



UNESCO 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 to 8 August 2003

**UNESCO Associated School
Project Network (ASPnet):
Historical Review 1953 - 2003**

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“Through UNESCO we want to strengthen universal respect for justice, the rule of law, human rights and fundamental freedoms for the peoples of the world, regardless of race, sex, language or religion. The Associated Schools Project Network is a translation of these ideas into concrete action.”

**Ms. Ulla Tørnaes,
Minister of Education, Denmark
ASPnet 50th Anniversary National Meeting,
Copenhagen, March 2003**

50 years of pioneering and innovations in support of quality education

1953 - 2003

Introduction

In the immediate aftermath of the Second World War, in the wake of unprecedented destruction, 60 million lives lost and the ashes of two nuclear bombs, the United Nations Organization, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other Specialized Agencies were created. The Constitution of the UN was signed on 24 October and less than one month later the Constitution of UNESCO was adopted on 16 November 1945.

The founders of the United Nations system had one main preoccupation -to ensure real and lasting peace in order to avoid a third world war, the further use of nuclear weapons and the eventual destruction of the world at large.

"We the peoples of the United Nations determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom."

Preamble to the United Nations Charter.

In the early years of UNESCO's existence much emphasis was placed on seeking ways and means to reinforce

the role of education, science and culture in promoting peace and reinforcing international co-operation. The founders were concerned about the risk of just paying lip service to peace and about the gap between theory and practice. They were aware of the fact that it does not suffice to issue Ministerial circulars for teachers to "teach peace". Peace building through education calls for committed teachers, participatory methods of learning, relevant curricula, unbiased textbooks, a climate of mutual respect and non-violence, in the classroom, in the school, in the family and in the community.

"Since wars begin in the minds of men, it is in the minds of men that defences of peace must be constructed." Preamble UNESCO Constitution¹

It was decided to set up in 1953 a *Scheme of Co-ordinated Experimental Activities in Schools of Member States* in order to ***"encourage the development of education in the aims and activities of the United Nations and the Specialized Agencies and in the principles of the Universal Declaration of Human Rights"***².

The scheme started out on a small scale at the grassroots level and driven over five decades, by a growing number of enthusiastic and creative teachers committed to reinforcing the humanistic, cultural and international dimensions of education in view of world developments. This modest initiative has now developed into one of the world's largest and most unique networks of schools.

On the occasion of the 50th Anniversary of the UNESCO Associated Schools Project Network, this historical review

¹ See Annex 1

² Resolution 1.341, 7th session of the UNESCO General Conference, 1952

has been prepared in order to recall its constant expansion as well as some of its accomplishments and contributions to improving the quality of education in response to local and global needs and priorities. As we shall note, ASPnet has often served as a **pulse taker**, sensitive to what is happening in the world and as a **pace setter**, concerned to introduce new issues and topics in the classroom so that students are better prepared to deal with the present and to prepare a brighter future for all. However, its extension has constantly encountered challenges to be overcome which, in turn, has led to a series of lessons learned each decade.

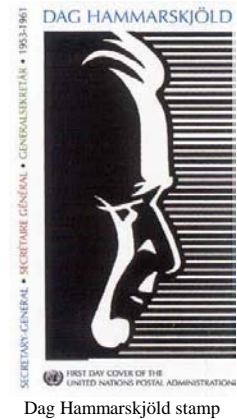
“Since wars begin in the minds of adults, it is in the minds of children that the defences of peace must be constructed.” ASPnet Principal, Qatar

ASPnet has been a mirror - its innovations reflect the trends, tendencies and challenges of the times and what is going on in the world, in our Global Village, as well as what is being debated in the forum of UNESCO. It can therefore not be presented in isolation but its efforts and contributions should be considered in a broader perspective of the world at large. Consequently, each ASPnet decade is introduced by some aspects of life in the Global Village and a brief recollection of some of UNESCO's action. A chart showing the expanding number of Member States of UNESCO and the continuous extension of the Associated Schools Project Network, as well as the UNESCO resources allocated for it is presented in Annex 2. Major ASPnet meetings held within the framework of the Associated Schools Project Network during the past fifty years is presented in Annex 3, and a list of major publications and materials produced during the last two decades is in Annex 4.

I. The Associated Schools Project's First Decade (1953-1963) : launching and experimentation.

1. The Global Village

The United Nations system, including UNESCO, was still in its infancy in 1953, the year when Dag Hammarskjöld was appointed Secretary-General of the United Nations (often referred to as "the most impossible job in the world"). The three-year Korean War had just ended and the so-called Cold War—the tension between the opposing blocs of NATO and the Soviet Union was in full swing and the iron curtain was put in place separating East and West. In 1953 Edmund Hillary and Tenzing Norgay reached the Earth's highest summit, the 'roof' of the world - the top of Mount Everest (Nepal). Decolonization was well underway with many newly independent nations in Africa. James Watson and Francis Crick announced the structure of DNA, the molecule of life, and the smooth voice of Nat King Cole was listened to world wide.



2. UNESCO

In 1953, Luther Evans (USA) was the Director General of UNESCO. The Organization had 62 Member States located mainly in Asia, Europe, Latin America and the Pacific and at the end of the decade 48 more countries particularly in Africa and the Arab States, joined the Organization improving the geographical coverage, bringing the total number to 110. An instrument of outstanding importance, the Convention against Discrimination in Education, was adopted by the UNESCO General



Former UNESCO Headquarters – Avenue Kleber, Paris

Conference in 1960.

3. An emerging network of schools devoted to UNESCO ideals

In an attempt to help translate the ideals of UNESCO into the learning process with particular emphasis on international understanding and in light of the Resolution 1.341 already mentioned, UNESCO convened some 21 experts representing 33 secondary schools in 15 countries¹ in Paris from 23 to 27 November 1953. Their aim was to set up "education for living in a world community: co-ordinated experimental activities in schools of Member States". The idea was to launch national pilot programmes with international links, supported by Ministries of Education and their National Commissions for UNESCO and with logistical help from UNESCO. The agreed upon themes of study were: women's rights, other cultures, human rights and the UN system.

"If UNESCO were only an office in Paris, its task would be impossible. It is more than that: it is an association of some sixty-five countries which have pledged themselves to do all they can, not only internationally but within their own boundaries, to advance the common aim of education for peace. The international side comes in because we shall obviously do this faster and better and with more mutual trust if we do it together."

Lionel Elvin (United Kingdom), Director of the Department of Education, UNESCO, 1950-1956

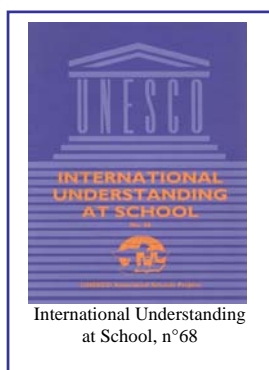
Although communications had already made the world smaller, it was not the globalized interconnected world we live in today. In the aftermath of the War, there was considerable mistrust amongst countries. School exchanges often proved difficult to organize. Nevertheless, the first decade saw the Network extended to teacher-training institutions (in 1958) and the first two of many

¹ Belgium, Costa Rica, Ecuador, Federal Republic of Germany, France, Japan, Netherlands, Norway, Pakistan, Sweden, Switzerland, United Kingdom of Great Britain, United States of America, Uruguay, Yugoslavia.

UNESCO Associated Schools Project Network (ASPnet)

publications based on the new Network's activities: *International Understanding at School* and *Some Suggestions for Human Rights Teaching*.

The first issue of the ASP newsletter entitled *International Understanding at School* was published in May 1961 and has been in print ever since, but with a new title. The 10th Anniversary of the Associated Schools was commemorated at an International Meeting held in Sèvres, France, in 1963 and attended by 54 educators from 37 countries reflecting a Network which had grown to 191 participating schools in 42 Member States. The participants redefined the three main ASP themes of study: world problems and the role of the United Nations and its Specialised Agencies in solving them; foreign countries and cultures, and human rights. They emphasised the need for UNESCO to produce monographs describing various countries' contributions to world civilisations as well as textbooks teaching foreign languages. It was strongly urged that the Project be extended to the primary school level.



4. Lessons learned

It was during this first decade of "co-ordinated experimental activities" that the *Associated Schools Projects in Education for International Understanding*² came into force. The participants attending the Sèvres meeting believed that Associated Schools had met with tremendous success in each country which was largely due to a combination of teacher commitment and assistance from Ministries of Education and National Commissions for UNESCO. It was agreed that the Project had considerable potential for future growth and development in spite of some difficulties. Firstly, there was a lack of suitable teaching materials to carry out experimental activities. Secondly, school exchanges and effective co-ordination between educational institutions were not easy to organise. There was often little room in the curriculum to enable new

initiatives and activities and a lack of evaluative instruments.

II. The Associated Schools Project's Second Decade (1964-1973): recognition and acclaim.

1. The Global Village

This was a 'take-off' decade with unprecedented economic growth in some parts of the world but sustained poverty in many others. It was a turbulent decade, its rhythm dictated by the arms race, the space race, the Cold War, rises in the Middle East (1967 and 1973), anti-Vietnam war student protests, the student

revolt in Paris in 1968 and which triggered contestations in many other countries. In the summer of 1969 manwalked on the moon. The environment emerged as an issue on the world agenda, following the UN International Conference on the Human Environment, Stockholm, 1972. The first audio cassette went on sale during this decade and four young men from Liverpool began a meteoric career as the Beatles.



"Today, where the notion of speed constantly evolves, time is short.

We must act quickly. The humblest man in the humblest home must be reached and defended, because peace is his basic need, his daily bread."

Indira Gandhi, 1966

2. UNESCO

In the early 1960's, UNESCO took up the challenge and succeeded in raising several million dollars to save the temples of Abou Simbel in upper Egypt. In 1972 the Convention concerning the Protection of the World Cultural and Natural Heritage was adopted. In the field of education, a World Congress on the Eradication of Illiteracy was held under the auspices of UNESCO in Teheran in 1965 which coined the new concept of functional illiteracy. A few years later UNESCO was entrusted by the UN General Assembly to co-ordinate the International Year of Education - 1970.

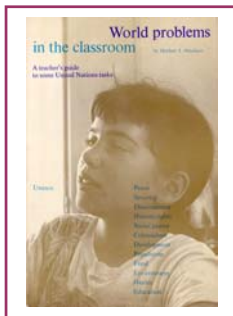
² This Title was given in 1957, Document UNESCO/ED/149 of 4 February 1957

In 1972 the International Commission (chaired by Edgar Faure) published its report entitled *Learning to Be* based on four main assumptions: i) that the world community had common aspirations, problems and trends, despite differences between nations and peoples; ii) a belief in democracy, to which education was the keystone; iii) that the total fulfilment of each individual is the aim of development and iv) that only lifelong education could shape a complete human being. It also considered the benefits which could be expected from scientific progress and new technologies. As more countries gained their independence, they joined UNESCO whose membership continued to grow with 126 Member States in 1973.



3. The Associated Schools Project takes form

The Associated Schools Project, sometimes referred to as ASPRO (but since ASPRO was the brand name of an aspirin that acronym was soon dropped), continued to expand and in 1965 it started to include elementary schools. In response to the need for educational resource material which could be easily used by teachers around the world, a book entitled *World Problems in the Classroom: the role of the United Nations* was published. It reflected the work of Associated Schools and their activities aimed to build awareness amongst young people about world concerns such as peace, security, ending colonialism, raising standards of living, etc and how they can best be dealt



Several ASP sub-regional workshops were held in Asia, Europe and Latin America in order to reinforce and extend the number of participating schools. In seeking effective ways to promote education for peace and international understanding, teachers expressed interest in developing new educational approaches. In addition to cognitive knowledge based approaches, emphasis was placed on developing socio-affective techniques to enhance learners' capacity to communicate, internalise and practice non-violence, mutual respect and solidarity. Two major international workshops were held in Hamburg, Germany and which resulted in a booklet describing such techniques and presenting practical activities including group work and role play.

After 20 years of ASP pioneering efforts at the grassroots level, the time had come to conduct an appraisal³ of the Project in 14 countries. The Appraisal was presented to the International Meeting organised in observance of the 20th Anniversary of ASP bringing together some 79 experts from 37 countries in Levis, Canada and proposals were made for future priorities such as: i) education for international understanding centred on community problems with emphasis on relevant national and international issues of immediate concern to young people; ii) training of teachers to introduce socio-affective techniques to enable students to acquire new communication skills and forge positive and participatory attitudes and behaviour conducive to peace building and intercultural learning; and iii) closer involvement of UNESCO Regional Offices for Education.

The Decade closed with an emerging international Network of 923 schools in 63 Member States.

4. Lessons learned

The results of the Appraisal traced future directions to meet the needs of the times which included: once again an expansion of the Network, redefining educational goals with emphasis on the affective approach to education, creativity, participatory modes of learning to forge new attitudes conducive to non-violence and mutual respect and developing curricula based on ASP themes.

III. The Associated Schools Project's Third Decade (1974-1983): normative development and assessment.

1. The Global Village

In an effort to help stop the widening gap between the highly industrialized countries and the Least Developed Countries (LDCs), this decade started with the adoption by the UN General Assembly of the

³ The Associated Schools Project: An Appraisal, ED-75/CONF.619/4

UNESCO Associated Schools Project Network (ASPnet)

Declaration for a New International Economic Order in 1974. People began to question dependence on fossil fuels following the Organization of Petroleum Exporting Countries (OPEC) Oil crisis.

The Green and Feminist movements also characterised this decade which saw the end of the Vietnam War. The United Nations Environment Programme (UNEP) in Nairobi, Kenya was set up in response to the deterioration of the environment and mobilize participation in seeking and applying solutions. The UN also increased its capacity to address world issues and enhance scholarly research, post-graduate training and dissemination of knowledge by setting up the United Nations University in Tokyo in 1975, in close co-operation with UNESCO. Although the rights of women was one of the main themes of study when ASPnet started in 1953, it took the international community over 20 years to declare the International Year for Women in 1975. The following year was proclaimed the International Year of the Child. International terrorism started to strike. Reggae music from the Caribbean took the world by storm thanks to the Jamaican film *The Harder They Come*. Commercial supersonic travel became a reality with the scheduled Concorde flights. Mysterious black and white stripes called barcodes started to appear on consumer goods.



Pupils from Togo, "40 ans de solidarité entre les Nations", UNESCO



2. UNESCO

Against the backdrop of the Cold War, a milestone was reached at UNESCO in 1974 when its General Conference adopted the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* which made specific reference to the enormous value of ASP. Associated Schools became very much involved in contributing towards its implementation. Four years later, two other important normative instruments were adopted - the International Charter of Physical Education and Sport and the Declaration on Race and Racial Prejudice. In 1977 UNESCO organized the first Intergovernmental Conference on Environmental Education (Tbilisi, Georgia). Another milestone occurred in 1983 when UNESCO convened the First Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms with a view to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament which led to the adoption of a ten-year Action Plan for the Development of Education for International Understanding, Co-operation and Peace. Due to the constantly growing number of Member States, UNESCO's membership increased to 153 nations.

'74 Recommendation, Para. 23:

"Member States should take advantage of the experience of the Associated Schools which carry out, with UNESCO's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend the programme to other educational institutions and work towards the general application of its results."

3. ASP moves forward

The adoption of what was often referred to as the *'74 Recommendation* and its recognition of ASPnet prompted more Member States to join the Network and to take measures to enhance its capacity to experiment and innovate in reinforcing classroom teaching and extra-curricular activities in favour of peace and international understanding. One year later in 1975, and in light of the Stockholm Conference on the Environment (1972), the protection of the environment became the fourth ASP theme of study. In connection with the International Year of the Child, the Project was extended in 1976 to nursery schools. A number of countries were also keen to involve universities in ASP and an International Consultation to Examine the Extension of ASP to the University Level was convened in Paris in 1977. However, given the special nature and autonomy of institutions of higher learning it was decided not to extend ASP to universities (except for faculties of education) but to envisage a special network for institutions of higher education. However, it took some time before *Unitwin* was set up by UNESCO in 1992.

The sharing of experience gained momentum during this decade with the help of nine ASPnet regional seminars and six international conferences.

Twenty-five years after the launching of ASP, the time had come again to conduct an in-depth evaluation. In 1979/1980 this was entrusted to two academics (from Canada and Tanzania) who designed evaluation instruments for ASP National Coordinators and schools, and went on a world-wide tour to meet ASP members, visit ASP schools and discuss the Project's results and future with decision makers in all continents. The countries visited were: Argentina, Colombia, Federal Republic of Germany, Japan, Mauritania, Philippines and Poland. Their evaluation report confirmed the usefulness of the Network and its enormous potential. The report concluded that:

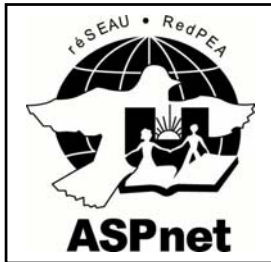
- more countries should be involved in the Project and each one should design a strategy to incorporate the lessons learned from ASP throughout the educational system;
- more teacher-training institutions and research institutes should participate in the ASP;
- each country should consider the ASP as a prime means for implementing the 1974 Recommendation;
- the validity of the ASP themes of study were reaffirmed;
- Associated Schools should experiment with both cognitive and socio-affective teaching methods;
- regional co-operative development of materials should be encouraged as well as an increase in the availability of teaching materials and their effective circulation; and
- special attention should be given to teaching aids in the area of human rights education.



Mauritania, "40ans de solidarité entre les Nations », UNESCO

This evaluation led to the launching of the first ASP Interregional Project to enhance the study of three vital world concerns: human rights, disarmament and the New International Economic Order. Nine countries in three regions were involved: Asia (India, Philippines and Thailand); Europe (Czechoslovakia, Federal Republic of Germany and the United Kingdom) and Latin America (Argentina, Chile and Colombia). Each country developed experimental activities and produced relevant teaching materials.

4. 30th Anniversary of ASP

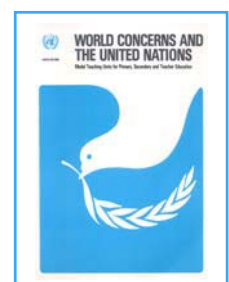


In celebration of its 30th Anniversary, an ASP International Congress was held from 12-16 September 1983 in Sofia, Bulgaria, inaugurated by the Director-General of UNESCO, Mahtar M'Bow. In preparation for the Congress, an international art contest was conducted inviting ASP students to make drawings of which one would be selected to serve as the ASP logo. The Congress participants selected the drawing from an ASP art student from Sucre, Bolivia, who was then invited to UNESCO Headquarters, Paris where he received special recognition for his contribution.

The logo consists of a number of elements, each one signifying an essential aspect of the Network: the book = education; the girl and boy = friendship and co-operation, U = UNESCO; dove = peace; globe = world; and the sun = energy required to promote education for peace and international understanding.

The ASP Congress in Sofia resulted in the first medium-term strategy with emphasis on mobilizing Associated Schools in support of the International Youth Year (1985) and the International Year of Peace (1986). The Congress participants concluded that the ASP had "successfully achieved the objectives for which it was created. The seeds sown in the hearts and minds of children and young people have already yielded fruit in the deeds of adults. We call upon all Member States to assist the development of the ASP so that it encompasses all Member States...to promote and intensify contacts between the Associated Schools and UNESCO Clubs in all countries and regions so that they can attain their noble objectives, which are the objectives of UNESCO for a better world, a world of peace and prosperity for all peoples."

In 1983, the ASP Anniversary Year, the United Nations published *World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education*, largely based on ASP innovative teaching practices and co-ordinated and



UNESCO Associated Schools Project Network (ASPnet)

edited by the ASP National Co-ordinator in the USA. The publication was translated into several languages and became a best seller.

During the decade some 15 regional and international ASP meetings took place shedding light on new initiatives to further education for peace and international understanding. By the end of the Decade ASP had leaped again and included some 1,672 schools in 81 Member States.

5. Lessons learned

Twenty years after the launching of ASP the adoption of a legal instrument by UNESCO referring specifically to its role and value was of considerable significance and it served as a major turning point of recognition, support and credibility in favour of the Project. The selection of a universally accepted ASP logo enhanced its global identity and the fact that the UNESCO Director-General inaugurated the ASP 30th Anniversary showed the international community the Organization's unrelenting support for it.



Amadou M. M'Bow

"The Associated Schools Project corresponds to the fundamental principles defined by UNESCO's constitution (...) These schools do not represent a special category of establishments operating on the fringe of each country's educational system. They are schools -primary, secondary and teacher-training establishments- that build into their curricula and activities different components designed to foster international understanding and that co-operate for this purpose (...) The Associated Schools are in the forefront of the institutions that are working, selflessly and effectively, for these objectives. In congratulating them most warmly on the work that they have already accomplished, it is my earnest hope that this Congress will open up new paths which will enable them to

pursue even farther their exemplary efforts to bring about understanding, friendship and peace" Mr. M. M'Bow, Director-General of UNESCO, Inaugural address, ASP 30th anniversary Congress, Sofia, Bulgaria, September 1983.

IV. The Associated Schools Project's Fourth Decade (1984 - 1993): Expansion and Innovations

1. The Global Village

The fall of the Berlin Wall heralded the end of the Cold War era. It was soon followed by a wave of democratisation and a host of newly independent countries throughout Eastern Europe. These hopeful events were offset by the Gulf crisis, which triggered new fears of a third world war. The plight of developing countries worsened with the twin handicaps of the debt burden and the growing HIV-AIDS pandemic. Millions of deprived children led the UN General Assembly to adopt the Convention on the Rights of the Child in 1989 and one billion illiterates prompted the UN to declare 1990 as International Literacy Year. The 1992 Rio Earth Summit sounded the alarm for tackling urgent environmental issues and urged the concept - sustainable development. The following year another important target group was honoured with the declaration of the International Year of Indigenous People (1993). Vinyl records went into decline with the introduction of compact discs and the song "**We are the world, we are the children**" became a global hit. However, as the decade came to a close, xenophobia was on the rise as well as intolerance and inter-ethnic conflicts.

2. UNESCO

In 1986 UNESCO and the International Bureau of Education convened the first International Conference on Education devoted to Education for the Prevention of AIDS in Geneva. In spite of many efforts, the number of illiterates in the world continued to grow. UNESCO convened the World Conference on Education for All in Jomtien, Thailand in 1990 which adopted the World Declaration on Education for All. Article 1, paragraph 1 affirms that: 'Every person -child, youth and adult- shall be able to benefit from education opportunities designed to meet their basic learning needs. The Declaration was accompanied by a Framework for Action. In 1993 UNESCO set up the International Commission on Education for the 21st Century headed by Jacques Delors and the World Commission on Culture and Development chaired by Javier Pérez de Cuéllar. Some twenty Member States joined the Organization, bringing the total number up to 174.

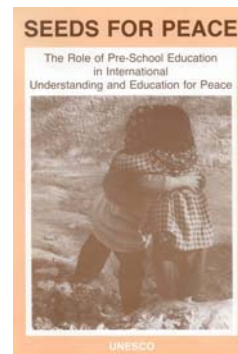


Jacques Delors

3. ASP continues to grow

In the aftermath of the 1983 ASP Congress and the Intergovernmental Conference on Education for International Understanding, the UNESCO General Conference adopted a series of specific General Resolutions reaffirming the value and importance of the Associated Schools Project. Throughout the Decade over 30 ASP workshops, seminars and conferences were held from regional to global levels. After three decades of pioneering action at the grassroots level these encounters served as valuable discussion fora and resulted in the publication and wide diffusion of a number of handbooks, publications and studies, such as : *Seeds for Peace - The Role of Pre-School Education in International Understanding and Education for Peace*, *International Understanding through Foreign Language Teaching*, *Environmental Education for our Common Future*, and *Innovative Methods in the Associated Schools Project*.

The first ASP UNESCO film entitled *Preparing the Future* was produced, showing Associated School activities in five countries (Bulgaria, Denmark, France, Senegal and Tunisia).



4. First Major ASP Youth Encounter



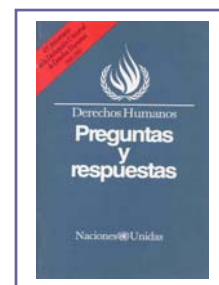
UNESCO Headquarters

In celebration of the International Year of Peace, the First Meeting of ASP Students from both Eastern and Western Europe was held at UNESCO Headquarters in November, 1986. Some 60 young people and their teachers from 23 countries attended and in their Appeal at the close of the Meeting they recommended *“that UNESCO continue the work of bringing together youth from all over the world in meetings like this one. Because we want to pull down borders and frontiers, we want to make friends all over the world and recognize that we’ve all got the same purpose in our minds: making peace and friendship...We would like to point out that as a result of this*

meeting, we have not only become friends but we’re one international group with the same aim. And now it is our task to find means for peace, disarmament, the abolition of discrimination and effective respect for human rights.”

5. 40th Anniversary of the Adoption of the Universal Declaration of Human Rights (1988)

Ever since ASP was set up, particular emphasis was given to human rights education. In observance of the 40th Anniversary of the adoption of the Universal Declaration of Human Rights (1948) an exhibition entitled “Associated Schools Project Alphabet of Ingredients for Human Rights Education” reflecting a broad spectrum of ASP human rights initiatives was prepared and displayed at UNESCO Headquarters in November 1988. Two countries (Finland and Bulgaria) produced practical manuals for teachers entitled respectively *Approaches to Human Rights Teaching: Material for Schools* and *Challenges to Human Rights and Peace*, which were distributed through the ASP network.



6. United Nations adopts the Convention on the Rights of the Child

One year later the international community adopted in 1989 the Convention on the Rights of the Child which was disseminated to all ASP schools and a number of countries such as Zaire (renamed Democratic Republic of Congo) translated it into local languages and held teacher training workshops to facilitate its integration in classroom teaching.



Travelling library in Thailand

7. International Literacy Year 1990

The year 1990 was declared the International Literacy Year and Associated Schools responded with a variety of projects aimed to help eliminate the scourge of illiteracy such as: a literacy programme for women in Colombia, community literacy campaigns in Chad, a high school in Switzerland collected a large sum of money for the construction of an elementary school in Togo, ASP schools in Costa Rica provided literacy courses for some 1,000 adults.

8. Baltic Sea Project

Well before the '92 Rio Earth Summit, ASP's pioneering efforts in support of preserving the environment led to its first Regional Flagship Project devoted to a specific facet of education and involving Associated Schools in a selected number of countries. In spite of the lingering Cold War, the ASP Baltic Sea Project was agreed upon in April 1989 at a planning meeting in Helsinki hosted by the Finnish National Board of Education and attended by delegations from all seven countries surrounding the Baltic Sea (Denmark, Finland, Federal Republic of Germany, German Democratic Republic, Poland, the Soviet Union, and Sweden). Each pledged to identify Associated Schools interested in joining the Project which aimed to promote environmental awareness and the improvement of the Baltic Sea environment and intercultural learning. Soon some 200 schools were involved and it became the prototype for other environmental projects such as the ASP Blue Danube River Project and the Western Mediterranean Project.

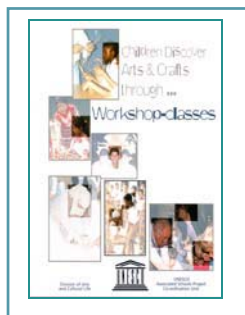


9. North/South School Twinning

School twinning has always been an ASP objective since the sharing of ideas and exchange of views fosters intercultural learning and a greater appreciation of both differences and similarities. UNESCO set up a North/South Dialogue and Support Programme for the period 1993 to 1994. In addition to promoting mutual understanding and dialogue, the some 200 schools in 50 countries were encouraged to practice solidarity.

10. International Year for the World's Indigenous People

This year was declared for 1993 in tribute to the some 300,000,000 indigenous people in 70 countries. In observance of it a teacher from the ASP United Nations International School in New York was commissioned by UNESCO to prepare a study on *Indigenous Peoples and the United Nations system* which was geared for lower secondary school teachers. Topics included: i) the people's at stake—their issues, self determination, genocide, etc.; ii) the role of the United Nations, NGOs and the draft declaration of indigenous rights; and iii) learning about the issues through the ASP schools - teaching techniques and curriculum goals with examples from different countries.



11. Interregional pilot project on education and craft professions

Upon an invitation from the Culture Sector, ASP schools in six countries (Bulgaria, Ghana, Grenada, Guatemala, Jordan and Nepal) were invited to take part in this project. Since craft professions reflect many of the cultural, historical, economical and artistic facets of society and are closely related to cultural identity, this project was designed to sensitise children aged between 10 to 12 to the importance of crafts and craftsmen and women. For several weeks children were taken to visit local craft workshops so that they could learn the craft and develop a bond with the crafts people. Children in Guatemala learned the art of weaving, children in Ghana the ancestral way to make drums and pupils in Nepal pottery. The impact of the Project on both the children's knowledge and attitudes was described in an illustrated booklet published by UNESCO. This project is now an intersectoral cross-cutting project.

12. More resources granted to ASP

The considerable development of ASP during this decade can be traced to the growing interest in UNESCO's Member States, an increased number of requests for ASP support under the Organization's Participation Programme, the first extra-budgetary grants from Daimler-Benz (Germany), Comité catholique contre la faim et pour le développement (France), Caran d'Ache Corporation (Switzerland) and strengthened co-operation with UNESCO Regional Offices in Education in Bangkok, Dakar, and Santiago.

13. ASP celebrates its 40th Anniversary

As ASP National Co-ordinators from some 50 countries headed for an International Symposium in Soest, Germany (12-17 September 1993) to mark the ASP 40th Anniversary, the Associated Schools Project had taken yet another leap forward with almost 3,000 schools in 116 countries.



In inaugurating the Symposium, the UNESCO Director-General, Federico Mayor

declared *“Until recently, the world problem that dominated all others was the threat of war arising from the ideological divide between the superpowers -a divide that the Associated Schools worked tirelessly to bridge by continuing to promote the ideals of peace and the practice of international understanding. Today, the divide seen to pose the greatest threat to humanity is the poverty and knowledge gap, which condemns almost a third of the world’s population to a life of deprivation and exclusion and is linked to other disturbing trends such as the demographic explosion, certain forms of environmental degradation; resource depletion and growing social problems of all kinds. More perhaps than in the past, the promotion of international understanding by the Associated Schools involves fostering an awareness of the fundamental asymmetries in the world and of what can be done to overcome them. Since these asymmetries are in many cases generative of conflict and violence, this theme links up with that of peace-building which is more and more widely recognized as a central function of the United Nations alongside its traditional peace-keeping role.”*

The Congress resulted in a 1994-2000 Strategy and Action Plan and the designation of ASP as a network. Priorities at the national level included monitoring, evaluating, reporting and large diffusion of information on ASP innovations and results, ASP annual national reports, and the professional development of teachers. At the regional level emphasis was placed on regional training seminars, Flagship Projects and the involvement of the growing number of UNESCO Field Offices. At the international level renewed action was taken to involve more countries in ASP, set up a computerized databank, provide increased recognition to ASP teachers and schools and enhance ASP horizontal networking. This involved direct contacts between Associated Schools in different countries, between ASP National Co-ordinators and increased initiatives by Member States in support of ASP at the global level.

14. Lessons learned

This decade depicts a number of major breakthroughs. It was the first time that UNESCO organised a major encounter for ASPnet students which demonstrated the need to give more priority to organise meaningful events for students from different countries and to broadly diffuse their declarations to decision makers and to their peers. New and effective Flagship projects were launched, devoted to both environmental protection and intercultural learning. As membership continued to increase, extra-budgetary funds were pledged for the first time and new ASP educational resource materials were produced.

V. The Associated Schools Project Network’s Fifth Decade 1994 To 2003: learning to live together

1. The Global Village

Continuous rampant change, globalization, deterioration of the environment, destruction of heritage, the proliferation of HIV/AIDS virus, unprecedented terrorism, armed warfare, the severe acute respiratory syndrome (SARS), are characteristics of this decade. The rich got richer and the poor poorer as the gap still continued to widen between the “haves” and the “have nots”. With the dawn of the era of ICT (information communication technologies) ways of working, learning and communicating were revolutionized. Access to computers, the Internet and satellite technologies by a minority created the so-called “digital divide” and deepened the cleavage between the “haves” and the “have nots”. Newly multi-cultural societies created opportunities for creativity and dialogue but continued to be plagued by tensions, discrimination and exclusion.



“There is much to be grateful for...There are also many things to deplore, and to correct. The United Nations can succeed in helping to meet those challenges only if all of us feel a renewed sense of mission about our common endeavor...As its Charter makes clear, the United Nations was intended to introduce new principles into international relations, making a qualitative difference to their day-to-day conduct. The Charter’s very first Article defines our purposes: resolving disputes by peaceful means...”

Kofi Annan in his We, the peoples Millennium Address, September 2000.

UNESCO Associated Schools Project Network (ASPnet)

As the earth's resources dwindled, pollution increased and global warming was confirmed. This decade, the start of a new millennium, recalled the importance of education, knowledge and know-how which have become the number one global resource. The world's young people communicate, through the universal language of music, from reggae to rap, with deep African roots.

The space age continued to amaze as "Pathfinder" found its way to Mars and the international space station became a reality. However, as in all pioneering endeavours we were reminded of the risks and dangers it involves with the recent explosion of the Challenger space shuttle upon its return to Earth.

Against this backdrop, the United Nations intensified its efforts and brought together the international community to address the issues of our times such as the World Summit for Social Development (Copenhagen, Denmark, 1994), the Special Session of the United Nations General Assembly on the World Drug Problem (June 1998), the Declaration of the International Year of a Culture of Peace (2000), the United Nations Millennium Ceremony and its "Millennium Goals", (New York, USA, September 2000), the International Year of Dialogue amongst Civilisations (2001), the International Conference on Mobilisation Against Racism, Discrimination and all forms of Intolerance, (Durban, South Africa, 2001), the International Year of Mountains (2002), the United Nations Year of Cultural Heritage (2002), the World Summit on Sustainable Development, (Johannesburg, South Africa 2002), the International Year of Freshwater (2003) and the Third World Water Forum (Kyoto, Japan, 2003).



Peace not only remains fragile, the Middle East crisis has worsened, and war on Iraq was launched in the absence of a resolution from the United Nations Security Council.

2. UNESCO

Twenty years after the adoption of the '74 Recommendation on Education for International Understanding, the time had come to take a closer look at its application and relevance. The wave of democracy had not only swept over Eastern Europe but was gaining force world-wide. The International Bureau for Education (Geneva) thus devoted its 44th session in 1994 to taking stock of progress. It resulted in the *Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy*.

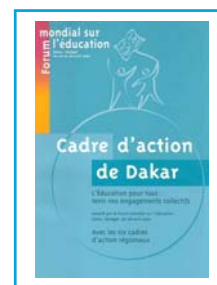
"Culture can permeate development only if it first permeates education and if in return education effectively promotes fulfilment in one's own culture..."

Javier Pérez de Cuéllar

"We, the Ministers of Education...We are determined to increase our efforts to develop further, at the national and international levels, exchanges of educational experiences and research, direct contacts between students, teachers and researchers, school twinning arrangements and visits, with special attention to experimental schools such as UNESCO Associated Schools...". Declaration (see above), Geneva, October 1994

Two UNESCO Commissions were established in 1993 on Education for the 21st Century and on Culture and Development, and they produced their reports in 1996. In *Learning: the treasure within* emphasis was placed on strengthening the four main pillars of learning: learning to know, learning to do, learning to be and learning to live together. As for *Our Creative Diversity* it underlined the links between culture and development.

Ten years after the 1990 Jomtien Conference on Education for All, the World Education Forum took place in Dakar, Senegal in April 2000 which led to the adoption of the *Dakar Framework for Action*. Its goals aim to: eliminate illiteracy by the year 2015 of the 120 million children currently deprived of education; reduce by 50% the same year the some 800 million adult illiterates, the majority women; and provide quality education for all. In accordance with its mandate, UNESCO is the "lead agency" to spearhead the implementation of this Plan of Action to a successful outcome. EFA is a priority programme of UNESCO.



3. ASP becomes ASPnet

In the light of the 40th Anniversary Soest Symposium, UNESCO made a new and massive thrust to double both the number of countries taking part in ASPnet and the number of participating institutions. The

Associated Schools Project became the Associated Schools Project Network! In order to achieve such a bold objective, resources were increased (see Annex 2), ASPnet training courses were held, an ASPnet Practical Manual was produced as well as a Tool Kit for ASPnet National Co-ordinators. Since the role of National Co-ordinators is so crucial for the success of national networks, UNESCO introduced in 1996 a scheme whereby every two years a selection is made of “outstanding” National Co-ordinators (“ONCs”) who are invited, along with selected staff from UNESCO Field Offices, to attend an international workshop to review results and help plan the future of the Network. As a result of Workshops in Santiago de Chile (1996), Lisbon, Portugal (1998) and Doha, Qatar (January 2001) there are now some 40 ONCs and more to be designated. During this decade ASP was doubled, comprising today some 7,500 schools in 170 countries.

4. ASPnet Calendars



To enhance the role of ASPnet in ensuring the observance of international days and years proclaimed by the United Nations a series of international contests was launched inviting ASP members to submit art work and messages for annual calendars for all ASPnet schools. The series commenced with the commemoration of the International Year of the Family (1994), the International Year of Tolerance (1995), Young People’s Participation in Protecting World Heritage (1996), What makes a good teacher (1997), the 50th Anniversary of the Adoption of the Universal Declaration of Human Rights (1998), International Year of Older Persons (1999) a poster series on the United Nations Year for a Dialogue among Civilisations (2001), International Year of Mobilisation against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001), International Year of Volunteers (2001), International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). Other calendars followed such as the 2002 International Year of the Mountains (produced and made available to all ASPnet schools by the Swiss Agency for Development Co-operation), and the International Year of Freshwater 2003 calendar, devoted to the 50th Anniversary of ASPnet, etc.

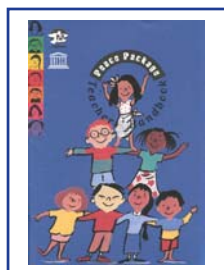


5. ASPnet Interregional Project “Energy, Development, Environment (EDEN): the role of educational systems”

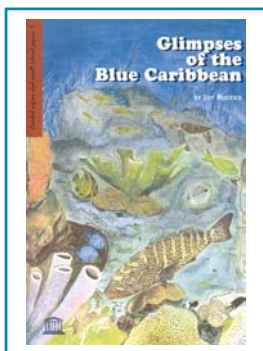
In the aftermath of the Tchernobyl nuclear catastrophe, this interregional project was launched in 1994 with 12 participating countries including those most affected by the tragedy, in order to exchange views and develop educational approaches to better understand the linkages and effects of the three major issues - the need for energy to ensure development whilst respecting the environment. The project, supported by the *Comité catholique contre la faim et pour le développement* (Catholic Committee against hunger and for development) and AT&T resulted in the production of an educational resource kit for teachers which was produced by UNESCO in co-operation with the French National Centre for Pedagogical Documentation (CNDP) and the French National Commission for UNESCO.

6. ASPnet Peace Packages for Elementary School Teachers

In celebration of the United Nations and UNESCO’s 50th Anniversary in 1995 it was decided with the Division for a Culture of Peace, to give priority to children. Seven ASPnet Sub-regional Culture of Peace Festivals were held throughout 1995, bringing together some 500 elementary school pupils from over 50 countries. Each Festival enabled children to voice their concerns - their hopes and fears, their dreams and aspirations. They expressed their commitment to peace through art work, sculptures, poetry, songs and dances. The teachers who attended took part in special sessions on developing innovative ways to integrate a culture of peace in the learning process. As an outcome of these Festivals, UNESCO produced a “Peace Pack” containing a teacher’s manual, activity cards, posters, video, colouring book on the life of Mahatma Ghandi, etc. which was then experimented by Associated Schools in over 80 countries. Having received positive feedback, UNESCO revised it, translated it into French and Spanish and sent copies to all elementary Associated Schools. It was during this decade that two new major ASPnet Flagship Projects emerged.



7. Caribbean Sea Project (CSP)



Like its sister projects such as the Baltic Sea Project, the Blue Danube River Project, and the Western Mediterranean Sea Project, the CSP promotes both environmental awareness and intercultural learning. Launched in 1994 in Trinidad and Tobago with a few Caribbean countries, today the Project involves some 17 countries and includes a special Sandwatch Project, designed in co-operation with the Science Sector, whereby Associated Schools play an active role in helping to reduce the pollution of the Caribbean Sea by conducting research, monitoring and protecting the coastal zones, beaches, flora and fauna, etc. CSP resource material for teachers, entitled *Glimpses of the Caribbean Sea*, has been produced and diffused.

8. Zambesi River Project (ZRP)

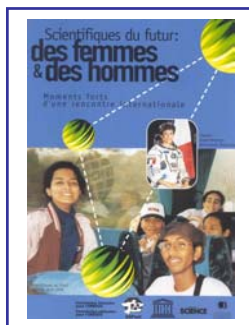
Proposed at a Sub-regional Training Workshop on Human Rights Education in Malawi in 1995 at the Zimbabwe Children's Peace Festival in 1995 and further refined by the UNESCO Harare Office, four countries were invited in 1998 to participate with both elementary and secondary schools in the ZRP: Malawi, Mozambique, Zambia and Zimbabwe. Malawi was designated as the Regional ZRP Co-ordinator. A common programme of study was agreed upon with emphasis on studying the environmental issues associated with the river and promoting human rights education and intercultural learning among the participating countries. The ZRP has led to the development of a series of training modules on such issues as: water management in the Zambezi River Basin; natural and cultural heritage for the Zambezi River Basin, human rights and democracy. A ZRP Newsletter has also been published.

9. Democracy, tolerance and human rights: a selection of ASPnet Good Practices

As democracy took hold in Eastern Europe, UNESCO started to receive many requests for educational resource material on reinforcing democratic values and principles through education. Guided by the Swiss human rights specialist Professor Meyer-Bisch (University of Fribourg), a number of Member States were invited to identify effective educational approaches in support of democracy from early childhood education to teacher training institutions. The resulting collection was published by UNESCO under the title *A Culture of Democracy - a challenge for schools*. On the occasion of the International Year of Tolerance in 1995, UNESCO invited another specialist, Professor Betty Reardon (Columbia University, New York) to prepare a collection of teacher's manuals on education in favour of tolerance for elementary schools, secondary schools and teacher training institutions. The three manuals contain a number of practical activities developed by Associated Schools. In commemoration of the 50th Anniversary of the adoption of the Universal Declaration of Human Rights (1948-1998) a French academic, Professor Francine Best, was invited to prepare a Practical Manual for teachers which was entitled *All human beings: Manual for human rights education*. All of these publications are available in English, French and Spanish as well as in a number of other languages produced by Member States.



10. Future Scientists: Women and Men



To mark the 100th Anniversary of the discovery of radioactivity, the French and Polish National Commissions for UNESCO invited the Organization (the Science Sector and the Education Sector - ASPnet) to convene an international encounter of high school science students from around the world. The objectives of the Encounter were to: encourage young people, particularly girls, to choose scientific studies and careers; provide a forum of discussion between scientists and young people on the vital issues facing science and society and to foster awareness on the importance of the ethical and humanistic application of science. Some 140 teenagers (aged between 14 and 18 years old) from 31 countries took part in the Encounter at UNESCO Headquarters in Paris in April 1998 which was inaugurated by the first French woman astronaut, Claudie

Haigneré (who became Minister of Research and Technology in 2002).

“I would like to pay tribute to the first women pioneers – we spoke of Marie Curie today – who exercised their talents and raised themselves to the heights of international recognition. To our mothers and grandmothers who opened certain doors. A lot of trails were blazed for us young women today, and even more so for you. We are still opening doors.”



“This planet belongs to all of us and we are all responsible for it. St. Exupery put it beautifully when he said: “we are united together, carried by the same planet, crew members of the same vessel”. That’s what I felt in the space station...I believe the six billion individuals on the Earth should take the same care of their vessel, Planet Earth.”

“The Earth is a small, isolated planet in a very dark cosmos, protected by a very thin atmospheric layer: I can vouch for that, having seen it myself from space. The atmosphere, water, and other resources are not infinite, and we must learn to manage them in the best way possible.” Claudie Haigneré, Keynote Address to future scientists, UNESCO, Paris, April 1995.

In their Declaration, the young people stated that:

“...Since science has unlimited power, an international code of ethics should be established without delay, notably to explain the risks inherent in radioactivity and genetic engineering. Consumers have the right to know if the products they buy have been genetically modified. As water and air are vital to public health, the countries of the North should help the countries of the South to fight pollution and preserve these precious resources. As citizens of the earth, we should all be aware of the fragility of our planet. A world awareness-raising campaign should be organised, based essentially on UNESCO’s Associated Schools Project Network.”

11. ASPnet contributes to peace building

i. Croatia, Slovenia and Bosnia-Herzegovina

In the aftermath of the war in the former Yugoslavia, several UNESCO missions were made in order to introduce ASPnet in several newly independent countries. A UNESCO mission went to Osijek, Croatia which had been heavily shelled during the outbreak and where the Tin Ujevic Elementary School decided to join the Network. The mission continued to Piran, Slovenia and to the Cyril Kosmac Elementary School which had just opened its doors to enable Bosnian refugees to pursue their education in their own language. Not only did this school also decide to become a UNESCO Associated School but for the past several years it has organized its own annual International Peace Camp for ASPnet teachers and students from several European countries and now involving Africa and Asia. The Peace Camp participants are active throughout the year developing educational materials and methods to experiment, validate and present at the next session of the camp. Following several teacher training workshops and with the help of German educators and funding (the German ASPnet raised some US\$400,000 for educational reconstruction) and ASPnet was set up in Bosnia-Herzegovina in 1995.

ii. ASPnet Middle East Dialogue Workshops

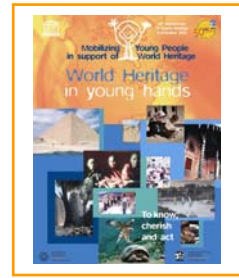
Another German initiative brought together ASPnet teachers, educators and students from Israel, Germany and the Palestinian Territories in order to develop innovative and effective teaching methods. Workshops were held in 1997 in Nuremberg, Germany, in Kfar Saba, Israel and a third one in 1999 in Beit Jala, Palestinian Territories. These three encounters broke new ground in establishing contact and providing a forum for discussion and debates among ASPnet members.

iii. Rwanda

In 1998, only a few years after the genocide, UNESCO launched the ASP Network in Rwanda in collaboration with the National Commission for UNESCO and the UNESCO Office in Kigali. In May a Workshop for school principals, teachers and officials from the Ministry of Education was held with the help of a UNESCO staff member from Headquarters. The Workshop led to the setting up of an effective peace promoting network in the country. In their 2003 ASPnet evaluation report, the National Co-ordinator indicated that thanks to ASPnet “a remarkable change towards reconciliation” was made.

12. “World Heritage in Young Hands”

Although in the World Heritage Convention, adopted in 1972, specific reference was made in Article 27 to the role of education very little was underway with regard to the importance of safeguarding World Heritage in classroom teaching around the world. Hence, in 1994 the World Heritage Centre and ASPnet pooled together their ideas and resources and launched the Special Project “Young People’s Participation in World Heritage Preservation and Promotion”. ASPnet teachers were invited to develop effective ways to sensitize young people in support of World Heritage protection through both in-school and out-of-school activities. Since 1995, 12 major World Heritage Youth Fora have been held, mobilizing thousands of young people to share their views on what World Heritage means to them and what they intend to do to protect it. In view of the Project’s innovative activities, UNESCO released the *World Heritage in Young Hands Educational Resource Kit for Teachers* in 1998 which was experimented and validated in 130 Member States and translated into some 20 languages. In November 2002, the UNESCO Publishing Office published the revised second edition of the Kit as a sales item. The challenge now is to work towards the mainstreaming of World Heritage Education.



“Patrimonito Adventures”, a cartoon series, based on students’ storyboards, has commenced with *Patrimonito in Havana*. New educational resource material on specific World Heritage sites as “touchstones of civilization” is currently in preparation to enable young people to better appreciate the interaction of cultures, their contributions to our universal civilization and to foster an intercultural dialogue.



13. “Breaking the Silence”, the Transatlantic Slave Trade (TST) Education Project

Learning about the past helps young people to better understand the present and to strive to build a better future together. One of the most tragic chapters in the history of humanity was the transatlantic slave trade on account of its duration, scope and brutality. During four hundred years some ten to fifteen million men, women and children were uprooted from their native Africa, taken by ship across the Atlantic ocean, sold into enslavement, and were at the foundation of the social, economic, and cultural development of the Americas and the Caribbean. Yet their formidable contributions have been largely omitted and neglected in the teaching of history. In 1998, at the invitation of Norway

and with the financial support of the Norwegian Agency for Development Co-operation, ASPnet was given the challenge of launching in 1998 a new Flagship Project “Breaking the Silence” in order to develop educational approaches and materials to enable students to learn about the legacy of the transatlantic slave trade (TST); to establish triangular intercultural school twinning partnerships; promote the preservation of TST places of memory; and to observe 23 August, the International Day of Memory of the Slave Trade and its Abolition. The TST is an integral part of the overall intersectoral UNESCO Slave Route Project.

In view of the complexity and sensitivity of the TST, the first step taken by UNESCO, was to establish an international Task Force to guide the Organization in producing a common Programme of



Study, planning appropriate activities for young people and preparing innovative educational resource material.

Some 100 ASPnet schools in 21 countries (7 in each continent: Africa, Americas/Caribbean and Europe) came on board the TST. So far, 18 major seminars, workshops, youth encounters, symposia have been held in various parts of the Atlantic triangle. Two volumes of a trilogy - *Slave Voices* (a compilation of texts by the enslaved) and *Slave Voyages* (an historical account of the TST) have been produced and are currently being experimented by the TST schools. A third volume, *Slave Visions* (recalling the hopes and expectations of the emancipation period up to the 21st Century) is being conceptualized. Three youth forums will be held in 2003 in each of the three continents in order to prepare a major international youth forum to be held on the occasion of the International Year for the Commemoration of the Struggle Against Slavery and its Abolition in 2004. The TST is funded by the Norwegian Foreign Ministry.

Since enslavement was not confined to the Atlantic world, a similar project was launched for the Indian Ocean. Two seminars were held in La Réunion (September 1999) and in Capetown, South Africa (April 2001) and a third seminar is foreseen in 2004.

Breaking the Silence Song

*“We’re breaking the Silence
We’re breaking the chains
That were once sealed shut
And we’re freeing our minds
Come on, let’s celebrate
The end of the slave trade
Let’s shout for the freedom of all”*

14. Time Project



In 1990 more and more schools plugged into the world of information communication technologies (ICT). Not only were computers and computer labs becoming commonplace in schools in countries with the resources to afford them but teachers and students were also communicating with each other on line, within and across borders. It was therefore natural for ASPnet to facilitate contacts, exchanges and ideas between teachers and young people thanks to this new technology. At the initiative of computer education specialists in the Netherlands, the ASPnet Time Project was launched in 1996. The idea was a simple one - once a year, when the sun rose in the East and until it set in the West, ASPnet schools would be invited to go on line for 24 hours so young people could share their ideas about the concept of time and discuss current world issues. In the light of the enthusiasm and results of this experiment, the Time Project co-ordinated by e-linQ (Netherlands) draws more schools each year. In 2002 some 250 schools representing all parts of the world took part in a range of activities devoted to World Heritage protection on the occasion of the 30th Anniversary of the adoption of the World Heritage Convention. Contact: <http://www.timeproject.org>

15. ASPnet and Information Communication Technologies (ICT).

As all international networks, ASPnet is largely benefiting from ICT.

i. Webpages:

Traditional communication such as newsletters and correspondence was complemented by NICT from the 1990s during which ASPnet launched its website presenting its background, goals, study themes, projects, school activities, newsletter and other publications. The website can be consulted at: <http://www.unesco.org/education/asp/>

Projects such as the World Heritage Project and the “Breaking the Silence” TST project have their own web pages on the ASPnet site. The TST project has also co-developed an online resource for teaching and learning about the Slave Trade at: <http://www.antislavery.org/breakingthesilence/>

Thanks to an online forum (aspnetforum@yahoogroups.com), ASPnet teachers, National coordinators and UNESCO staff make on-line contacts and announce events and activities.

An important aspect of ICT is providing access to educational resource material.

The *World Heritage in Young Hands* kit is now available online in three languages for students, teachers, museum-personnel and others involved in the preservation and promotion of cultural and natural heritage sites, from local to global levels: <http://whc.unesco.org/education>

Learners’ Guides can be downloaded from the site of the Baltic Sea Project: <http://www.b-s-p.org>

UNESCO Associated Schools Project Network (ASPnet)

The Peace Package, a resource kit for primary school teachers to teach peace, includes a teacher's handbook, activity cards, wall charts and series of children's appeals to world leaders, and can be downloaded from: http://www.unesco.org/education/asp/peace_pack.shtml

ii. Online advocacy

ASPnet students and teachers also use ICT for advocacy, awareness raising and enhancing intercultural understanding through communication and collaboration and building networks, as the following two examples show:

"Agenda 21 NOW!" is a project which uses ICT-based communication to convene an annual online conference to discuss selected global issues. It is organized by teachers and students from two ASPnet schools in Germany in close co-operation with the Baltic Sea Project.

<http://www.ups-schulen.de/index-e.html>

Prince of Wales Collegiate, an ASPnet school in Canada, invites students from all countries to participate in The World Youth Manifesto Project (mentioned below), by sending stories, poems, songs, photos and artwork to be published online. The themes are: Peace and Non-violence, Education, the Environment, Economic and Human Development, Solidarity and Intercultural Dialogue.

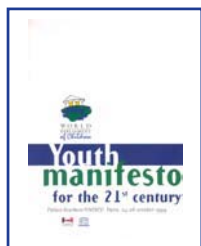
www.pwc.k12.nf.ca/cida/manifesto



iii. The ASPnet Newsletter:

The ASPnet newsletter, initiated in 1961 has evolved ever since and was redesigned in 2000 under the title *ASPnet News/Info* for the new millennium. Each newsletter comprises an Editorial; Recent Highlights; School Activities (notably twinning); Country Profiles; Millennium Themes; UNESCO issues; International and Regional News; Wired (online links); Announcements and Publications.

16. Children's World Parliament



One of the most significant youth encounters held during the decade was this initiative of the President of the French National Assembly and the Director-General of UNESCO. Some 500 young people and their teachers, the vast majority from ASPnet schools, from 175 different countries gathered in Paris at both the French National Assembly and at UNESCO Headquarters in October 1999. Together, they democratically drafted and agreed upon a *Youth Manifesto for the 21st Century* indicating their concerns and proposals for a better future.

17. The Art of Synergy

For years Bulgarian ASPnet teachers had been developing new teaching methods to stimulate learning with emphasis on active participation of learners, creativity, communication, dialogue, and non-violent resolution of conflict. In order to pool their expertise and experience, two sub-regional Art of Synergy Summer Academies have been held and a third one is envisaged for July 2003. Each Academy has brought together teachers from a number of countries.

18. ASPnet contributes to campaign Youth Mobilizing Youth for a World Free of Drugs

In an effort to promote preventive education and sensitize young people to the dangers of drug abuse, UNESCO initiated a campaign in collaboration with an NGO, *Environnement sans frontières* (Environment without borders), to involve young people in saying no to drugs and to provide support for young victims of drug abuse. Associated Schools, non-governmental organizations and youth groups were invited to send messages and texts for a Youth Charter which was presented and agreed upon at an international youth workshop held in Paris in February 1999. A French rapper, Rost, composed a rap song "Free of drugs" which was produced as a CD and widely diffused in support of the campaign. In July, the Youth Mobilizing Youth Campaign was presented by UNESCO at a Round Table in New York during the Special Session of the United Nations General Assembly on the world drug problem and an ASPnet student from Costa Rica, presented the Youth Charter to United Nations Secretary-General, Kofi Annan.

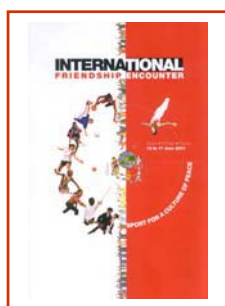
19. First ASPnet Environmental Education Summer School

Thanks to a generous contribution from ASL, a German consortium of private businesses, some 100 teachers and students from 30 countries world-wide took part in a specially designed 10-day summer

course held in Bielfeld, Germany in August 2000 to focus on a series of issues dealing with the environment. The workshop concluded with a visit to "EXPO 2000" in Hanover.

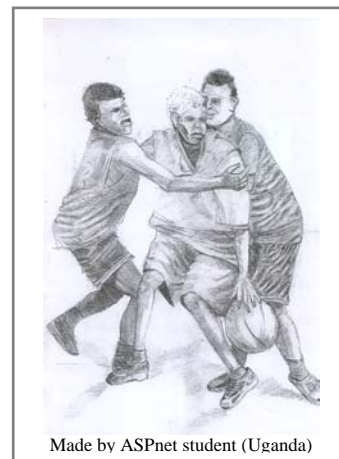
20. Peace Pillar Awards Initiative

Since ASPnet schools play a vital role in contributing to the observance of international years declared by the United Nations General Assembly, it was obvious that they would be making many significant efforts on the occasion of the International Year of a Culture of Peace 2000. ASPnet Peace Pillar Awards provided special recognition to schools for outstanding activities in such field as promoting peace and non-violence, respect for human rights and democracy, and solidarity. The UNESCO Secretariat received several hundred reports and almost one hundred were awarded glass sculptures symbolising "peace is in our hands" designed by Finnish art students. A selection of "good practices" has been made for a publication, so many other schools can benefit from a wide range of peace-promoting activities.



21. ASPnet International Friendship Encounter (IFE)

All subjects in the curricula have a substantial contribution to make to promote peace and co-operation. A major attempt was therefore made to take a closer look at the instrumental role of physical education and sport by convening some 500 young people from 55 countries around the world to participate in the first IFE - sports in favour of peace held in Dinard/St. Malo, France (12-15 June 2001). Kofi Annan's Special Advisor for Sports, Olympic gold medallists, and sports specialists (doctors, social workers, educators) shared their views and expertise with young people on the link between sports and physical activities and overall well-being. By participating in multinational and mixed gender teams, young people gained a fuller insight on the vital role sports can play in furthering mutual respect. Young people were initiated to sports such as kayaking, archery and swimming. Traditional games and sports were also presented so students could reflect on customs, values of their ancestors and their cultural roots and identity. Intercultural dialogue was facilitated by activities ranging from cooking a local speciality such as "crêpes" to learning dances from other countries. One of the highlights of the IFE was the formation of a "human chain" on a bridge which links the two towns of Dinard and St. Malo. Some 500 local youngsters joined the IFE participants, hand in hand and waving UN flags, in a moving moment of solidarity. A delegation from the five continents presented their Appeal to world leaders, UN and UNESCO, physical education teachers and to their own peers emphasising the need for action to ensure "a healthy mind in a healthy body". They recommended the need to continue the IFE movement and future International Friendship Encounters - sport in favour of peace.



Made by ASPnet student (Uganda)

22. ASPnet Contributes to World AIDS Campaign on stigma and discrimination 2002/2003

Several African countries (Ethiopia, Namibia, Uganda, Sierra Leone, South Africa and Zimbabwe) were contracted by UNESCO to involve their ASPnet in producing student artwork and practical guidelines for schools to provide a supportive non-discriminatory school environment for persons living with HIV/AIDS. The material submitted to UNESCO surpassed expectations. A selection is currently underway for publication.

23. ASPnet experiments new educational resource material: Desertification and "Feeding Minds, Fighting Hunger"



The acute problem of desertification which many countries face involves soil erosion, deforestation and famine. The UNESCO Science Sector produced a teacher's manual on desertification which was consequently experimented and validated by selected Associated Schools in some 18 countries. The feedback was so positive that Mexico decided to adapt and produce it in Spanish. With the help of extra-budgetary funds, other language versions are foreseen and the experimentation/adaptation will be pursued.

Because some 800 million people have insufficient access to food, the Food and Agriculture Organization, FAO produced a teacher's manual to raise awareness of food and nutrition

issues and encourage appropriate action. The manual consists of three lesson plans to be introduced at three levels of education: elementary, lower secondary and upper secondary. In order to contribute to its improvement, ASPnet co-operated with FAO in organizing two sub-regional workshops held respectively in Bamako, Mali (July, 2002) and Hyderabad, India (August, 2002).

24. ASPnet Global Evaluation Review

In order to take stock of ASPnet achievements and shortcomings, and to chart the way forward for the future, UNESCO contracted the Centre for International Education and Research, School of Education, University of Birmingham, United Kingdom to undertake an in-depth and independent review of the Network in 2002. A number of evaluation instruments were developed for ASPnet National Co-ordinators, ASPnet schools, Ministries of Education, UNESCO Field Offices, etc. Fifteen countries were selected to undertake in-depth evaluations and twenty-five were invited to select two ASPnet schools to provide additional data to serve as school profiles. Some 90 Member States have returned completed evaluation questionnaires. The Review team comprises Professor Lynn Davies, Professor Clive Harber and Dr Michele Schweisfurth, and their Review Report will be presented to UNESCO in mid-May 2003.



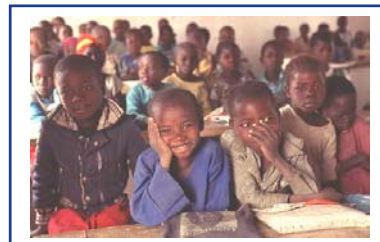
25. ASPnet 50th Anniversary International Congress in support of Quality Education "Navigators for Peace", Auckland, New Zealand, 3 to 8 August 2003.

Following the traditional 10-year celebrations of ASPnet, its 50th Anniversary will be observed at an International Congress in the Pacific. Organized by the New Zealand National Commission in close co-operation with the UNESCO Apia

Office (Samoa) for the Pacific and UNESCO Headquarters, the Congress aims to bring together decision makers from Ministries of Education, National Commissions for UNESCO and ASPnet National Co-ordinators to take stock of the development of ASPnet, its achievements and shortcomings. They will also plan the future of the Network to better meet the needs and priorities of quality education in the 21st Century, in line with the recommendations of the Global Review and the Dakar Framework for Action. Some 200 delegates are foreseen to attend.

26. Lessons learned

This decade (1993-2003) has truly made a difference. The target, to double the number of ASPnet schools from 3.000 to 6.000 was made by UNESCO and reached in 1999. However, the expansion of the Network has never superseded the concern to mobilise and enhance participation in the Network and ensure its qualitative development and this was facilitated by a number of actions including the following: resolutions, resources and acknowledgement.



i. Adoption of resolutions in support of ASPnet

At several sessions of the General Conference and in particular at its 28th and 29th sessions, major resolutions were adopted by Member States⁴ in support of ASPnet, drawing particular attention to "give high priority to extending and improving the Associated Schools Project and encouraging it to set the pace in promoting educational innovation with respect to a culture of peace and solidarity among educational establishments."

ii. Increased resources



Not only was there a temporary increase of staff at UNESCO Headquarters, largely due to the nomination of two young professionals as well as temporary and supernumerary appointments, but there was also a major financial increase for ASPnet in 2000-2001 with an approved budget of US \$ 923.500. As Member States become more and more keen on ASPnet, there has been a significant development of requests submitted by them under the UNESCO Participation Programme to help finance local, national and regional activities. During the last two biennia amounts of \$500,000

(2000-2001) and \$500,000 (2002/2003) have been approved.

⁴ See Annex 5

iii. Acknowledgements

Between launching new Projects, organizing encounters and observing international years and decades, many countries joined ASPnet and nominated participating schools. Their decisions have often been strongly supported by UNESCO Field Offices. In both the Caribbean and the Pacific, all Member States have joined the Network and were guided and supported by the Port-of-Spain Office (now closed) and the Apia (Samoa) Office. Field Offices continue to rise to the call to promote ASPnet in all parts of the world. Field Offices in Amman and Doha have assumed leadership for promoting ASPnet in the Arab States and Field Offices in Accra, Almaty, Amman, Bangkok, Beijing, Cairo, Dakar, Djakarta, Doha, Harare, Havana, Islamabad, Kingston, Mexico, Montevideo, Moscow, New Delhi, New York, Point-à-Pitre, Quito, San José, Santiago, Tashkent, Windhoek, etc. are playing increasingly important roles to strengthen ASPnet and its contributions to quality education.

However, although these three factors are extremely important the extraordinary extension of ASPnet has to be traced to its real protagonists - the ASPnet National Co-ordinators, ASPnet teachers and principals and ASPnet students.

"The UNESCO Associated Schools Project of Pakistan has made exemplary efforts, through education, to instil in children and young people the values of tolerance, non-violence, responsibility and mutual understanding. These values are the foundations on which to build and consolidate a culture of human rights", Mr. Koïchiro Matsuura, Director-General of UNESCO on the occasion of the award ceremony of the UNESCO Prize for Human Rights Education, Nuremberg, 21 April 2001.



Koïchiro Matsuura

a. ASPnet National Co-ordinators

Appointed by their National Commissions for UNESCO, the women and men who have accepted to serve as ASPnet National Co-ordinators play leading roles in setting up and reinforcing the Network in their respective countries. Thanks to their leadership, ASPnet is deeply rooted in many Member States. Many other schools can now benefit from the pioneering work of ASPnet. As UNESCO also encourages horizontal networking, more and more ASPnet National Co-ordinators are contacting each other to conduct joint initiatives at regional and international levels.

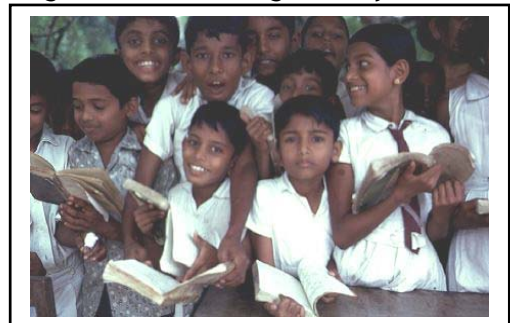
b. ASPnet Principals

As an ASPnet school Principal from Kazakhstan said "It is quite easy to become an ASPnet school, but it is difficult to become a good ASPnet school". The school principal plays a pivotal role in all matters concerning the life of the school from creating a climate of mutual respect and solidarity, to achieving high academic results, from ensuring good relations between teachers and learners, to involving parents and the community in the life of the school. The same is true for ASPnet. Thanks to the vision, commitment and dynamism of ASPnet school principals, many Associated Schools are fulfilling their triple mission, in an exemplary way, to serve as a: i) centre for innovations; ii) a beacon to spread the ideals of UNESCO; and iii) as a bridge linking schools.

c. ASPnet Teachers

ASPnet teachers represent the heart and soul of the Network. Time and again ASPnet teachers have demonstrated their capacity to translate the ideals of UNESCO into action as an integral part of the learning process. Time and again they act as agents of change. Often teaching in very difficult

conditions, with few resources and many demands, they show imagination and generosity in time and efforts. It is often said that a picture is often worth a thousand words. In 2003, UNESCO received photographs taken by ASPnet teachers around the world in response to its 2003 photo contest "ASPnet in action". A selection of them will be displayed at the Auckland Congress.



d. ASPnet students

Children and young people are the future and deserve and require the best education possible. ASPnet schools strive to improve the ethical, humanistic, cultural and international dimensions of education and hence the overall quality of education. ASPnet pupils and students are the main protagonists at both local and global levels. They need to express their views and ideas, fears and aspirations and that is why UNESCO, throughout this decade, has organized many encounters, provided forums for young people

and has taken special efforts to send their appeals and declarations to decision makers for a better world. ASPnet students have risen to the challenge, may their expectation now be met.

“History and current world events show us that wars, ethnic cleansing and all kinds of discrimination can be avoided if intercultural dialogue is developed, as this promotes better understanding of other cultures and mutual respect, and helps eliminate prejudices and stereotypes. We, the young people of the world, pledge ourselves to value other people’s opinions and creeds.”, World Parliament of Children, Paris, France, 1999.

« We call for urgent action since we, young people, feel that Physical education and Sport help young people to :

- Be in a better health both mental and physical,*
- Feel more fulfilled and have more confidence in ourselves,*
- Help us young people to succeed better in our studies,*
- Learn to live together with respect to rules, self discipline, honesty, cultivate tolerance for cultures, differences and beliefs,*
- Be an active and responsible member of society, and prevent all kinds of social exclusion*
- Prevent and eliminate violence, racism and prejudices,*
- Spread solidarity to deprived people and people in difficulty*
- Encourage and enable girls and women to have equal opportunities,*
- Ensure a culture of peace and real international co-operation”, International Friendship Encounter, Dinard/St-Malo, France, June 2001*

VI. Looking back, looking ahead

This Review has attempted to shed some light on some of the main achievements and challenges of the Associated Schools Project Network against the backdrop of international needs and concerns. Launched by UNESCO in 1953 in some 30 schools with a view to translating the ideals of the Organization into improved learning practices, the Network has constantly grown over the past five decades and includes today over **7,500** institutions in **170** countries in all parts of the world.

In observing this year’s 50th Anniversary of ASPnet, one might ask oneself what are the main reasons which explain its constant expansion, concrete results and the sustained enthusiasm and motivation of its members. Three principle factors should be borne in mind.

1. ASPnet contributes to the application of the UNESCO Constitution

From the outset ASPnet’s central role has been to *“promote peace in the minds of men”* as declared in the Preamble of the UNESCO Constitution⁵. In spite of many efforts over the decades, peace has still not become a reality and remains an aspiration for many. Hence, the role of education in support of peace, non-violence and learning to live together remains essential and ASPnet provides innovations and contributions to this end.

2. ASPnet helps to fill the gap between what is happening in the world and what is being taught in the classroom

One of the main characteristics of the 20th Century was rapid change and transformation which will also surely mark the 21st Century. Adapting school curricula to meet and to even foresee change requires time, research, experimentation, validation and resources. Through ASPnet activities and pilot projects and the observance of international years and decades, innovative educational approaches have been developed. New concepts relating to such fields as: peaceful resolution of conflict, the protection of the environment for a sustainable future, preventive education against drug abuse and HIV-AIDS, the

⁵ See Annex 1

preservation of World Heritage, improving physical education and sports in favour of peace and promoting cultural diversity have also been designed.

3. ASPnet is designed to have a multiplier effect

Constant care has been taken to diffuse ASPnet “good practices” and the results of its activities and encounters for the benefit of many others. Through UNESCO publications, booklets, reports, the ASPnet Info News bulletin and web site <http://www.unesco.org/education/asp>, as well as national ASPnet newsletters, web sites, etc. ASPnet innovations and results are largely circulated. There is a growing trend in UNESCO Member States to translate significant material into national languages, such as the *World Heritage in Young Hands* educational resource kit for teachers with a view to mainstreaming it in the system of education.

As we look ahead to the future - to new opportunities but also to new threats and new emergencies, the time has come, as already mentioned, to take a new look at ASPnet - and how it can play an even more effective role in translating UNESCO ideals into action and in promoting the quality of education as advocated in the Dakar Framework for Action - Education for All.

As we know education for the 21st Century will continue to call for improved and relevant education content (learning to know), participatory methods whereby learners are the main actors and teachers are the facilitators (learning to do), a holistic (cognitive/affective/behavioural) approach to learning based on universally shared values (learning to be), and the non-violent resolution of conflict, mutual respect and solidarity (learning to live together), all vital areas for continued ASPnet inputs.

Although this new millennium has just begun, it reminds us already of the tragedy of war and violence, the continuing deterioration of our environment, the depletion of natural resources, the destruction of heritage, the proliferation of HIV-AIDS and other new diseases, the digital divide and the millions of people living in abject poverty.



The recommendations of the 2003 ASPnet Global Evaluation Review, based on the concerns and proposals of Member States and ASPnet members, will serve as the main instrument for the future planning of ASPnet. Due consideration will also be given to UNESCO’s Medium-Term Strategy 2002-2007 (see the appropriate section in Annex 6). The ASPnet International Congress to be held in Auckland (August 2003) and given the Maori expression of “navigators for peace” will strive to chart the way forward to enable ASPnet to enhance its capacity to contribute to meeting the educational needs and priorities of the 21st Century. It will then be up to the Network’s members (ASPnet National Co-ordinators, principals, teachers and students and its partners -Ministries of Education and National Commissions for UNESCO), to stay on course to improve the quality of education, each year and each subsequent decade.

Annex 1

Preamble, UNESCO Constitution

Adopted in London on 16 November 1945.

“The Governments of the States Parties to this Constitution on behalf of their peoples declare:

That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed; That ignorance of each other’s ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war; That the great and terrible war which has now ended was a war 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 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; That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

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 to 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; In consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organisation for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organisation was established and which its Charter proclaims.”

Annex 2

Extension of ASPnet

Years	Number of ASPnet Schools	Number of Countries	Number of UNESCO Member States	Amount (\$US)
1953-1954	33	15	62	14.605
1963-1964	191	42	110	30.405
1973-1974	923	63	126	133.005
1981-1983	1672	81	153	306.000
1992-1993	2900	116	174	209.740
2002-2003	7400	170	189	600.000
2004-2005 ⁶				670.000

⁶ Foreseen

Annex 3

Major Meetings held within the Framework of the Associated Schools Project Network

First Decade: 1953 - 1963

- 1953 *International meeting of experts which launched the Project, 23-27 November, Paris (France)*
- 1956 *First European Regional Seminar of Associated Schools Representatives, Hamburg (Germany)*
- 1958 *Second European Regional Seminar, Hamburg (Germany)*
- 1959 *First Latin American Regional Seminar, Quito (Ecuador)*
- 1961 *First Regional Seminar in South-East Asia, Tokyo (Japan)*
- 1962 *Regional Seminar for Arab States, Cairo (Arab Republic of Egypt)*
- 1963 *International Meeting of Associated Schools Representatives on the Occasion of the 10th Anniversary of the Project, 9-20 December, Sèvres (France)*

Second Decade: 1964 - 1973

- 1970 *First Sub-Regional Workshop of Associated Schools in Central America, Guatemala City (Guatemala)*
European Seminar, Trogen (Switzerland)
- 1971 *Second Central American Workshop, Panama City (Panama)*
European Youth Assembly, Veurne (Belgium)
Asian Regional Seminar on the Associated Schools Project, Seoul (Republic of Korea)
- 1972 *Two (one in 1973) International Workshops on Socio-affective Methodology, Hamburg (Germany)*

Latin American Sub-Regional Seminar in Hamahuaca (Argentina)
- 1973 *International Meeting of Experts to Appraise the Project on the Occasion of its Twentieth Anniversary, Levis (Canada)*

Third Decade: 1974 - 1983

- 1974 *Two regional European Seminar in Bangor (United Kingdom) and Torun (Poland)*
Latin American Sub-Regional Seminar in Hamahuaca (Argentina)
- 1987-
1979 *Two International Seminars on the Role of Aesthetic Education in the Promotion for International Understanding, Ostend and Brussels respectively (Belgium)*
- 1980 *Regional Seminar on the Associated Schools Project, Buenos Aires (Argentina)*
International Meeting of Experts on the Evaluation and Development of the Associated Schools Project, Paris (France)
- 1981 *Sub-Regional Seminar for the Development of the Associated Schools Project in Africa, Dakar (Senegal)*
Regional Seminar on the Development of the Associated Schools Project in Asia and the Pacific. Seoul (Republic of Korea)
- 1982 *European Meeting of Associated Schools Representatives, Vienna (Austria)*
Latin American Regional Seminar on the Associated Schools Project, Bucaramanga (Colombia)

UNESCO Associated Schools Project Network (ASPnet)

1983, September *International Congress in the Occasion of the Thirtieth Anniversary of the Associated Schools Project, Sofia (Bulgaria)*

Fourth Decade: 1984 - 1993

- 1984, June *Regional Seminar of Associated Schools Project National Coordinators of Latin America, Quito (Ecuador)*
- 1984, September *Regional European Seminar of National Coordinators of the UNESCO Associated Schools Project, Rungstedgaard (Denmark)*
- 1985, September *European Workshop on Foreign Language Teaching as a Means of Promoting International Understanding, Cooperation and Peace, Sonnenberg (Germany)*
African Regional Seminar on the Associated Schools Project, Livingston (Zambia)
Sub-Regional Seminar for ASP National Coordinators in the Caribbean, Roseau (Dominica)
- 1986, September *European Associated Schools Project Students Encounter, UNESCO, Paris*
- 1986, October *Regional Latin American Seminar for the Development of Teaching Materials on Peace, San Jose (Costa Rica)*
African Regional Seminar on the Associated Schools Project, Porto-Novo (Benin)
- 1986, December *Asian Regional Meeting to formulate strategies of action for National Coordinators of UNESCO Associated Schools Project, PROAP, Bangkok (Thailand)*
- 1987, May *International Seminar on Complementarity between UNESCO Clubs, and Associations and UNESCO Associated Schools Project, Varna (Bulgaria)*
- 1987, June *American Seminar "Linking Paths to Improve Living in Peace", San Jose (Costa Rica)*
- 1988, December *International Consultation for the Launching of an Interregional Project to enhance the multiplier effect of the Associated Schools Project, Bangkok (Thailand)*
- 1989, April *Latin American Associated Schools Project Youth Congress Cartagena (Colombia)*
- 1989, May *European Seminar on Environmental Education for Our Common Future, Lillehammer (Norway)*
- 1989, September *European Seminar for Associated Schools Project Teachers on Education for Human Rights, Kuopio, (Finland)*
- 1989, October *European Seminar on Innovative Activities for International Understanding, Hadassim (Israel)*
International Seminar on Knowing UNESCO and practicing International Life for Associated Schools Project Teachers and UNESCO Club Members, UNESCO Headquarters, Paris
- 1989, December *Arab States Sub-Regional Seminar of Associated Schools Project and UNESCO Clubs, Khemisset (Morocco)*
- 1990, February *Third UNESCO European Seminar of the National Coordinators of the Associated Schools Project, Berlin (Germany)*
- 1990, March *Latin American Meeting of Coordinators of the Associated Schools Project, Santa Marta (Colombia)*
- 1990, November *Second International Consultation of the Interregional Project to ensure an improved multiplier effect of results obtained through the Associated Schools Project, N'Djamena (Chad)*
- 1990, December *Sub-Regional Conference on the Associated Schools Project, Minsk (Belarus)*
- 1991, February *Preparatory Meeting on launching the Sub-Regional Associated Schools Project Blue Danube River Project, Krems (Austria)*

UNESCO Associated Schools Project Network (ASPnet)

- 1991, March *African Seminar on UNESCO Clubs and Associated Schools struggle against Illiteracy, Lomé (Togo)*
- 1991, July *Sub-Regional Meeting of Associated Schools Project Students in Asia, Sawangan, Bogor (Indonesia)*
- 1989-1992 *Baltic Sea Project (BSP), Planning Meeting, Helsinki (Finland), April 1989; Second BSP Consultation, Tallin (Estonia) April 1990; Third Consultation, Mon (Denmark, September 1991; BSP Consultation on Educational Materials, Jurmala (Latvia), May 1992; Fourth BSP Consultation and Teachers/Students Workshop, Kotka (Finland), September 1992; Two BSP Youth Camps, Kiel (Germany), 1990-1991*
- 1992, October *Third International Consultation on the Interregional Project to Enhance the Multiplier Effect of the UNESCO Associated Schools Project, Port-of -Spain (Trinidad & Tobago)*
Ibero-American Encounter of Associated Schools Students "United Children in Search of a Happy World", San Jose (Costa Rica)
- 1993, January *Asian Subregional Seminar on Associated Schools Project, Diliman, Quezon City (Philippines)*
- 1993, May *International Seminar on the theme "Being a citizen of Europe and the world today: from individualism to commitment to others", Sion (Switzerland)*

Fifth Decade: 1994-2003

- 1994, August *ASPnet interregional Workshop on "Energy, Development and Environment: the role of education systems", UNESCO Headquarters, Paris*
- 1994, September *"Help Save the Baltic Sea", Regional Encounter of Teachers and Students, Karlskrona, Sweden*
- 1994, October *Regional Seminar on the Blue Danube River Project, Linz (Austria)*
- 1994, November *Regional Workshop to launch the Caribbean Sea Project (Trinidad and Tobago)*
- 1995 *ASPnet Sub-Regional Children's Peace Festivals: Greece (May), Grenada (July), Jordan (July), Zimbabwe (August), Cook Islands (September), Thailand (September), Costa Rica (October)*
- 1995, January *First ASPnet International Workshop for Field Staff, Breda, Dakar (Senegal)*
- 1995, March *ASPnet Regional Meeting on Western Mediterranean Project, Crevillante (Spain)*
International Student / Teacher Encounter, United Nations, New York (USA)
- 1995, June *First World Heritage Youth Forum, Bergen (Norway)*
- 1995, September *Regional Seminar for ASPnet National Co-ordinators, Doha (Qatar)*
- 1995, October *Second International Peace Camp, Piran (Slovenia)*
- 1996, January *Asian-Pacific Regional Seminar of ASPnet National Co-ordinators, Christchurch (New Zealand)*
- 1996, May *First European World Heritage Youth Forum, Dubrovnik (Croatia)*
- 1996, September *First Eastern/Southern African World Heritage Youth Forum, Victoria Falls (Zambia-Zimbabwe)*
- 1996, December *First ASPnet International Seminar "Continuing the Dialogue" with Outstanding ASPnet National Co-ordinators and Selected Staff, Santiago (Chile)*
- 1997, February *Pacific Workshop of ASPnet National Co-ordinators, Apia (Samoa)*
- 1997, June *Regional Baltic Sea Project Encounter, Nykoping (Sweden)*
- 1997, August *Asian-Pacific World Heritage Youth Forum, Beijing (China)*
European ASPnet Course on World Heritage Restoration for Youth, Rocos (Norway)

UNESCO Associated Schools Project Network (ASPnet)

1997, September	<i>Sub-Regional seminar on Integration for a Culture of Peace, Tarija (Bolivia)</i>
1998, March	<i>Pacific Workshop for ASPnet National Co-ordinators, Melbourne (Australia)</i>
1998, April	<i>ASPnet International Student Encounter "Future Scientists: Women and Men", UNESCO Headquarters, Paris (France)</i>
1998, August	<i>First International Task Force Meeting in Teaching about the Transatlantic Slave Trade (TST), Port-au-Prince (Haiti)</i>
1998, September	<i>Second ASPnet International Consultation "Continuing the Dialogue", Lisbon (Portugal)</i>
1998, November	<i>Second International, World Heritage Youth Forum, Osaka (Japan)</i>
1998, December	<i>First Regional Training Seminar on the Transatlantic Slave Trade (TST) Project, St. Croix, (Virgin Islands)</i>
1999, January	<i>First European Seminar on Teaching the Transatlantic Slave Trade (TST), Nantes (France)</i>
1999, February	<i>First African Seminar on Teaching the Transatlantic Slave Trade (TST), Accra (Ghana) First World Heritage Education International Workshop, Chartres (France)</i>
1999, March	<i>First Latin American World Heritage Education Training Workshop, Quito (Ecuador)</i>
1999, July	<i>European Seminar for ASPnet National Co-ordinators, Toledo (Spain) European Art of Synergy Festival, Smolyan (Bulgaria) Second Regional TST Teacher Training Workshop for the Americas/Caribbean (Barbados)</i>
1999, August	<i>Transatlantic World Heritage/TST Youth Forum and Second TST International Task Force Meeting, Goree Island (Senegal) Third ASPnet Summer Camp for Central Asian Youth (Uzbekistan)</i>
1999, October	<i>Regional World Heritage Education Training Seminar with the Arab States, Amman (Jordan) World Parliament of Children, Paris (France)</i>
1999, November	<i>First World Heritage Youth Forum with Arab States, Irfane (Morocco)</i>
2000, December	<i>First Pacific World Heritage Youth Forum and Pacific Workshop for ASPnet National Co-ordinators, Cairns (Australia) Asian Workshop for ASPnet National Co-ordinators, Bangkok (Thailand)</i>
2001, January	<i>ASPnet International Workshop "Continuing the Dialogue", Doha (Qatar)</i>
2001, March	<i>Pacific ASPnet Regional Workshop for ASPnet National Co-ordinators, Auckland (New Zealand) First Latin American World Heritage Youth Forum, Lima (Peru) Regional African TST Cultural Youth Forum, Badagry (Nigeria)</i>
2001, June	<i>International Friendship Encounter - Sport in Favour of Peace, Dinard/St.Malo (France)</i>
2001, July	<i>Sub-Regional African ASPnet Seminar (Burkina Faso) International Symposium in the Transatlantic Slave Trade project, Charleston, South Carolina, (USA)</i>
2001, September	<i>International World Heritage Youth Forum, Karlskrona (Sweden)</i>
2001, October	<i>Second International World Heritage Education Workshop, Graz (Austria)</i>
2001, November	<i>Second European TST Seminar, Lagos (Portugal)</i>
2001, December	<i>International World Heritage Education Workshop, Helsinki (Finland)</i>

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2002, February	<i>International Conference on World Heritage Education "Dialogue among Civilisations", Cairo/Aswan (Egypt)</i>
2002, April	<i>International Workshop on the Transatlantic Slave Trade (TST) for National Co-ordinators, Havana (Cuba)</i> <i>Fourth Meeting: International TST Task Force, Havana (Cuba)</i>
2002, May	<i>Second International Meeting on the Art of Synergy, Sofia (Bulgaria)</i>
2002, July	<i>First Regional World Heritage Skills Training Course for Youth in Arab States, Petra (Jordan)</i> <i>Sub-Regional Meeting of ASPnet National Co-ordinators and Teachers on "Feeding Minds, Fighting Hunger", Bamako (Mali)</i>
2002, August	<i>FAO/UNESCO Sub-Regional Training Course on "Feeding Minds, Fighting Hunger", Educational Resource Material, Hyderabad (India)</i> <i>European/Central Asian World Heritage Youth Forum, Novgorod (Russian Federation)</i>
2002, September	<i>European meeting of ASPnet National Co-ordinators "Planning the Future", Oslo (Norway)</i> <i>Western Mediterranean Project Summer Camp for Students and Workshop for Teachers, Melfi, (Italy)</i>
2002, October	<i>First World Heritage Youth Forum in the Gulf States (Oman)</i>
2002, November	<i>12-15: International Workshop "Mobilizing Youth in Support of World Heritage", Treviso (Italy)</i>
2003, January	<i>Western African Regional Seminar of ASPnet National Co-ordinators, Conakry (Guinea)</i>
2003, March (postponed)	<i>Regional Consultation of ASPnet national Co-ordinators, Abu Dhabi (United Arab Emirates)</i>
2003, May	<i>First Sub-Regional Workshop for ASPnet Co-ordinators, Windhoek (Namibia)</i>
2003, June (scheduled)	<i>Sub-Regional Workshop on the complementarity between ASPnet and the UNESCO Club Movement, Libreville (Gabon)</i>
2003, August (scheduled)	<i>ASPnet International 50th Anniversary Congress on Quality Education "Navigators for Peace", Auckland (New Zealand)</i>

Annex 4:

A selection of Publications, Posters and Audio-visual Material produced within the framework of the UNESCO Associated Schools Project Network (ASPnet) 1953-2003

Publications:

- 1953 *Meeting of Representatives of Schools Participating in the Scheme of Co-ordinated Experimental Activities in Education for Living in a World Community, Report*, 23-27 November 1953, UNESCO, Paris
Réunion des représentants des écoles participant à l'application du programme d'activités expérimentales coordonnées en matière d'éducation pour le civisme international, Rapport, 23-27 novembre 1953, Maison de l'UNESCO, Paris
UNESCO/ED/133, English, French
- 1955 *Education for International Understanding and Co-operation, Programme of Co-ordinated Experimental Activities in Schools of Member States, Report on Activities in 1954*, UNESCO/ED/141, English
- 1957 *Co-ordinated experimental Activities in Education for International Understanding and Co-operation, Interim Report Activities in 1955 and 1956*, UNESCO/ED/149, English
- 1958 *Seminars on Associated Schools Project in Education for International Understanding and Co-operation, Some General Observations on Research and Evaluation*
UNESCO, 29 April 1958, English
- 1962 *Seminar for South and East Asia on the Associated Schools Project in Education for International Understanding, Report*: Tokyo, 13-25 November, 1961.
Stage d'étude à l'intention des écoles associées des pays d'Asie méridionale et orientale appliquant un programme d'éducation pour la compréhension internationale, Rapport, Tokyo, 13-25 novembre, 1961.
Publ: 1962; 25 p.; EDUC/187, English, French
- 1963 *Réunion internationale à l'occasion du 10e anniversaire du Système des Ecoles associées, Sèvres, France*
La compréhension internationale à l'école, Circulaire n°7, avril 1964, p.3-16, UNESCO WS/0264.74-ED, ED/038, French
- 1965 *Associated Schools Project in Education for International Understanding: note on the organization of programmes in the primary school*
Système des écoles associées appliquant un programme d'éducation pour la compréhension internationale: note sur l'organisation des programmes dans l'enseignement primaire
Publ: 1965; 9 p.; EDUC/215, English, French
- 1965 *World Problems in the Classroom: the role of the United Nations*, UNESCO, Paris, 1965, English
- 1967 *Associated Schools Project in Education for International Understanding: note on organization of projects*
Système des écoles associées appliquant un programme d'éducation pour la compréhension internationale: note sur l'organisation des projets
Publ: 1967; 6 p.; EDUC/228 et: Publ: 1969; 7 p.; ED/MD/7, English, French
- 1970 Collective Consultation of Secretaries of National Commissions; Paris; 1970;
The Associated Schools Project in Education for International Understanding, Co-operation and Peace
Le Système des écoles associées appliquant un programme d'éducation pour la compréhension internationale, la coopération et la paix
Plan de Escuelas Asociadas que aplican un programa de educación para la comprensión, la cooperación, la paz internacionales
3 p.; BMS/CONF.2/8, English, French, Spanish

- 1971 *Associated Schools Project in Education for International Understanding: list of participating institutions (as of 31 August 1971)*
Système des écoles associées appliquant un programme d'éducation pour la compréhension internationale: liste des établissements participants
Plan de Escuelas Asociadas en la Educación para la Comprensión Internacional: lista de instituciones participantes
Publ: 1971; 70 p.; ED/WS/260, English, French, Spanish
- 1971 *The Associated Schools Project in Education for International Cooperation and Peace*
Système des écoles associées appliquant un programme d'éducation pour la coopération internationale et la paix
Publ: 1971; 4 p.; ED/MD/19, English, French
- 1972 *Multinational Meeting of Representatives of Associated Schools in Asia, Seoul and Kyungju, 18-23 October 1971: final report*
Réunion multinationale de représentants d'écoles associées en Asie, Séoul et Kyungju, 18-23 octobre 1971: rapport final
Publ: 1972; (11 p. in various pagings); ED/MD/23, English, French
- 1974 *Associated Schools Project in Education for International Cooperation and Peace: list of participating institutions (as of 31 August 1974)*
Système des écoles associées appliquant un programme d'éducation pour la coopération internationale et la paix ; liste des établissements participants
Publ: 1974; 93 p.; ED.74/WS/46, English, French
- 1974 *International Meeting of Experts on the UNESCO Associated Schools Project: Project (Levis, Quebec, Canada, 29 September – 7 October 1973)*
Final report; Publ: 1974; 23 p.; ED/MD/35.
Rahnema, Majid, *Evolution du contexte social de l'éducation et le rôle de l'école dans la société contemporaine*, 23 p.; ED.73/CONF.619; ESM/2515/2809.
Provisional programme; 4 p.; ED.73/CONF.619/2.
Suggestions on subject themes for Associated Schools projects: some pedagogical approaches to environmental education
Publ: 1973, 8p.; ED.73/CONF.619/8
New approaches to education for international co-operation and peace; suggestions on new programmes and methods of education for inter-cultural and inter-group understanding; 12 p., tables; ED.73/CONF.619/7.
Community problems with cross-cultural implications: suggestions on subject themes for Associated Schools projects
Suggestions relatives à des thèmes d'étude pour les écoles associées : problèmes communautaires ayant des incidences interculturelles
Publ: 1973, 5p.; ED.73/CONF.619/6
Suggestions on subject themes for Associated Schools projects: environment; 5 p.; ED.73/CONF.619/5.
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- 1975 *The Associated Schools Project in Education for International Cooperation and Peace*;
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Mowat, Suzanne; *The School as social agent in the community: determinants of effective programmes - Introductory note*; 4 p.; ED.75/CONF.603/COL.2.
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School questionnaire; Publ: 1979; 14 p.; ED.79/WS/83.
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- 1979 *Associated Schools Project in Education for International Cooperation and Peace: list of participating institutions as of 31 Jan. 1979*
Système des écoles associées appliquant un programme d'éducation pour la coopération internationale et la paix: liste des établissements participants à la date du 31 janvier 1979
Plan de Escuelas Asociadas en la Educación para Cooperación Internacional y la Paz: lista de Instituciones Participantes en fecha del 31 de Enero de 1979
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- 1979 *Guidelines for the conduct of national case studies on the evaluation of the Associated Schools Project*; Publ: 1979; 6 p.; ED.79/WS/85, English
- 1979 Struwe, Kamma
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- 1980 *International Meeting of Experts on the Evaluation and Development of the Associated Schools Project in Education for International Cooperation and Peace*; Paris; 1980;
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- 1983 *Education for international understanding; Unesco's Associated Schools Project*
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- 1983 *World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education*, USA, 1983, English
- 1984 *Photo album – Emblem for the Associated Schools Project in Education for International Co-operation and Peace*
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UNESCO, 1984, English, French
- 1984 *Associated Schools Project in Education for International Co-operation and Peace: list of participating institutions as of 1 Dec. 1984*
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- 1984 *Address by Amadou-Mahtar M'Bow, Director-General of Unesco, on the occasion of the signing of the formal agreement by which schools in the City of Barcelona are to join the Unesco Associated Schools Project*;
Publ: 1984; 2 p.; DG/84/3, English, French
- 1985 *Seeds for peace – The role of Pre-School Education in International Understanding and Education for Peace*
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Semillas de paz, Contribución de la educación preescolar a la comprensión internacional y a la educación para la paz
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- 1985 *Partners in promoting education for international understanding: for participation in the UNESCO Associated Schools Project, Practical Manual*
Comment agir ensemble en faveur de l'éducation pour la compréhension internationale: en participant au Système des Ecoles associées de l'UNESCO, Manuel Pratique
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- 1985 *Associated Schools Project in Education for International Co-operation and Peace: list of participating institutions as of Dec. 1985*
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Publ: 1985; 196 p.; ED.86/WS/1, English, French, Spanish
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- 1989 *Migratory swallows: torch bearers of the Interregional Project on Peace; guidelines for an interregional project to ensure an improved multiplier effect on results obtained through the Associated Schools Project (ASP); Guidelines for an interregional project to ensure an improved multiplier effect on results obtained through the Associated Schools Project (ASP)*
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- 1993 *Improved computerized list of institutions participating in the UNESCO Associated Schools Project (Multilingual)*
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- 1993 *ASP strategy and plan of action for 1994-2000*; Publ: 1993; 15 p.; ED.93/CONF.804/1, English, French
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- 1995 *Come visit our country: BULGARIA: teaching material prepared within the framework of the UNESCO Associated Schools Project* ;
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- 1995 *This is our time, Final Report,*
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- 1995 *UNESCO Associated Schools Project (ASP) for promoting education for peace, human rights, democracy and international understanding: list of participating institutions by region*
Système des Écoles associées (SEA) de l'UNESCO pour la promotion de l'éducation en faveur de la paix, des droits de l'homme, de la démocratie et de la compréhension internationale: liste des établissements participants par région
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- Education Kit on Desertification (English, French, Spanish)
- TST Kit (Resource and Reference Material provided to 100 schools in three regions during phase I of the ASPnet TST Education Project)

Newsletters:

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- Calendar 1995, United Nations Year for Tolerance/Année des Nations Unies pour la Tolerance
- Calendar 1996, Youth support World Heritage/Los Jovenes en favor del Patrimonio Mundial
- Calendar 1997, What makes a good teacher?/Qu'est-ce qu'un bon maître ?/Como debe ser un buen maestro
- Calendar 1998, Human rights calendar/Calendrier des droits de l'homme
- Interactive Calendar 1999, international Year of Older Persons/Année internationale des personnes âgées.
- Calendar 2001, UNESCO in the Pacific
- Calendar 2002, International Year of Mountains
- Calendar 2002, The World Heritage

Posters:

- Human Rights poster series (1990)
- UNESCO Associated Schools observe International Days/Le réseau du Système des Ecoles associées de l'UNESCO (réSEAU) participe aux journées et semaines internationales (1993)
- Património's world heritage adventure, Join the cartoon series... (1993)
- International Year of the Family (1994)
- International Year of Tolerance (1995)
- Tolerance ends violence !
- Tolerance leads to peace!
- Tolerance wins friends!
- Tolerance begins at home!
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- ASPnet Tree of Peace / L'arbre de la paix du réSEAU / Arbol de la Paz de la RedPEA (calendar 2001)

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- International Year of Mobilization against Racism, Racial Discrimination Xenophobia and Related Intolerance / Año internacional de la movilización contra el racismo, la discriminación racial, la xenofobia y las formas conexas de la intolerancia / Année internationale de la mobilisation contre le racisme, la discrimination raciale, la xénophobie et l'intolérance (2001)
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- UNESCO Associated Schools Project Network (ASPnet): 1953-2003; 50 years; Learning to live together
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- N° World Heritage & Transatlantic Slave Trade Youth Forum, Senegal 1999
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- N° 398 Route de l'esclave/Symposium à la Nouvelle-Orléans, Etats Unis d'Amérique 2000
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- Patrimoinito's World Heritage Adventures (Trailer), 2002
- ***Mondy Globe goes to Paris, Svetko gre v Pariz***, Video tape, Slovenia, 1997
- ***ASPnet Ciak Cartoons 2000*** (Six animation videos on peace related themes such as solidarity, environmental conservation, non-violence, co-operation)
- ***Children for peace*** (included in the Peace Pack of ASPnet)
- ***World Heritage in Young Hands***
- ***Preparing the future/ Préparer l'avenir*** - 26 minutes video film, UNESCO, Bulgaria
- ***Blue Danube River Project***

Compact Disks:

CD audio:

- ***Breaking the Silence***, song on CD distributed to TST schools (2002)

CD Roms:

- ***Growing up together***, UNESCO ASPnet
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- ***Feeding Minds, Fighting Hunger, A World Free From Hunger***, FAO, 2002

Annex 5

UNESCO Resolution 5.43, General Conference, 25 October to 16 November 1965

The General Conference

Recalling UNESCO's special mandate to further education for peace, human rights and democracy, tolerance and education for international understanding, based mainly on the 1974 Recommendation on international education and on the decisions of the 44th International Conference on Education (ICE), Geneva, 1994,

Noting the great interest the participants in the 44th ICE session have taken in the round table on the Associated Schools Project (ASP) organized within the framework of that Conference,

1. *Reaffirms* that the Associated Schools Project has to assume an important pilot function in implementing and further developing education for peace, human rights, democracy, tolerance and international understanding aimed at the development of a culture of peace, in the concrete context of the national education system of each country;

2. *Invites* Member States:

- (a) to encourage participation in the Associated Schools Project in their respective countries;
- (b) to extend, inspired by the ASP Strategy for 1994-2000, their political, moral, logistical and financial support to the institutions participating in ASP in order to allow them to carry out important projects;
- (c) to ensure the necessary standard of national co-ordination and nominate for this purpose, if it has not yet been done, national ASP co-ordinators, preferably on a part-time or full-time basis;
- (d) to promote network building among the Associated Schools at national, regional and international levels with a view to fostering their qualitative development, in line with the established *profile*, on the basis of a regular exchange of information and experience at grass-roots and co-ordination levels;
- (e) to promote the multiplier effect of the Associated Schools and the inclusion of relevant results in the educational mainstream of their respective countries;
- (f) to co-operate closely with their National Commissions in their capacity as national coordinators in this context;

3. *Invites* the Director-General:

- (a) to continue to accord very high priority to the Associated Schools Project and to provide the funds necessary to reach essential results;
- (b) to give special attention to the pilot function of ASP with regard to the development of education for peace, human rights, democracy, tolerance and international understanding, and to pave the way for increasing the number of relevant subregional, regional and interregional pilot projects which can become effective in future UNESCO programmes and budgets;
- (c) to foster international networking among the Associated Schools by different means, including the publication of a biannual newsletter to serve as a tool of discussion and exchange of experience among the schools and co-ordinators concerned;
- (d) to provide for regular meetings and encounters of the Associated Schools Project at the level of national co-ordinators, as well as of individual schools, in order to facilitate the exchange of experience and ideas;
- (e) to continue to support subregional or topical ASP projects such as those on the Baltic Sea, the Caribbean Sea, the Mediterranean Sea, Energy, the Blue Danube;
- (f) to continue to advise UNESCO Regional Offices to lend their support to the Associated Schools Project in their respective regions, and to include ASP in efforts to decentralize UNESCO's activities.

Annex 6

UNESCO Medium-Term Strategy 2002-2007, 31C/4, pp. 20-21.

“UNESCO will pursue the following strategic sub-objectives:

PROMOTING UNIVERSALLY SHARED VALUES THROUGH EDUCATION

In a World that is still influenced by prejudice and ignorance, and torn by violence, conflict and intolerance, helping people to learn to live together is one of education’s key missions. UNESCO will continue to advocate an education that promotes behaviour and values that are conducive to the development of peaceful, democratic and pluralistic societies. Nurturing understanding between peoples, fostering mutual respect and the recognition of universal values such as human rights, democracy, tolerance and non-violence, solidarity and intercultural understanding are essential. In close co-operation with the Office of the United Nations High Commissioner for Human Rights, UNESCO will pursue the fulfilment of the goals of the United Nations Decade for Human Rights Education (1995-2004). Activities will also be based on the Plan of Action for a Culture of Peace adopted by the United Nations Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). The role of Associated Schools in this respect will be emphasised

This document derives from the previous one prepared for the 40th anniversary of the Associated Schools Project Network (ED-93/ASP/CONF.4, July 23, 1993), and updated by Elizabeth Khawajkie, ASPnet International Co-ordinator, Division for the Promotion of Quality Education, UNESCO, Paris