.



Mexico: Eugenia Vargas Jimenez/UNESCO/ASPnet

Ms Edna Tait (UNESCO Apia Office):

Ms Tait reported on ASP activities undertaken in her region: raising funds for the development of the Pacific ASP network, the organisation of annual workshops for ASPnet National Coordinators and teachers; the introduction of Pacific project; and the enhancement of twinning between countries.

Participants attended practical workshops in accordance with their respective regions in order to make suggestions for the strengthening of the Network in each region and to develop inputs for the ASPnet Strategy and Plan of Action 2004-2009.

aspnet at the INTERNATIONAL Level



In light of the results of the ASPnet Global Review, proposals were made for the reorientation of ASPnet, with emphasis on the Dakar Framework of Action and the overall reinforcement of ASPnet, including its international coordination.



H I G H L I G H T S

PACIFIC-STYLE DINNER AND FIAFIA NIGHT, THURSDAY, 7 AUGUST

ON ARRIVAL AT AUCKLAND TOWN HALL, PARTICIPANTS WERE PRESENTED WITH A LEI (GARLAND OF FLOWERS) IN TRUE PACIFIC TRADITION. TRADITIONAL ENTERTAINMENT WAS PROVIDED BY SAMOAN, NIUEAN, MAORI, KIRIBATI AND COOK ISLAND SCHOOL CHILDREN AT THE VARIOUS STAGES OF A LAVISH BUFFET DINNER.



“UNESCO SHOULD MOBILISE RESOURCES TO FACILITATE EXCHANGES BETWEEN TEACHERS AND COORDINATORS. AN INTERACTIVE WEBSITE FOR TEACHERS AND COORDINATORS WOULD BE GREAT.” HASNAH GASIM, INDONESIA

7. STRATEGIC PLANNING

The ASPnet 50th Anniversary Congress resulted in a concrete constructive outcome comprising the Auckland Declaration (on page 36), the Draft Report of the Congress and the Draft ASPnet Strategy and Plan of Action (2004-2009). This document was elaborated in light of the draft document prepared for the Congress and the presentations, debates, discussions and proposals made by the participants and consisted of a mission statement, reorientation, strategies and plan of action at the international, regional, national and school levels. It comprises Part II of this Report.

8. CLOSING CEREMONY

All participants were awarded 50th Anniversary Congress Certificates for their active participation. A vote of thanks and appreciation was presented on behalf of the participants to the Congress organisers, the New Zealand hosts, UNESCO Headquarters, the UNESCO Office in Apia, Samoa and all of the Congress personnel by Mr Charles Sendegaya (Uganda) and Ms Angela Jean Baptiste (St Lucia) who wrote a poem for the occasion, which included the following lines:

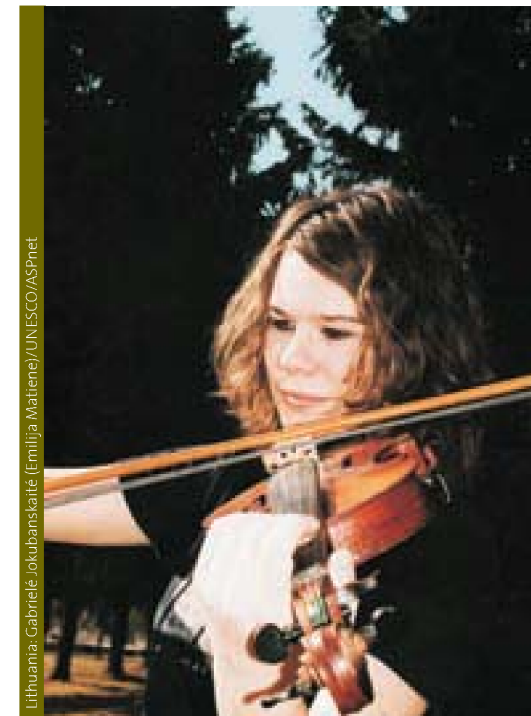
“Thanks, committee members, what a task you must have had to bring the world together – hats off for we are glad. To those who spoke, to those who shared, ASPnet will live on for you really do care.”

On behalf of the Chair, Ms Austin, Pat Lynch expressed warm thanks to Elizabeth Khawajkie, Sigrid Niedermayer, Mary Joy Pigozzi, Lynn Davies and Mary Louise Kearney for their contributions to the Congress and to Edna Tait and her Pacific Peoples contingent who had provided “a taste of the Pacific”.

Ms Austin, in her final message to the Congress, addressed the participants directly:

“Most of all ... the tribute must go to you all for your responses, commitment to the Pillars of Learning and, as our friend from Tonga said, we must ‘look after the head, the hands and the heart’. If we can achieve that we are in good shape for the future. Haere – Haere – Haere”.

On behalf of the Congress, Elizabeth Khawajkie paid special tribute to Chairperson Ms Margaret Austin, saying “She has inspired our reflections and our proposals. She has kept us on track enabling us to reach our objectives and through her we have all received training in how to skilfully chair a congress”.



Lithuania: Gabrielė Jokubanskaitė (Emilija Maitrenė)/UNESCO/ASPnet

Facilitators to the rapporteurs:

Eman Qara’een, UNESCO Amman Office
Cecilia Coq, UNESCO Headquarters

Editor:

Jean O’Sullivan, UNESCO Headquarters

On behalf of the UNESCO Director-General, Mary Joy Pigozzi thanked the New Zealand National Commission for UNESCO and all those who contributed to the smooth-running event. She paid a special tribute to the ASPnet team and all Congress participants, “Navigators for Peace”, for their stimulating presentations and constructive proposals. These had enabled the Congress to reach a successful outcome, charting a new course for the future of ASPnet, enhancing its capacity to contribute to quality education in line with the Dakar Framework of Action and reinforcing its role in translating the ideals of UNESCO into improved learning in the classroom, in the school and throughout life.

In her closing statement, the Honourable Marian Hobbs, Minister for the Environment, Minister responsible for the National Library and Archives New Zealand, Associate Minister of Foreign Affairs and Trade, Associate Minister for Biosecurity and Associate Minister of Education declared, inter alia, that she was “very pleased to represent the New Zealand Government at this very significant international event to celebrate half a century of the UNESCO Associated Schools Project Network”. It had been a huge undertaking, the Minister said, to attract and welcome representatives from all over the world. She noted that over 90 nations were present, “all with a common goal of ensuring quality education and achievement of the United Nations Millennium Goals by 2015”.

The Minister observed that “the most important lessons don’t appear to be learnt until we are much older – such as learning to live together. But even though we don’t always practise what we have been taught, or change our behaviours as a result of what we have learnt – it is still worth exposing our young people to all four Pillars of Learning from the earliest time.”

In conclusion, the Minister offered her congratulations “...on what has been achieved this week, on the work worldwide to provide an environment for young people to succeed. It is the endeavours of everyone in ASPnet which will lead to achievement of the United Nations Millennium Goals by 2015”.

The UNESCO Associated Schools Project Network 50th Anniversary International Congress “Navigators for Peace” *Ko nga Kaiwhakatere mo te Rangimarie* – Quality Education for the 21st Century was then adjourned.

9. the auckland declaration

We, the participants in the Congress “Navigators for Peace”, designated by national ASPnets, National Commissions for UNESCO and Ministries of Education from 93 countries, have gathered on 3-8 August, 2003, in Auckland, New Zealand, to celebrate the 50th Anniversary of the UNESCO Associated Schools Project Network (ASPnet);

Bearing in mind the objectives and goals of the UNESCO Constitution to build the defences of peace in the minds of human beings, promote mutual understanding and trust, international solidarity and cooperation, exchange of ideas and knowledge, share experience, promote respect for justice and cultural diversity, human rights and tolerance;

Recalling the relevant resolutions adopted by the General Conference of UNESCO, in particular the 1974 Recommendation and the 1995 Integrated Framework on Education for International Understanding;

Considering the initial mandate “Education for Living in a World Community” given to UNESCO’s schools project in 1953 as still valid for learning to live together in our multicultural world of today;

Expressing satisfaction and appreciation for the achievements and dedicated work accomplished over 50 years by professional staff, motivated youth and committed parents in more than 7500 ASPnet educational institutions in 172 countries;

Believe that

- ASPnet schools as “Navigators for Peace” are also agents of change
- ASPnet schools contribute to the achievement of the United Nations Millennium Development Goals and to the implementation of UNESCO’s strategies and programmes in education, science, culture and communication
- ASPnet schools are instrumental to achieving Education for All, as expressed in the six goals adopted by the World Education Forum in Dakar in 2000
- ASPnet schools are laboratories of ideas on innovative approaches for quality education for all
- ASPnet schools translate the four pillars of education for the 21st Century (Delors Report – learning to know, learning to be, learning to do and learning to live together) into reality in the classroom;



Consider that all ASPnet educational institutions adopt common programmes that would include:

- Education for peace, human rights, tolerance, mutual understanding, democratic citizenship and cultural diversity
- Openness to their social and cultural environment, leading to capacity-building and human resources for sustainable development
- Innovative approaches towards cooperative learning without frontiers and commitment to international solidarity
- Development of new teaching and learning methods and promotion of interdisciplinary approaches as integral parts of curricula and school programmes
- Use of all possible ways and means to get connected through ICT
- Exchange of ideas, knowledge and experience among educational institutions locally, nationally and internationally, thereby generating multiplier effects.

In order to function at the best of their capacity and fulfil their role as an international network promoting learning communities in the global village, the ASPnet educational institutions (from kindergarten, primary, secondary and tertiary levels to teacher training centres),

Call upon governments, municipalities, policy-makers, the private sector, non-governmental organisations and other stakeholders to cooperate with ASPnet educational institutions and National Commissions for UNESCO and to provide them with the means and support necessary to maintain and further develop the ASPnet;

Invite the Director - General:

- To present this Declaration together with the ASPnet Strategy and Plan of Action (2004-2009) Putting Quality Education into Practice and the Global Review of ASPnet to the Executive Board and to the General Conference
- To keep Member States regularly informed of the work done by ASPnet
- To encourage all sectors within the Secretariat of UNESCO to support the work of ASPnet at all levels and in kinds of education.



Azerbaijan: Aliyeva Irada/UNESCO/ASPnet

part II

Proposed ASPnet Strategy and Plan of Action (2004-2009)

Quality Education in Practice

Associated Schools Project Network (ASPnet)

INTRODUCTION

Following 50 years of ASP Networking with a view to reinforcing the humanistic, ethical, cultural and international dimensions of education, it was deemed essential to conduct a Global Review which aimed to identify strengths and weaknesses of the Network and to make recommendations to enhance its effectiveness and to chart its future course. The Global Review concluded “that ASPnet is in a unique position to effect improvement in educational quality as defined by the areas such as peace, democracy, rights, sustainable development and the quality of life.”

Hence, the participants of the ASPnet International Congress “Navigators for Peace” in support of quality education meeting in Auckland, New Zealand (3-8 August 2003) have developed the following Strategic Framework for the next six years. It is designed to chart a new course to enable ASPnet to play a more effective role in fostering quality education.

I. MISSION STATEMENT

ASPnet is a network of committed schools engaged in fostering and delivering quality education in pursuit of peace, liberty, justice and human development in order to meet the pressing educational needs of children and young people throughout the world.

ASPnet schools are “Navigators for Peace” and agents for positive change. They:

- Are instrumental in achieving Education for All as expressed in the six Dakar goals adopted by the World Education Forum, 2000
- Contribute to the achievement of the United Nations Millennium Development Goals and to the implementation of UNESCO’s strategies and programmes in education, science, culture and communication
- Serve as laboratories of ideas on innovative approaches for quality education for all
- Translate the four pillars of education for the 21st century – learning to know, learning to do, learning to be and learning to live together – into good practices of quality education.

The mission of the “Navigators for Peace”, ASPnet principals, teachers and students who are privileged to be members of this global network, can only be accomplished through assuming leadership roles within their schools, their societies, their nations and the international community in pursuit of the attainment of UNESCO ideals.

In order to enable ASPnet members to assume leadership roles for quality education, they require recognition, resources and support from:

- Their local and national educational authorities
- Alliances with a wide range of partners from both the public and private sectors
- UNESCO Field Offices and Headquarters as well as with the United Nations and its Specialised Agencies.

Navigating for Peace is a difficult and challenging journey. It necessitates courage, perseverance, life skills, creativity, and openness to others. The ASPnet “Navigators for Peace” have courage, conviction and a clear vision as to where they are heading and what they are seeking to achieve.



Belarus: Helen Fedoseeva/UNESCO/ASPnet

II. REORIENTATION OF ASPNET TO QUALITY EDUCATION

GOAL OF ASPNET FOR ALL: SHARING A HOLISTIC VISION

Inspired by the UNESCO Constitution, ASPnet aims to promote quality education for all in pursuit of justice, liberty, peace and human development.

OBJECTIVES OF ASPNET

- To reinvigorate a global network of schools committed to overall quality improvement in support of EFA
- To focus on and to promote quality education as a right of all learners emphasising the dimensions of quality that are inherent in UNESCO's mandate
- To reinforce, disseminate, and mainstream good practice
- To promote local expression as a beacon of UNESCO ideals, especially learning to live together in peace and harmony
- To contribute to sustainable socio-economic/cultural development, with special attention to issues relevant to the 21st century.

ASPNET VISION OF QUALITY EDUCATION

In light of the Dakar Framework of Action for EFA, ASPnet adopts a broadened vision of quality education, which implies the following:

- Consideration of what the learner brings to the learning experience
- Safe and psycho-socially enabling learning environment
- Supportive policy and effective school-based management
- Relevant curricular content
- Committed and professionally competent teachers
- Active learning processes

- Participatory governance and school-based management
- Adequate facilities and resources
- Appropriate monitoring and evaluation of all aspects as well as outcomes.

III. STRATEGIES

ASPnet has an historic place in UNESCO's work. As a promoter of innovation, however, it will reorient itself to chart a course more closely tied to the UNESCO priorities of EFA. To achieve this, it will:

BETTER FOCUS ITS WORK THROUGH A COMMON PROGRAMMATIC FOCUS INCLUDING:

- Continuing its work in support of peace, human rights, tolerance, mutual understanding and respect for diversity
- Contributing to sustainable human development, with particular emphasis on the difficult issues facing the 21st century, such as HIV/AIDS, conflict resolution, and environmental degradation
- Building on research and lessons learned that are widely shared
- Emphasising new and innovative approaches to learning, particularly with regard to pedagogical approaches, interdisciplinarity, solidarity, and cooperative learning that knows no frontiers.

implement its work through the following approaches:

- Plan and implement flagship projects, with a focus on main dimensions of quality education
- Act as a mechanism to pilot and experiment with innovative approaches that enhance learning and improve educational quality
- Develop, adapt and pilot quality content materials in ASPnet schools and explore ways that they can be used more generally beyond the network
- Engage in capacity development for National ASPnet Coordinators, principals and teachers
- Strengthen cooperation and coordination with Field Offices, National Commissions for UNESCO, and national authorities, and engage/commit governments for support to ASPnet schools as testing grounds of policy changes
- Work through strategic partnerships.

PROMOTE LEARNING THROUGHOUT LIFE AND LIFE SKILLS AS KEY COMPONENTS OF A QUALITY EDUCATION

Use the four pillars of learning as fundamental principles for reshaping education:

1. **Learning to know:** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning
2. **Learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society
3. **Learning to be:** to provide self-analytical and social skills to enable individuals to develop to their fullest potential but psycho-socially and affectively as well as physically, for an all-round “complete person”

4. **Learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

facilitate mainstreaming of aspnet successes through:

- Sharing and mainstreaming good practices to scale in the delivery of quality education for multiplying effects
- Facilitating results-based programming and working modalities that could take advantage of changing approaches to management and will allow for sufficient flexibility for ASPnet to cope with emerging issues and challenges
- Harnessing the great potential of Information and Communications Technology (ICT) as subject, as resource, as level of educational change, and as an instrument for networking.

improve networking in aspnet in the following ways:

- Decentralise and streamline management to make maximum use of available resources
- Recognise and nurture the volunteer spirit and idealism that characterise ASPnet at the grassroots
- Involve families and local communities in reaching out as a catalyst for inclusive, quality education for all
- Strengthen partnership and networking among ASPnet schools and with non-ASP schools, universities, teacher education and research institutions, non-governmental organisations (NGOs) and other civil society institutions.

focus on quality assurance within the network

- Identify mechanisms at international level for ensuring quality performance of the network as a whole
- Develop ways to ensure that ASPnet schools are living up to the commitments they made
- Limit activities to those that are directly related to the priorities identified above and only take on new activities that can be managed under the given resource base
- Staff and resource the UNESCO Secretariat appropriately
- Improve evaluation, monitoring and management of ASPnet project implementation at school, national, sub-regional, regional and international levels.

IV. PROPOSED ASPNET PLAN OF ACTION (2004-2009): QUALITY EDUCATION IN PRACTICE

aspnet at the international level

Goal 1. Reorient and reinforce ASPnet international coordination at UNESCO headquarters and ensure close coordination with UNESCO field offices.

Strategy a) Reorientation of ASPnet

- Reinforce ASPnet four themes of study, with emphasis on non-violent conflict resolution
- Reorient and reinforce ASPnet capacity to contribute to the goals of the Dakar Framework of Action "Education for All", particularly goal 3: providing life skills; and goal 6: diffusing good practices on "quality education in practice" for policy making

- Redefine criteria and principles modus vivendi/memorandum of understanding for participation in ASPnet.

Strategy b) Restructure and reinforcement of ASPnet

- Strengthen human and material resources of the ASPnet international coordination infrastructure, and enhance intersectoral cooperation and recognition within UNESCO.
- Establish an "International Advisory Group on ASPnet and Quality Education in Practice" to monitor and advise on effective implementation of the ASPnet Strategy and Plan of Action (2004-2009).
- Reinforce ICT in support of ASPnet:
 - Maintain ASPnet international database
 - Reinforce, frequently update and translate ASPnet international website
 - Ensure electronic connections (including e-mail), to all ASPnet National Coordinators, ASPnet schools and to ASPnet focal points in UNESCO Field Offices
 - Make available ASPnet Chat Forums for each category of ASPnet participant (Coordinators, principals, teachers and students) and facilitate ASPnet video conferencing.
- Increase visibility of ASPnet:
 - in the academic community and government policy-making arena
 - through media coverage, press, radio and television.

Goal 2. Pursue and develop ASPnet flagship projects and campaigns.

Strategy a) ASPnet flagship projects

Maintain and launch a new set of a selected number of United Nations/UNESCO intersectoral/international ASPnet flagship projects:

- “World Heritage Education” (extend to include the intangible heritage)
- “Breaking the Silence”, Transatlantic Slave Trade (TST) Project and Indian Ocean Project
- Methods of non-violent conflict resolution in schools
- “Feeding minds, fighting hunger”, with FAO, Rome
- Intercultural Dialogue
- ASPnet inter-agency flagship project on teacher professional development (UNESCO, ILO, Education International).

Strategy b) ASPnet campaigns

Launch new ASPnet international campaigns such as:

- “Water Messengers”
- Elimination of discrimination, intolerance, racism and xenophobia
- Preventive education (HIV/AIDS, drug abuse)
- Education for Sustainable Development.

Goal 3. Produce/provide ASPnet schools with appropriate and useful UNESCO resource materials.

- Produce and distribute innovative educational resource material for international flagship projects and initiatives in support of quality education in practice
- Provide support to UNESCO Field Offices so they can also produce and distribute educational resources
- Produce, compile and distribute information material to facilitate ASPnet schools’ contribution to United Nations international days, years and decades, for example:

Follow-up:

- International Decade for the Culture of Peace and Non-Violence for the Children of the World (2001-2010)
- Human Rights Decade (1995-2003)
- United Nations Decade for Indigenous People (1993-2003)
- United Nations Literacy Decade (2003-2013)
- United Nations Decade on Education for Sustainable Development (2005-2015).



Lebanon: Bassam J. Maleldine/UNESCO/ASPnet

Goal 4. Identify, distribute and exchange ASPnet "good quality education practices"; produce impact studies and research.

Goal 5. Provide training/capacity building for leadership for ASPnet National Coordinators, principals, teachers and students.

Strategy a) Provide training materials and training sessions (including distance education) for ASPnet National Coordinators with emphasis on:

- Quality education in practice
- Monitoring and assessment
- Fundraising
- Working with the media.

Strategy b) Produce and diffuse a training and professional development package for ASPnet principals and teachers to enhance their participation in the network.

Strategy c) Strengthen links with teacher training institutions, universities, educational research centres, UNESCO Chairs and other academic institutions to advise on ASPnet flagship projects, monitoring and assessment.

Goal 6. Strengthen ASPnet's capacity to serve as laboratory for experimentation/validation of new UNESCO/UN education resource material.

- Experiment UNESCO Desertification Kit
- Experiment UNESCO teachers' manual on mountains
- Experiment FAO "Feeding Minds, Fighting Hunger" educational resource material
- Others.

Goal 7. Develop partnerships and co-sponsorships.

Increased cooperation with:

- United Nations and specialised agencies, World Bank, regional banks,
- Multilateral and bilateral agencies

- Foundations; NGOs
- UNESCO Chairs, Clubs, Centres, Associations
- Private sector.

aspnet at the regional level and UNESCO field offices

Goal 1. The reorientation and reinforcement of ASPnet at regional and national levels will be supported by UNESCO Field Offices and UNESCO Headquarters.

Goal 2. Launch and support ASPnet regional flagship projects and campaigns such as:

- Caribbean Sea Project
- Baltic Sea Project
- Zambezi River Project
- Media education in the Pacific
- Teaching and learning of human civilisations (Asia and the Pacific)
- Euro-Arab "Learning to live together" flagship project.

Goal 3. Produce and distribute innovative educational resource material for regional flagship projects or initiatives to promote quality education in practice.

Goal 4. Identify and distribute annual reports with examples of good quality education practices of the ASPnet schools in the region.

Goal 5. Develop training/capacity building for ASPnet National Coordinators, principals and teachers in coordination with Headquarters, including fundraising skills.

Goal 6. Develop partnerships and co-sponsorships at the regional level with other United Nations agencies and the private sector and assist ASPnet National Coordinators to find funding.

Goal 7. Mainstream the role of ASPnet schools in quality education in EFA regional strategies.

aspnet at the national level

Responsible body:**National Commission for UNESCO/Ministry of Education**

Goal 1. Provide information to and raise awareness of Ministers of Education and senior officials on the goals, objectives and activities of ASPnet in order to obtain continuous support and to ensure:

- Strategy**
- recognition of ASPnet schools as supporting quality education in practice
 - alignment of ASPnet activities with government educational priorities where these concern quality education relating to the promotion of human rights, democracy, intercultural learning and sustainable development
 - coordination and development of a strong national ASP network as a testing ground for quality education combining top-down with bottom-up approaches
 - sustainability of the national ASPnets in order to secure long-term results and impact.

Goal 2. Invite ASPnet schools to reconfirm through a memorandum of understanding in 2004 their participation in the Network as "Pilot Schools in Quality Education" in practice and reapply every three years.

Criteria and principles for ASPnet schools to remain in the Network:

- Laboratories of good ideas
- Clearing houses for good practices
- Catalysts for quality education
- Providers of "essential life skills"
- Promoters of education for: sustainable peace, human rights, conflict prevention and sustainable development.

Goal 3. Mainstream ASPnet innovations into national education systems.

Goal 4. Appoint and train a well qualified full/part-time ASPnet National Coordinator by the National Commission for UNESCO or Ministry of Education and provide support wherever possible (see attached: Proposed Job Description for ASPnet National Coordinators on page 47).

Goal 5. Appoint members to a national ASPnet Consultative Committee to include, if possible: the ASPnet National Coordinator; representatives from the National Commission for UNESCO, the Ministry of Education, the national university and the national teacher-training institution; a curriculum development expert; and one or more active ASPnet principals/teachers.

Goal 6. Elaborate national ASPnet Strategy and Plan of Action, with clear goals, deadlines and measurable outcomes, and distribute it widely. The Plan should be based on goals 3 and 6 of the Dakar Framework of Action.

Goal 7. Plan activities, commemorate events and take actions to coincide with international days, years and decades whenever appropriate.

Goal 8. Develop synergies and partnerships with municipalities, local and regional (within the country) educational authorities, higher education institutions, cultural institutions, community associations, NGOs and the private sector.

Goal 9. Develop stronger links with UNESCO Chairs, UNESCO Clubs and NGOs.

Goal 10. Elaborate and implement a fund raising strategy in support of ASPnet.

Goal 11. Involve national media to cover ASPnet action. Send summaries or copies of press coverage (clippings, audio and video recordings etc) to UNESCO Field Offices and UNESCO Headquarters.

aspnet at the school Level

“Pilot Schools Strongly Committed to Quality Education in Practice”

Responsible body:
School Management Board.

- Goal 1.** To be an ASPnet school is a matter of importance for everyone in the school. School principals are fully engaged in and supportive of the projects and activities, teachers of all subject areas contribute and pupils and students are actively involved. All schools appoint an ASPnet school focal point and provide them with the conditions to carry out their work (office space, access to school computer, e-mail and Internet, time off teaching duties for administration, reporting etc).
- Goal 2.** Upon confirmation of participation, ASPnet schools should receive a clear description of the implications of being an ASPnet school i.e. expectations on the type of support from the national authorities, and UNESCO Field Offices and Headquarters.
- Goal 3.** Promote quality education by adopting a school policy inspired by UNESCO’s ideals of peace, respect for people and environment, human rights, non-discrimination, and promotion of sustainable development.
- Goal 4.** Draw up an annual school plan for quality education, with clear goals and priorities, deadlines and measurable outcomes considering both process and results.
- Goal 5.** Take measures to ensure training and capacity-building of school staff for elaboration of school plans in support of quality education in practice.
- Goal 6.** Report annually on results achieved to the ASPnet National Coordinator, with supporting evidence. All schools will be acknowledged for their reports and

receive constructive feedback from the ASPnet National Coordinator. Failure to submit more than one annual report could result eventually in withdrawal from the Network.

- Goal 7.** Establish/reinforce participatory democratic approaches both within the classroom and at school management level, involving students, teachers, parents and the local community.
- Goal 8.** Make sure the school is clearly identified with the UNESCO and ASPnet logo displayed:
- On a sign in a prominent place
 - On the school website.
- Goal 9.** Develop synergies and partnerships with other local schools, municipalities, local and regional (within the country) educational authorities, teacher training institutions, cultural institutions, community associations, NGOs and the private sector.
- Goal 10.** Observe international days, years and decades declared by the United Nations.
- Goal 11.** Inform local and regional media of special actions and results. Send copies of press coverage (clippings, audio and video recordings etc) to the ASPnet National Coordinator.
- Goal 12.** Engage actively in fundraising activities to finance project activities, school visits and exchanges.

PROPOSED JOB DESCRIPTION FOR ASPnet NATIONAL COORDINATORS

Please note that the following elements describe an “ideal ASPnet National Coordinator”, towards which every country should strive, with respect and consideration for each country’s real capacity.

1. Receiving information from ASPnet schools on activities at the school level, provide them with constructive feedback and inform ASPnet schools of regional and international developments (through a national ASPnet communications network and database, where access to technology permits).
2. Information of ASPnet schools and the educational community on ASPnet developments and related activities.
3. Regular updating and renewal of ASPnet membership and eventual exclusion of inactive schools.
4. Appointing regional and/or project coordinators, as well as “ASPnet focal points” at school level.
5. Organising national ASPnet meetings with teacher-training components.
6. Cooperating with ASP schools on the development, monitoring and evaluation of their ASPnet project activities.
7. Initiating documentation on ASPnet “good practices” in support of quality education.
8. Organising dissemination of major ASPnet achievements locally, nationally and internationally.
9. Sending UNESCO innovative resource material to schools for experimentation, testing and evaluation. Collating evaluations at national level and transmitting results for analysis at regional and international levels.
10. Informing and inviting the local and regional media to meaningful ASPnet school activities and report outcome of international competitions.
11. Exploring synergies, partnerships and relationships (with national educational authorities and institutes of higher education, national cultural institutions, national associations, NGOs, the private sector and the media) to promote UNESCO values of peace and tolerance through education at national level by raising the profile of ASPnet schools.
12. Preparing annual reports on action implemented by ASPnet schools in the country, and sending them to UNESCO Field Offices and Headquarters with copies to all concerned (ASPnet schools, national authorities, etc).
13. Facilitating of school twinning and exchanges through horizontal networking with other National Coordinators.
14. Representing the national ASPnet work at national, regional and international levels.
15. Ensuring the democratic and transparent selection of participants (according to the UNESCO criteria provided) of teachers and students chosen to represent the country at regional and international encounters.
16. Raising support from the nearest UNESCO Field Office.



Yemen: UNESCO/ASPnet

annexes

ANNEX I

1. This review was commissioned to examine the working and impact of the network of UNESCO Associated Schools after 50 years of their operation. Ten different research instruments (including questionnaires, interviews, observations, country and school studies and document analysis) were developed and analysed by an independent team from the University of Birmingham, UK (Section 2).
2. The review collected information on the nature of ASPnet schools, finding huge variety in type, age level and community context as well as different levels of funding from very poor to very well resourced (Section 3).
3. The report was able to catalogue a great range of projects and activities related to UNESCO goals (Section 4). Twinning and other forms of exchange between schools were highly popular. National and regional events were also reported. Levels of activity varied, but levels of student participation were reported to be high.
4. The management of such a network is highly complex, with organisational structures at headquarters, regional, national, local and school level. National Coordinators are found to be key individuals within this management framework, and generally do an excellent job, but some lack time and resources to give the schools the full support needed. The attitude and knowledge of head teachers are also important. Transparency and equity in management processes were identified as issues (Section 4).
5. Resources were examined, with those materials received from UNESCO greatly appreciated – albeit with an inevitable high demand for more. Many schools were inventive in raising their own funds. Schools also produced a wealth of materials around ASPnet projects. Nearly half the schools did not have access to computers or Internet, which has implications for communications and for student research (Section 5).
6. At the *school* level, strengths were that ASPnet provided added value with gains in innovative teaching methods, the climate of the school, intercultural understanding and language learning opportunities. Participation and exchanges meant an opening of horizons and an internationalisation of the school. Students knew something of UNESCO and even more on human rights and peace. Classroom work was generally described as participatory and stimulating. Schools understood the ASPnet concept of 'quality' and were engaged in activities linked to UNESCO goals. Of great importance to schools was the legitimisation which a UNESCO badge gives to the work in peace, rights, sustainable development and heritage. There is evidence of impact on the local community and many schools have UNESCO clubs. There was a



Morocco: Oultmani Ahmed/UNESCO/ASPnet

multiplier effect, with surrounding schools being stimulated to emulate activity or join the network. Shortcomings were that not all schools listed in the network were active; not all submitted annual reports; principals and other teachers were not always knowledgeable and supportive. Materials provided by UNESCO were in limited language versions, and some schools do not receive them in their preferred language. Some schools misinterpret values and goals and therefore reinforce inappropriate ones. Principals and teachers often seem unfamiliar with the 'four pillars of learning' as advocated by the International Commission on Education for the 21st Century.

7. At the *national* level, ASPnet complements many national governments' efforts in promoting human rights, democracy, intercultural learning and protection of the environment. There was evidence of dissemination of many activities and teaching philosophies across a country. Horizontal exchanges across schools work well. Impact on national education policy is rarely directly evident, but there was some media interest and opportunities to promote the vision of the schools. Shortcomings are that the network is not widely recognised beyond its members, for example by the academic community. ASPnet may be trying to do too much along too many themes and therefore work might become unfocused; while schools can choose from among many topics, they can also avoid areas where they need the most development.
8. At the *international* level, strengths are that ASPnet provides a focus for activities around general UNESCO themes, raises the profile of UNESCO and has potential to serve as a laboratory for wider UNESCO projects. ASPnet projects a clear vision of quality in education, related to a distinct philosophy. It shows evidence of a spirit of voluntarism and committed hard work by stakeholders at all levels who accomplish this on a minimal budget. ASPnet represents a broad network across many countries and involving different types of schools. For poorer or more remote parts of the world, ASPnet decreases isolation and provides very useful materials and ideas. International

exchanges and twinning work as well as could be expected given lack of funds and ICT. Shortcomings are that there is some lack of transparency or equity in terms of entitlements for schools, including materials, support, awards systems, participation in flagship projects and attendance at international events. Some information coming from UNESCO Headquarters Paris does not reach schools on time. Rapid growth in the network has not been matched by human resource allocation for the ASPnet international coordination team in Paris, leading to overwork. There is a misperception by some that ASPnet is elitist. There is little data and ongoing evaluation of ASPnet activities based on actual observation.

9. From the strengths and shortcomings, fourteen recommendations were made regarding the administration of ASPnet. These were that schools should re-apply to stay in the network every three years; there should be a clear list of entitlements for those schools that join the network; an information package should be produced for school principals; there should be an increase in staffing if the network increases; the skills and appropriate selection of National Coordinator should be emphasised; training in fundraising, working with the media and monitoring should be provided for National Coordinators; ASPnet schools should be promoted as being a good role model for innovation, in order to influence national policy indirectly; publicity on ASPnet should stress that it is not elitist, and much can be done with little funds; democratic processes for the selection of representative teachers and students for attendance at events should be undertaken; clear and focused language should be used that schools can translate into action, with less emphasis on the four pillars; up-to-date data bases of ASPnet schools should be maintained; links with teacher education and the academic community should be strengthened; and a continuous process of critical self-evaluation should be established in order to assess long-term impact (Section 9).

10. For the future focus of ASPnet, schools agreed that the four main ASPnet themes remain relevant, prioritising them as protection of the environment, human rights and democracy, intercultural learning and world concerns and the UN system. Future themes or priorities were for education for sustainable development, preventive education (HIV/AIDS, drug abuse) and education for youth leadership. This was followed by elimination of racism and poverty alleviation. From the University studies was added the importance of attention to special educational needs and to conflict resolution. Overall, peace education and intercultural education remained top priorities. This is also the view of the evaluation team (Section 8).
11. At the specific request of UNESCO, a further and final section of the report outlines the review team's independent analysis of key issues and directions for the future. Seven key directions are pinpointed: advocacy of a particular emphasis on 'quality' in education; much more active dissemination of ASPnet philosophies and achievements in the national and international academic and policy arena; developing the research capacity of the network for outside transferability, for enhanced critical self-reflection and for impact evaluation; upgrading the role of the National Coordinator into a full-time, remunerated position with a more active management role, research role, lobbying role and policy role; developing project guidelines and materials for ASPnet schools to ensure they all tackle controversial issues; developing a kit for teachers on Democratic Teacher Professionalism; and supporting the ASPnet office in Paris with appropriate levels of funding and staffing to enable implementation of the above initiatives (Section 10).
12. While the two sets of recommendations constitute a long list, they have been made in order to enhance the work of ASPnet and build on its already enormous achievements. The report commends its work and strongly supports its continuation and its strengthening. The network is unparalleled in the world in its current activity, in its focus on what is important in education and in its potential to drive new

thinking. The report confirms that ASPnet is in a unique position to effect improvement in educational quality as defined by the areas such as peace, democracy, rights, sustainable development and the quality of life.

June 2003; Independent Evaluation Team:

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ANNEX III

welcome address

**Jonathan Hunt, Speaker of the House of Representatives,
Government of New Zealand,
Sunday 3 August 2003**

Greetings and welcome to New Zealand. The Prime Minister, Rt Hon Helen Clark, has asked me to pass on her regrets at not being able to attend this very important international gathering. She joins with me in congratulating ASPnet your organisation, on reaching its 50th anniversary. Many of you I know have travelled great distances to be here.

I would particularly like to extend a very warm welcome to your visitors from UNESCO Paris. Sir John Daniel, Madame Pigozzi, Mesdames Khawajkie, Neidermayer, Kearney and Edna Tait from UNESCO Apia Office in Western Samoa.

New Zealand's commitment to world peace is well known and respected within the international community. We may be small, but we pride ourselves on our contribution to international affairs. We have been at the forefront of peacekeeping in many parts of the world and have brokered successful initiatives in a number of places such as Bougainville.

The world faces many challenges to its security and New Zealand is committed to using the advantage of distance, time, independence and stable political environment to advance its peacekeeping role.

Our Prime Minister Helen Clark has travelled widely in the interests of New Zealand and its people to promote the goals of the United Nations organisation. She is a tireless advocate for international cooperation and dialogue.

She follows in the footsteps of Peter Fraser, who as New Zealand's Prime Minister in 1945, played an important role in the way the United Nations emerged and developed.

Within UNESCO circles New Zealand is of course, synonymous with one of this country's great educationalists, Clarence Beeby, the first Assistant Director-General for Education of UNESCO, and unquestionably one of the fathers of UNESCO and an early chair of the

Executive Board. And there was of course the late Fred Turnovsky, the first independent Chair of the New Zealand National Commission and member of the Executive Board. And my former colleague Russell Marshall, who distinguished himself as Chair of the Finance and Administration Committee of the Executive Board in the 1990s. Russell is now New Zealand's High Commissioner in London.

This country's achievements in education from Early Childhood through the Compulsory Sector to Tertiary and Adult and Community education are highly respected internationally.

I believe the keys to our success lie in placing a value on setting goals, a balanced curriculum, encouraging wide participation and a determination by successive governments to invest in quality provision, teacher education and professional development, national systems of assessment and qualifications, access to new technologies, and applauding scholarship and achievement.

As a nation we celebrate our cultural diversity, while recognising our bicultural heritage and the direct lineage of Maori with Polynesia and the Pacific.

Many of you will recognise from your journey here how vast the Pacific Ocean really is. Here in New Zealand we are at its extremity, with our people widely travelled and committed to playing a role as good international citizens.

New Zealand's goals are very much in line with those of UNESCO and ASP in particular. 50 years of ASPnet is truly a milestone to be celebrated and we applaud your achievements and successes.

Human rights, democracy and tolerance, world peace and sustainability of the environment are very much concerns for New Zealanders. They are debated with vigour and openness as you will see from reading the newspaper here.

ASPnet was a pioneer 50 years ago and has made a significant contribution to peace through education. The theme for this Congress is well chosen to illustrate the role of everyone involved in ASP as Navigators for Peace.

Now as ASPnet looks to the future it is to the four pillars of learning that you will turn to provide the focus for the way forward. The questions will centre on how best to reorientate and reinvigorate ASPnet within Learning to know, Learning to do, Learning to be and Learning to live together.

The challenges of poverty in the world, illiteracy and environmental sustainability are very great but of greatest importance is that "good" must prevail and the virtues we have in common must be applied. Young people are entitled to learning and to initiation into their culture but they must also have an understanding of the global village in which they live.

We only achieve such lofty aims when adults – parents and teachers – make a determined commitment to support, motivate and to act as good role models; and when Governments adhere to the principles of Democracy and Human Rights and also commit to providing resources and goals. Opportunities abound for young people and our responsibility is to make sure the doors are open for them to take them up.

The time has come for us to devote much more attention to Human Rights with responsibility, the importance of family and quality relationships, to mutual trust and dialogue between nations and the common ancestry of the human race. If ASPnet can contribute to this agenda then the future is in good hands.

Thank you for coming to Aotearoa New Zealand. Enjoy our hospitality and have a great Congress.

message from the DIRECTOR-GENERAL of UNESCO ANNEX IV

Koïchiro Matsuura
Director-General, UNESCO
Monday 4 August 2003

On the occasion of the 50th Anniversary of the UNESCO Associated Schools Project Network (ASPnet), I send to all of you my warmest greetings, sincerest congratulations and best wishes for a successful commemorating Congress.

I would have very much liked to be among you this week to celebrate this 50th Anniversary. Being myself from an island country in the Pacific, I am particularly pleased that you are meeting in this vast sea-faring region representing many ancestral cultures and civilisations and which covers such a large surface of our planet.

Our region is a very symbolic venue for the ASPnet Congress. As you know, pacific means conciliatory and peaceable, which stresses enjoyment of peace as a way of life and often implies absence of all aggressive intent. The word pacific is also linked to pacifism – meaning active opposition to war or violence based on moral and conscientious grounds. These connotations resonate strongly with what ASPnet has been all about during these past five decades, and I too welcome you to the Pacific.

The 21st century can already be considered to be a “Century of Networks” required for capacity-building, mobilising civil society, and promoting peace and international co-operation. UNESCO is very proud of its many networks, particularly ASPnet which is one of its longest running programmes that is fully committed to promoting the ideals and priorities of our organisation.

Comprising some 7500 schools in 172 countries in all parts of the world, ASPnet is one of UNESCO’s strongest assets for promoting quality education and putting into practice the concept of “learning to live together” advocated by the International Commission on Education for the 21st Century.

In the field of education, UNESCO has two main priorities: first, Education for All (EFA) – the global drive to ensure that the basic educational needs of all learners are met, including the 115 million children who are out-of-school and the 862 million adults who lack basic literacy and numeracy skills. And, second, the promotion of quality education for all, an education that equips young people with the knowledge, values, attitudes and behaviour needed in order to meet the challenges of the 21st century.

For 50 years, Associated Schools have played a pioneering role in improving education by: making its content more relevant; developing participatory and creative ways of learning; ensuring a positive climate in the classroom and the school; reaching out to the community; producing innovative educational resource materials; identifying and diffusing “good practices”; and building bridges between schools at national and international levels.

I hereby pay tribute to the hundreds of thousands of past and present educators, principals, teachers and students for making ASPnet what it is today.

However, in spite of so many accomplishments and having entered this third millennium with so many hopes and expectations, our yearnings for peace and harmony have not, alas, yet been met.

So, on this 50th ASPnet Anniversary Commemoration evening, I ask you “Navigators for Peace”– ASPnet members and stakeholders – to be bold and daring in your quest for quality education.

At the Auckland Congress, in this symbolic and strategic place here in this mighty Pacific Ocean, may you chart a new course for ASPnet so that it can serve as an even better testing ground and international laboratory for quality education and the development of life skills in the vital areas facing us today. These areas include peace, democracy, intercultural dialogue, sustainable development, and preventive education (HIV-AIDS, drug abuse, etc).

Together, I am confident that we can all make a tremendous impact on reshaping and revitalising education so that we can learn how to live together in peace and harmony with respect to our environment and to one another. In this way, we can help to promote a better life for all and a more pacific world.

Bon succès et bon vent!
Koïchiro Matsuura

ANNEX V

KEYNOTE ADDRESS

John Daniel
Assistant Director-General for Education, UNESCO
Monday 4 August 2003

Introduction

It is a pleasure to greet you again and to bring you the greetings of the Director-General of UNESCO, Mr Koïchiro Matsuura. He is extremely interested in the conclusions of this Congress but, sadly, could not be here with you in person. I begin by offering his congratulations, and my own, on the 50 years of achievement and growth by the Associated Schools Project Network. As I noted at the Opening Ceremony last evening, this is one of UNESCO’s most popular programmes. All Member States speak of it in glowing terms. Later this morning seven ASPnet Coordinators from around the world will tell us about recent achievements in their regions and that will remind us why ASPnet is so highly regarded.

Yesterday I suggested that you could think of the work of this Congress as four ‘C’s: celebrate, confer and create consensus. We are here to celebrate the remarkable story of the development of ASPnet and, after conferring about it in a constructively critical

spirit, to chart a course for the future. My purpose this morning is to describe the wider context in which ASPnet operates. You know more about ASPnet than I do. You know what it can do well, you know how it works, and you know its impact on schools, children and communities. So you are the people best placed to harness the energy and commitment of ASPnet to the educational agenda of the early years of the 21st century.

I am going to talk about that educational agenda. My title is *UNESCO Priorities and ASPnet* and I shall put your work in ASPnet in the context of UNESCO's education programme. More importantly, I shall situate UNESCO's education programme within the broader framework of the development of humankind and the collective efforts of the nations of the world to create a better future.

Education and Human Development

Today the motto at UNESCO is focus. We are focusing the programme on the central issues of human development that UNESCO can do something about. What are those issues?

Every year the United Nations Development Programme publishes the *Human Development Report*. The 2003 edition has just appeared. It notes that this new century opened with an unprecedented declaration of solidarity and determination to rid the world of poverty. In 2000 the UN Millennium Declaration, adopted at the largest gathering of heads of state ever held, committed all countries – rich and poor – to doing all they can to eradicate poverty, promote human dignity and equality and achieve peace, democracy and environmental sustainability.

The Millennium Declaration was given operational form in the Millennium Development Goals. These are eight simple goals, expressed through 18 targets, in which countries bind themselves to do more in the attack on inadequate incomes, widespread hunger, gender inequality, environmental degradation and lack of education, health care and clean water.

All eight Millennium Goals relate to education in some way, because education is central to the human condition. However, two of them relate directly. Goal 2 is to achieve universal primary education. The target is *to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.*

Then there is goal 3, to promote gender equality and empower women. The target is *to eliminate gender disparity in primary and secondary education, preferably by 2005 and in all levels of education no later than 2015.*

Those goals echo two of the six goals that were set at the World Forum on Education for All in Dakar, Senegal in April 2000. I will come back to the Dakar goals in a minute but first, how is the world doing in general in getting to the Millennium Goals? The picture is patchy but, in general, 'human development is proceeding too slowly. For many countries the 1990s were a decade of despair. Some 54 countries are poorer now than in 1990. In 21 a larger proportion of people is going hungry. In 14, more children are dying before age five. In 12, primary school enrolments are shrinking. In 34, life expectancy has fallen' (UNDP p.2).

A further sign of a development crisis is the decline in 21 countries in the human development index. The HDI is a summary measure of three dimensions of human development – living a long and healthy life, being educated and having a decent standard of living. Until the late 1980s it was very rare for a country's Human Development Index to decline because the capabilities captured by the HDI are not easily lost. But let us focus specifically on education and ask how we are progressing toward those two Millennium Development Goals.

Across the developing regions of the world, more than 80% of children are enrolled in primary school. Yet some 115 million children do not attend primary school and enrolments are woefully low in sub-Saharan Africa (at 57%) and South Asia (at 84%). Once enrolled,

there is a pitiful one-in-three chance that a child in Africa will complete primary school. In addition, one in six of the world's adults is illiterate. And gaping gender gaps remain: three-fifths of the 115 million children out of school are girls, and two-thirds of the 876 million illiterate adults are women (UNDP p.6).

I need hardly tell colleagues like you that lack of education robs an individual of a full life. It also robs society of a foundation for sustainable development because education is critical to improving health, nutrition and productivity. As the UNDP notes, 'the education goal is central to meeting the other goals'.

Yet in most poor countries the provision of basic education is highly inequitable, with the poorest 20% of the people receiving much less than 20% of public spending – while the richest 20% capture much more. In addition, primary education receives much less financing per pupil than secondary or higher education. This pattern also discriminates against poor people because they benefit much more from basic education.

Household costs for education, such as user fees and uniforms, also discourage enrolment – especially from the poorest families. Enrolments increased sharply when uniforms and fees were eliminated in Kenya, Malawi and Uganda. An equitable system also leads to better outcomes: countries that perform well in education tend to spend more on the poorest households and more on primary education.

Countries that have eliminated gender disparities in education show us how parents can be encouraged to send their daughters to school: locating schools close to home, minimising out-of-pocket costs, scheduling school hours to accommodate household chores and recruiting female teachers, which gives parents a sense of security. High-achieving countries that have eliminated gender disparities have shares of female teachers much larger than regional averages (UNDP p.7).

Many school systems suffer from operational inefficiencies, with too many children repeating classes and dropping out of school. In countries where several languages are

spoken, teaching in the mother tongue in the early years dramatically improves the learning experience. School feeding programmes also help to bring children to school and keep them there, because hungry children cannot learn. Early childhood programmes help prepare children entering school, especially children from the first generation in their families to go to school.

I have taken your time to outline the world education picture because that is the background to UNESCO's role in education and ASPnet is one of UNESCO's education programmes. Let me now describe how UNESCO tries to tackle the considerable challenges that I have just described.

UNESCO and the EFA Agenda

I mentioned the World Forum on Education for All, or EFA, that was held in Dakar, Senegal in April 2000. 160 countries took part in that meeting. They declared their determination to achieve education for all, set six goals and outlined a strategy for getting to them. They asked UNESCO to coordinate the efforts of all the stakeholders in this global campaign for EFA.

Ever since the Dakar Forum we have focused UNESCO's education programme more and more sharply on the EFA task. In the proposal for the next biennium that we are putting to the UNESCO General Conference EFA will account for nearly 80% of our activity.

You can think of our EFA work in two parts. The first is the task of coordination. Many people and agencies are involved in pushing the world forward towards Education for All. That means international bodies such as the World Bank, UNICEF and the UN Food and Agriculture Organisation. It means the bilateral development agencies of the rich countries, such as the New Zealand Agency for International Development and USAID. It means the organisations of civil society such as OXFAM and the Aga Khan Foundation. Most of all it means the governments and peoples of the developing countries themselves,

for nothing will happen – or nothing sustainable will happen – unless there is the political will to make it happen in the country itself.

This task of coordination takes place at two levels, the international and the national. Two weeks ago, for example, we held the annual meeting of the Working Group on EFA. It brought together 150 people from these stakeholder groups from around the world so that we could update each other on progress and decide on the next steps.

At the national level this coordination is taking place almost continuously as representatives of the donor bodies work with national governments and civil society to make education for all a reality locally. They situate their efforts in the wider context of the overall campaign for poverty reduction and the achievement of the Millennium Goals.

At both levels of coordination I do believe that we are making substantial progress. There is today a much greater sense of teamwork and shared responsibilities than there was three years ago in Dakar.

In our second area of work for EFA, UNESCO itself helps countries and regions directly with their efforts to achieve the six goals of Dakar. What are those goals? I find it helpful to remember them with the acronym GET EQUAL.

The first target concerns girls and gender. The goal is to eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality by 2015 – with a special focus on ensuring full and equal access for girls to basic education of good quality.

As you heard, this is also one of the UN's Millennium Goals. It is the object of a special campaign, the United Nations Girls Education Initiative, which is being coordinated by UNICEF. Our colleague Mary Pigozzi, who directs the UNESCO division in which ASPnet is located, played a key role in designing the UN Girls Education Initiative when she was at UNICEF.

The first E is for elementary or primary education, where the deadline is to ensure that by 2015 all children, especially girls, children in difficult circumstances, and from ethnic minorities have access to and complete free and compulsory primary education of good quality. This is also a Millennium Goal.

In this instance the World Bank is driving the campaign to get all children to complete primary education. A key mechanism is what we call the Fast-Track Funding Initiative, which can arrange substantial extra funds for countries that can achieve the goal in an accelerated timeframe if they have help. 18 countries are now involved in that initiative and five more big ones, Bangladesh, India, Nigeria, Pakistan and the Democratic Republic of Congo are in the planning stage.

T is for training, to ensure that the learning needs of all young people are met through equitable access to appropriate learning and life skills programmes. This goal will have a special resonance for some ASPnet schools. I expect that you will discuss what you think 'appropriate learning and life skills programmes' are in the first decade of the 21st century.

The next E is for early childhood. The goal is to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

QU stands for quality, without which all the rest is pointless. The Dakar Forum charged us to improve all aspects of the quality of education to achieve recognised and measurable learning outcomes for all – especially in literacy, numeracy and essential life skills. ASPnet has a special link to UNESCO's work on quality and I shall come back to that.

Finally, AL stands for Adult Literacy, the challenge of achieving a 50% improvement in levels of adult literacy by 2015, especially for women, as well as equitable access to basic and continuing education for adults. This goal will be the object of a special effort over the next ten years because, beginning this year, the United Nations has declared a Decade for Literacy, which UNESCO is leading.

So you can see that there are three quantitative targets with deadlines and three that are qualitative. I also mentioned that some of the goals have special programmes linked to them, such as the UN Literacy Decade, the Fast-Track Initiative for Primary Completion and the UN Girls Education Initiative. We call these 'flagship programmes' or *programmes phares* in French, which means lighthouse programmes – so in both cases the analogy is nautical.

The purpose of these flagship programmes is to bring special energy and expertise to bear on a particular aspect of the EFA agenda by appealing directly to agencies and individuals with a special interest in that particular goal. UNESCO's task is to help and encourage, and also to ensure that all these flagships are part of the larger armada sailing towards the goal of EFA.

I suppose that in French I would have to say that our task is to have all these lighthouses attracting people to the same destination of education for all.

That is a summary of UNESCO's main priority in education, a priority that absorbs more than three quarters of our efforts. I've described it in detail because, worldwide, ASPnet represents the largest group of educators associated with UNESCO, a group very much larger than our Secretariat staff. You need to know what drives us.

ASPnet and UNESCO Priorities

But you want to know how ASPnet relates to this EFA agenda. That, of course, is what I want you to grapple with at this meeting, so let me comment about how it all fits together.

ASPnet is special because it is different in style from the rest of what UNESCO does. To use the international jargon, UNESCO does most of its work upstream. That is a fancy way of saying that UNESCO doesn't go out and teach kids itself, it works with governments to help them develop the policies and the infrastructure so that they can improve their education systems. Everything I said about our EFA work, both the coordination and the direct action on the goals, takes place in that upstream framework.

There are, of course, different ways of working upstream and UNESCO identifies five principal functions that it performs: to be a laboratory of ideas, a standard setter, a clearing house, a capacity builder and a catalyst for international cooperation. If an activity in education falls into one of those categories it is a legitimate thing for UNESCO to do. Those functions cover many legitimate actions and we have to set priorities between them in deciding what we actually do.

Working upstream is fine, but sometimes it is fun to fall into the stream and float down to where the action is. Put another way, it is helpful to have our own laboratory of ideas where we can test new approaches.

That is why, in addition to its upstream work, UNESCO has created three networks that involve real education and real people. One is the UNEVOC network. This is a network of centres dedicated to the improvement of technical and vocational education and training and coordinated by our UNEVOC Centre in Bonn, Germany. Another is the UNESCO Chairs and UNITWIN programme. This consists of some 500 professorial chairs in universities in 100 countries. Each chair acts as a focus for work on a topic of priority interest to the host country or to UNESCO. Most are twinned with chairs in the same discipline in other countries.

The idea for the UNESCO chairs programme came from the ASPnet programme, which is the third of these networks and, of course, the biggest and most venerable. Celebrating your half-century must make ASPnet the oldest component of UNESCO's education programme.

ASPnet has many functions, which is one of its many attractions. However, as I understand it, the core purpose is to use real schools as places to test ways of achieving some of UNESCO's key goals among young people. It's quite easy to identify those goals in the preamble to UNESCO's constitution. Let's pick out some key themes. It begins:

That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.

Constructing the defences of peace must be a central concern, although it is easier said than done. But let me return to the text.

That the ... war ... was made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

That is a meaty statement. It was written before the days of gender-neutral language but we can update it to mean emphasis on democracy and on equality, both between genders and between races. And let us not forget the principles of dignity and mutual respect. The text continues:

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern.

‘Education for justice and liberty and peace’: it rolls easily off the tongue, but, sadly, is still considered subversive in many countries, including some with ASPnet schools.

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace that would secure the unanimous, lasting and sincere support of the peoples of the world, and the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

Intellectual and moral solidarity: that seems to me an area where ASPnet makes a great contribution, simply by allowing children in widely differing environments to share the same experience.

For these reasons, the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and

increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other’s lives.

I’ve already said plenty about education for all and how far we still are from achieving it, even though UNESCO declared this goal 50 years ago. ASPnet has a lot to do with communication and understanding. I hope it can be an example to those Member States that have signed the UNESCO constitution without seeming to take on board the part about the free exchange of ideas and knowledge.

So where does all this leave us? Americans have a nice saying that more than three objectives are no objectives, so let me keep it simple. The University of Birmingham’s evaluation found that the four pillars of learning in the Delors report confused many ASPnet schools. That reassured me because I myself always have to stop and think what they are and what they mean.

I suggest that the keywords that can best link ASPnet with UNESCO’s priorities are right there in one of the phrases from the constitution that I just read: *the education of humanity for justice and liberty and peace*. UNESCO’s founders called that a sacred duty. Those are strong words but the right words. They are the words that UNESCO often uses to describe a quality education.

The education of humanity means education for all. I realise that ASPnet schools have a big challenge implementing ASPnet activities within their own schools, without attempting to educate the whole world. Nevertheless, I urge you all to think how good things from ASPnet can be shared with more children – without simply multiplying the number of member schools.

Education for justice covers the central issue of human rights that ASPnet already identifies as a key priority. But in this context one of the most alarming findings in the

evaluation report is the finding that some schools avoid touchy questions like human rights and concentrate on less controversial issues like cleaning up the environment. The very purpose of ASPnet is to be a local expression of UNESCO values and it should affirm them – especially if they challenge the established order.

The same applies to education for liberty. Liberty is a broader and more demanding concept than democracy and ASPnet is a great mechanism for helping children to understand it. Today we increasingly define human development as the expansion of the freedoms that people can enjoy. If they are to become agents for development youngsters need to know what freedoms they should aspire to.

Finally, education for peace has long been a staple of ASPnet. The challenge is to reinterpret it in the difficult environment of the war on terrorism. Our attempts to create a culture of peace may not appear to have had much impact on geopolitics but we cannot give up. Part of the answer may be to become very practical about education for peace by training pupils in the techniques of conflict mediation and introducing systems of peer mediation into schools.

Over 50 years ASPnet has developed into a brilliant embodiment of that spirit of mutual assistance and concern which the UNESCO urged countries to adopt in carrying out their sacred duty of educating humanity for justice and liberty and truth. I urge you to keep that uplifting vision before you as you take ASPnet into its next half-century.

Ref. UNDP (2003) Human Development Report, United Nations Development Programme, New York

re-orienting aspnet to support a quality education for all

ANNEX VI



Mary Joy Pigozzi, Director

Division for the Promotion of Quality Education UNESCO

Monday 4 August 2003

Honourable Ambassadors

Madam Chair of the New Zealand National Commission for UNESCO

Esteemed Delegates

Ladies and Gentlemen

To those of us who came from far away – thank you for coming to Auckland

To those of us who are welcoming so warmly – thank you.

It is a pleasure to share this special time with you. 50 years is a great age for a project – it is even greater for a project that has been a success and changed with the times. Our meeting here is certainly about celebration. It is also about facing the 21st century and taking advantage of a wonderful opportunity that is offered to us – the opportunity to confer and come to agreement as to how ASPnet can be even more effective in the years to come.

I had known about ASPnet before I ever joined UNESCO. I have had the opportunity to learn about many of its strengths; and some of its problems. I have met members of National Commissions, ASPnet Coordinators, teachers, students, parents, and admirers. Most recently I watched Arab and Jewish parents participate in improving schools in Israel; the love for their children and the possibility of their children learning and contributing to a better world overcame the enormous tensions in Israel in that space in time. This is what quality education is about. It's about learning to create better futures in a positive and supportive environment.

In talking about quality education in relation to ASPnet, I want to do three things:

- Set the frame for UNESCO's work in quality education

- Share our vision of quality education with you and
- Show how ASPnet can play an even more important role in UNESCO's work.

Setting the frame

UNESCO priority number one in education is Education for All (EFA, for short). It is very simple, but very complex. Simple, because it is a global commitment that everyone should have a basic education of good quality. Complex, because there are more than 100 million children not in school, many in school who are not learning, and almost a billion illiterate adults. In its most simple expression EFA is easy to understand, extremely difficult to achieve.

While UNESCO is concerned about all of the EFA goals, those that concern us today are the 3rd and 6th goals as they address educational quality. Dakar goal 6 refers to addressing all aspects of the quality of education so that “recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”. Goal 3 focuses specifically on life skills.

Sharing our vision

Quality education has always been a priority for UNESCO. Over recent years we have been attempting to better define what we really mean when we talk about a quality education. The time for reflection is appropriate, however, as the concept of quality education has come to the fore as learners, parents and communities, educators, leaders, and nations acknowledge that what is learned and how learning occurs is as important as access to education. The age-old problems that have plagued educational quality remain, and are further complicated by new challenges such as the role of education in relation to environmental degradation, social cohesion, and the HIV/AIDS pandemic, for example.

One difficulty is that while most people understand intuitively what they mean by “quality of education” there may not be a common understanding of the term. This is

true now, at the beginning of the 21st Century, when education is increasingly understood to be more than “reading, writing, and arithmetic” and extends to the “expanded vision” of education as articulated at the Jomtien Conference on Education for All in 1990 and re-affirmed at the Dakar World Education Forum in 2000. There is a lively professional discourse on quality education, that includes a growing consensus on the importance of aspects such as relevance, universal values, peace and security, and informed decision-making, for example.

As a result, the definition of quality is evolving. The conventional definition remains important to understanding quality education. It includes literacy, numeracy, and life skills, and is linked directly to such critical components as teachers, content, methodologies, curriculum, examination systems, policy, planning, and management and administration. Basic academics remain essential.

At the same time, there is a demand for education to reflect upon its relevance to the modern world. While in the past much of the emphasis on education related to cognitive understanding and development, now there is a need to also address the social and other dimensions of learning. Education is expected to make a contribution to addressing sustainable human development, peace and security, and the quality of life at individual, family, societal, and global levels.

A quality education understands the past, is relevant to the present, and has a view to the future. Quality education relates to knowledge building and the skilful application of all forms of knowledge by unique individuals that function both independently and in relation to others. A quality education reflects the dynamic nature of culture and languages, the value of the individual in relation to the larger context, and the importance of living in a way that promotes equality in the present and fosters a sustainable future.

At a conceptual level, UNESCO promotes quality education as a human right and supports a rights-based approach to the implementation of all educational activities. Our work

is based on a number of international instruments that identify education as a human right. Several of these international instruments indicate the desired nature, or quality of this education. When we look at these instruments together and interpret them we go far beyond single articles to a web of commitments that speak to the depth and breadth of how we must begin to understand educational quality.

Interpretation of the various instruments with regard to quality education must be embedded within the overall current local and world **contexts and expectations of education**. That is, education must be placed and understood in terms of the larger context. A quality education must reflect learning in relation to the learner as individual, family and community member, and part of a world society.

At a practical level, UNESCO is concerned about six key **dimensions of quality education from a rights perspective**.

One, a quality education is one that **seeks out learners and assists them to learn** using a wide range of modalities, recognising that learning is linked to experience, language and cultural practices, gifts, traits, the external environment, and interests. We learn in different ways, each emphasising different senses and abilities. A quality education is one that welcomes the learner and can adapt to meet learning needs. It is inclusive.

And, within the learning experience there are several components that affect quality: the learner, content, processes and environment .

Two, **what the learner brings** to her or his own learning and to that of a group is extremely important. It can vary from work skills, to traumatic experiences, to excellent early childhood development opportunities, to illness or hunger, for example.

Three, **educational content** is well understood as a component of quality, but this needs to be re-examined in light of the changes that have occurred in the world, and information

technologies and globalisation processes that have brought societies closer together in some ways.

Four, the **processes of education** are a frequently overlooked aspect of quality. How learners are enabled to frame and solve problems, different learners in the same group are treated, teachers and administrators are treated and behave, and families and communities are engaged in education are all processes that affect the quality of education.

Five, the **learning environment** itself is an essential component of quality. While the physical environment is better understood, the psycho-social one, which is at least as important, deserves serious attention so that practices such as gender discrimination, bullying, corporal punishment, and forced work are eliminated.

Six is the **importance of an enabling environment that is rights-based**. A quality education must be offered within a **managerial and administrative** system that also supports effective learning. This presupposes a system that is well managed, with transparent processes guided by the **implementation of good policies** and an **appropriate legislative framework**. It also requires sufficient **resources**, recognising the full range that can be brought to bear in support of education.

UNESCO's view of quality education can be monitored and measured. Many indicators of quality exist, including a number on learning achievement. There is already a number of activities that measure a wide range of life skills, for example, and these are directly relevant to this vision. This vision demands attention to additional indicators, however, as it goes beyond the conventional definition of quality education.

Most important, however, is that this **vision can be made operational** – it can be put into practice in villages and in towns, in homes and universities, in the North and the South. This vision can be implemented because it is an approach not a recipe, and quality

improvement is an incremental process. There is no single starting or ending point because there is no one "right" way to do it. What is important is to share the vision, to understand what it means in terms of a particular learning situation, and then to find places where quality can be improved in light of the existing context. For example, an ongoing reform of teacher education would provide opportunities to address the processes of education, and a food for work programme might address issues of hunger preventing learning. Another approach is to take a topic area (such as peace, non-violence, and conflict resolution) and identify how it can be integrated into all aspects of a school, not just the curriculum. Or, a problem area can be identified, such as discrimination, and an analysis performed to determine how it might be addressed. UNESCO has already undergone a process of identifying and documenting many of the entry points to improve quality, such as teachers and textbooks.

This is not an impossible dream. Every learning environment can be improved with small changes on a regular basis. When maintained, these changes can build into major reforms that have a broad support base and, as a result, improved quality becomes the responsibility of a larger base of stakeholders. Quality improvement does not automatically require immediate and large financial resource increases. Some aspects are not very high cost in terms of money, and there is reason to believe from field observations that small changes in poorly resourced learning environments can make more noticeable improvements than even large financial investments in well resourced ones. Quality education can be measured.

Showing how ASPnet can enhance the drive toward EFA

In ASPnet we could be smug and say that we are already providing, to a large extent, quality education to our learners and so we have done our part for EFA. I challenge you by suggesting that, even though we are 50 years old, we have only just begun. We have a great network, we have many excellent schools and other institutions, we have wonderful materials, and we have great flagship projects. We may be one of the largest

operational global networks of schools . . . but how can we better contribute to that noble goal of Education for All? I offer five challenges and ask that, as you think about developing your next medium term strategy over this week you rise to them – you frame ASPnet centrally around concerns about the quality of education and around UNESCO's priority of priorities.

First, we have to live up to the high standards expected of ASPnet schools. We speak about **ASPnet schools as beacons**. What does that really mean? It means that throughout the network there must be a commitment to this new vision of quality – to putting a rights-based approach to quality education into practice each and every day, however difficult that might be.

Second, we speak of **ASPnet as a source of innovation**, and it certainly is. We have often been pioneers. But we need to pioneer again. We need to record what we have done – both successes and failures, yes, failures too, so that we can share what we have learned and help others to follow in our footsteps. Too often, what we know about ASPnet is from visiting schools or participating in ASPnet meetings. This is great, but it limits the learning, the experience, and, ultimately, the innovation to our network. We must find ways to be more inclusive, to enable others, especially those less advantaged, to share our experiences and to “catch up” with us. We have to help schools and students in backward areas “leap frog” and share with us as equals.

Third, we speak of the **need to mainstream**. ASPnet has wonderful practice and materials. We have much to be proud of . . . and we are seeing some of the work displayed here in Auckland. A small sample of what exists, but fine examples of creative products that demonstrate quality learning has occurred. How can we help to replicate the quality learning experiences from good ASPnet schools in other schools? Are there ways that the successful approaches used in ASPnet schools can be generalised to all schools in a country? How can ASPnet materials be adapted and disseminated so that they can be

used more generally? What can we do to address the cost of learning materials, which may be prohibitive for less well resourced schools? To support successful mainstreaming, we need to foster better research. This may call for special links with academic and other institutions, perhaps with UNESCO Chairs and UNITWIN networks. Let's look for ways that our innovations, "sourced", if you will, in ASPnet, can be systematically taken to scale in and beyond our network.

Fourth, we need to think about different ways of **ASPnet reaching out to support EFA**, especially to those not in school or to those who are in very poorly resourced schools. Can we see ASPnet as a catalyst for EFA? We know that we cannot just expand the network. While resources could be a problem, I believe that part of the value of ASPnet is that it is a manageable network of professionals who believe in education as a means to convey the fundamental and universal values for which UNESCO stands. We need to think of how ASPnet might make EFA for others a priority. We have demonstrated how young people can be mobilised in support of a number of issues. Can we make the basic education of counterparts who are not in ASPnet a priority? Can we think of ways that students can help students; of ways that students can improve the quality of the learning experience in schools and environments that are not their own?

Fifth, we need to help **ASPnet focus on critical issues** facing the 21st century. I am sometimes concerned when we talk about young people as our future. They are our present just as much as they are the future. When given the opportunity they understand well issues of HIV/AIDS, environmental degradation, exclusion, war, and poverty. This is their world and their reality ... now. We must engage them and listen to them; we must see issues from their perspectives and harness their energies in seeking solutions. This may mean that we have to let go of some things to give sufficient space to others.

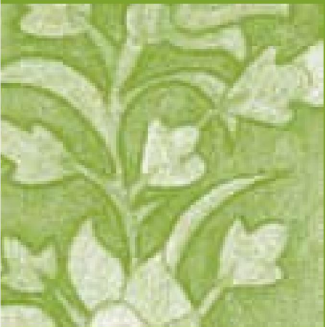
UNESCO's vision of quality, which is still "in the making", addresses the dimensions I have just outlined. It is grounded in human rights and on an understanding of universal human values. It is not education **about** human rights; it is education **for** human rights.

It recognises the cultural and historical roots of learning as well as the need to engage with the fast-changing realities of the 21st century. It is a holistic and unifying vision,

but it is not a recipe for uniformity. It is a vision well suited to our times. I challenge you, now, to embed this vision in the ASPnet activities you will propose and plan over the next few days.

In conclusion, I would like to congratulate ASPnet on reaching its 50th birthday. Though it was born in different times, the values, principles, and ideals to which it was dedicated remain constant. It is a means to carry forward our belief that education is a powerful force for good on this earth, for transformation, and, therefore, for our future. Let us continue to make this set of ideas and ideals reality.

Thank you.





UNESCO

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