Vi er UNESCO ASP skole
Group one
1. Global citizen should be a theme because we are all part of a global community

2. ESD should be the foundation of the ASP work and then it is fine with more specific themes

3. Peace and human rights are important issues. ESD is the foundation but the goal is to become a global citizen

4. The themes are good enough - no need to change them

5. It is not a good idea to divide into themes – SDGs has it all
Questions raised in the group:

1. What are we as ASP schools aiming for?

2. What is the end result?

A response was:
A PROFILE OF A LEARNER IS NEEDED – WHAT SKILLS, VALUES, AND COMPETENCIES WOULD WE LIKE LEARNER TO ACHIEVE?
1. There is no sustainability if there is no peace and there is no peace if there is no sustainability, so the two goes hand in hand.

2. The SDGs and 4.7 includes and cover all the themes we need to work with in the ASP network.

3. The learning environment is very different in different parts of the world so the teaching must be contextualized e.g. in Trinidad violence in schools is a huge issue. In Nigeria it is difficult to talk about climate change when people are in huge poverty.

4. The students view might be very different so it is important to listen to their views and it is important they feel they are part of the globe and is not isolated.
5. The main focus would be to provide learners to have the values and skills to promote UNESCO values.
6. The concept can be given throughout many medias/tool. Its not about the phrase its about the skills.

**Conclusions of the discussion (The group 1 forum thinks that):**

1. ESD should be the main theme of ASPnet

2. Global citizenship should be the main goal/target

3. ASPNET doesn't need themes but should focus on the SDG 4.7 key features and the context of every country.

4. The themes of ASPnet need to be contextualize depending on the local needs.
PLENARY ROOM GROUP

1. Most participants think the four topics are absolutely pertinent

2. Some participants argued that some of the four topics could or should be updated.

- For instance, UN and UNESCO priorities, since it can result vague or not work as a topic in itself.
  - Although, these topic is understood by some not only as the current priorities of both organizations but also as an opportunity to teach how they allow countries to agree on world priorities and the ways to tackle them.
  - It was also said that it this topic is never out of date, it provides flexibility to ASP net Program.
  - It may happen that in some countries an ASP net topic is already integrated into national curriculum, allowing an opportunity for new topics.
PLENARY ROOM GROUP

3. Most participants are eager to stress the importance of the methods of work that characterizes ASPNet Schools, such as:

- The four topics are not only for study, but mainly for action.
- All projects are made by teamwork, not individual work, and involve the educational community.
- ASP Net schools encourages creativity, innovation and self initiative.
- It may be that ASP Net schools are more interested to obtain materials and resources on experiences and good practices from other schools, rather to update its current four topics.
Group 3:

- The participants think that the four study themes were selected according the UNESCO ideals and should not be changed, but each National Coordinator might focus on one of them more according to the country priorities.

- We recommend that schools can choose one topic annually as the main topic of their activities; nevertheless they should not limit themselves to it, but should work on other themes in smaller projects.
Group 3

• We suggest to promote the discussion about the 4 strategic themes to bring to present and future the concept behind these themes. What does peace mean in the 21st century, for instance?

• Some of the participants think that the schools work without a main focus, therefore the calendar of UNESCO (International Years, for instance) became so important.

• Emphasize the Whole School Approach as the methodology which defines the work (identity) of the ASPnet schools.
NOTES
Session B – Strategies for collaboration between countries and regions

Indonesia:
ASPnet Indonesia is working with APCEIU Korea in Teacher Exchange between Indonesia and Asia Pacific Countries and ACCU (Asian Culture Heritage Program) Japan called Food Project within the Asia Pacific countries.

APCEIU:
Teacher Exchange program is a program where teacher of Indonesia and Korea are exchanging in 3 months program. The funding is from the ministry of education of Indonesia and Korea. APCEIU is expanding the program to the European countries.

Costa Rica:
Kids Land program where kids can do whatever they want in the land and it is based on ESD values. Kids usually dream about love for nature, equality, integral quality of human rights and peace. It helps kids who are having problem in social skills. It is a regional program and it has recognition of UNESCO.

Cuba:
Rethinking depression and changing the future program; a cooperation program with Spain in which 2 schools are participating in Cuba and will participate in the workshop in Germany. In ESD program Cuba will have an exchange with schools in Uruguay.
Cuba is also open to any exchanges with any countries. Cuba is focusing in heritage and sustainable development programs although there is a challenge of internet connectivity. There are schools that have no internet and ASPnet coordinator is becoming the bridge between the schools. The Caribbean region has no regional coordinator.

Brazil:
Brazil tried to stimulate the schools to have intercultural projects. Brazil is conducting project of Singing Culture in which traditional songs are being collected from Brazil, Spain, and German. Project Global Room is also conducting with German and Istanbul where refugees could share their experiences between schools. As Brazil is a large country, it is quite difficult to connect schools in which there are about 400 schools joining the ASPnet.

Kenya:
Kenya has just started the ASPnet school, about 300 are joining and 114 school patrons are running ASPnet clubs and they are running projects on climate change and improving nutrition. Schools are planting vegs to be able to sell them, plant trees, clean the schools. Kenya Natcom is cooperating with Germany Natcom in youth exchange program for 3 months where the youth are conducting action plan in entrepreneur program. Kenya is developing the program and hoping to have more exchanges. The ASPnet is focusing on youth and peace, and sustainable development.
Liberia:
Liberia is conducting national project on climate change and sustainable development goals. ASPnet schools are getting involved in helping the society such as beach money (stop taking sand from the land), cleaning environment especially the slum area. There are 13 ASPnet schools that are doing quality works. They are involving in the sand watch program. Most schools are in Morovia (?). ASPnet schools are celebrating the International days. The Kenya Natcom is encouraging the schools to do more programs.

Nigeria:
There is not much collaboration is done in the ASPnet schools. The ASPnet schools are not communicationg to each other so the ASPnet coordinator is revitalizing the communication system between the schools. the program focus on green project. Some of the schools are actively participating in UNESCO clubs. There are 15 schools out of 47 ASPnet schools are doing activities but not related to ASPnet programs and there are some schools that are already conducting programs such a as climate change.

Vietnam:
ASPnet is started in 1995. Now there are 23 schools joining the ASPnet. The ASPnet programs are focusing on ESD, Climate Change, Preservation of culture and natural heritage, geopark, and economic development. ASPnet Vietman also collaborates with APCEIU and ACCU for student and teacher exchange.
Mexico:
Mexico suggests that we need a clearer collaboration system that can be sustainable. There are 630 schools joining the ASPnet but it becomes a challenge to connect all the schools. Local government is asked to appoint a local ASPnet coordinator but then it is quite difficult to maintain a good coordination system. The region used to have a regional coordinator based in Mexico but now because of the bureaucratic change and budget limit the regional coordinator has been postponed. However the regional body is very important to maintain good coordination between ASPnet schools.

Kenya:
There is a UNESCO regional office but there is no ASPnet regional coordinator. So is there any possibility that ASPnet also has coordinator in regional office so that we could have regional meeting and the country coordination will have a better cooperation. There is also confusion between UNESCO clubs and ASPnet coordinators that whenever ASPnet is bringing up to the schools they raise a lot of questions and think that it is an extra work.

Switzerland:
No exchange program that we are participating. Switzerland is participating in Oman initiative about connecting culture in which 1 week exchange for the students. Schools are doing programs individually. In the coordinator level we are participating with German and Austria in conducting ASPnet annual meeting. We would be happy to have framework for exchange program of ASPnet. UNESCO clubs are created within the schools so the idea is very different with ASPnet.
Conclusions (the forum thinks that):

1. ASPnet need a better framework or mechanism for the coordination and exchange programs in national, regional, and international levels.
2. ASPnet need a regional coordinator/regional body in order to have more capacities and chances to have regional coordination meeting.
3. The National Coordinators are open to any exchanges of programs between countries.
4. In some countries, there is confusion between the role and function of UNESCO Clubs and ASPnet.
5. The recommendation of regional coordinator should be bringing up to the UNESCO Executive Board and General Conference.
6. Regional coordinator of ASPnet also needs leadership and continuity.
NOTES
Session B Room 1– Successful projects and reasons for success

China: Teacher Exchange programme between Beijing High School and Lhasa High School in Tibet. 6 teachers are sent to Lhasa high school to act as curriculum leaders to help develop subject Departments. Has been successful due to government support and ministry of education by financial Support, emotional support through compensation. Difficulties include – sustainability of initiative through inancial support, duration of programme...time away from family etc. ’Tibetan teachers have gone across to Beijing for training in a reverse of regular programme.

World Heritage Sites through Volunteerism – Foreign students volunteer on their holiday breaks to work on Heritage sites in China. Has been happening for 3 years and has had success due to the continued enthusiasm of The national coordinators + separate fundraising undertaken by interested volunteers prior to their coming to China.

Argentina: The Andean Road World Heritage project, focusing on involving ASPnet schools in close proximity To the heritage site, in learning from them about what it means to live in and around these sites. Difficulties include Securing funding for inter regional cooperation for the project.

Togo and Senegal: Creation of West Africa and Central Africa ASPnet regional hubs. Successful in communication Among coordinators but cannot do much due to lack of funding.
NOTES
Session B Room 1– Recommendations for improvement

• Creating a mechanism for sharing case studies and experiences in successfully managing and designing project to Promote collaboration and exchange e.g. creation of templates for Coordinators to use to create a resource bank of Information that interested coordinators can use to replicate.

• Increase Regional and sub-regional coordination in ASPnet to improve communication among regional ASPnet Countries e.g. promotion of more regional and sub-regional meetings and possibly a UNESCO supported regional Coordinators

• Urging UNESCO to fund raise more for the global ASPnet to support global projects and to provide greater support For lesser developed countries in implementing projects. Also creation of guidelines that can direct the mechanisms for Directing these new sources of funds

• Increased support by ASPnet International Office in promoting greater communication among UNESCO sectors and Between these sectors and the ASPnet office i.e. UNESCO´s culture sector should know what ASPnet is doing and UNESCO Natural sciences sector should be tied into what ASPnet is doing. ASPnet is meant to be inter-disciplinary so should have Inter-disciplinary support by UNESCO, if it recognizes the ASPnet as a crucial element of UNESCO´s work.
Session 2: Room 2
Planning for twinning and collaboration projects
• Based on meetings with different national coordinators
• National coordinators send questionnaires for schools asking about ways of partnerships they would like to do
Selection of themes:
• Based on the meeting of national coordinators and their communication
• Based on schools’ suggestions and projects
Challenges:
• Language Barriers
• Internet connection
• Financial issues
• Sustainable commitment with partners
• Shortage of time due to curriculum
• Leadership different visions and interests
Session 2: Room 2

**Suggested solutions and success stories**

- Planning for projects based on national context
- Integrating projects into curriculum
- Prepare a clear proposal showing the importance of the project to the school (to convince principals)
- Head masters, principals, leaders, study trips and workshops to inspire them for ESD vision
- Prepare feasibility studies for private sector, NGOs for financial support (selecting sectors of common interests)
- Having a contract between project facilitators from the twinning countries signed by UNESCO or National Coordinators
- Having a network to share project proposals or themes to search for partnership opportunities
- Evaluating and reporting projects to shed light on the success stories to inspire for more projects
- Training teachers for partnerships
- Resources for teachers and school coordinators for partnerships
- Partnerships to fulfill problem-oriented projects (Through sharing expertise, student exchange, youth forum, simulations..)
- Sharing success stories in a short video as a media tool for others to inspire them.