Associated Schools Project Network (ASPnet)
Draft Report:
50th Anniversary International Congress "Navigators for Peace"
Ko nga Kaiwhakatere mo te Rangimarie

Quality Education for the 21st Century

Auckland, New Zealand
3 - 8 August 2003

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

1. PREPARATION AND PROCEDURES

BACKGROUND
ASPnet was launched by UNESCO in 1953 with 33 secondary schools in 15 Member States to promote education for international understanding and peace. Over the decades ASPnet has emerged as one of UNESCO's most successful long-term initiatives and longest running programmes. ASPnet has become a unique network committed to reinforcing the humanistic, ethical, cultural and international dimensions of education whilst ensuring the sharing and exchange of good practices nationally and internationally. As of 2003, ASPnet includes some 7,500 institutions, ranging from nursery schools to teacher training institutions in 170 countries.
Ever since ASPnet was launched, a major encounter has been held once every ten years, to mark its anniversary and achievements and make plans for the future. ASPnet international meetings were held respectively in Sèvres, France, (1963); Lévis, Canada (1973); Sofia, Bulgaria (1983) and Soest, Germany (1993). To celebrate its 50th Anniversary, it was decided to convene an international congress in the Pacific, whose very name is symbolic of ASPnet as well as being a very active region whose ASPnet activities are coordinated by the UNESCO Apia (Samoa) Field Office. The New Zealand National Commission for UNESCO accepted to convene the Congress in Auckland.

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

CONGRESS OBJECTIVES

The Congress had three main objectives:

i) to commemorate 50 years of ASPnet networking in support of quality education,

ii) to take stock of the ASPnet Global Review results, and

iii) to chart a new course for ASPnet for 2004-2009 and beyond.

CONGRESS PROCEDURES

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

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

Chair: Ms Margaret Austin, Chairperson of the New Zealand National Commission for UNESCO.

Vice-Chair : Ms Aminata Sall, Secretary-General of the Malian National Commission for UNESCO

Vice-Chair : Ms Maria Clemencia Lopez, Secretary-General of the Venezuelian National Commission for UNESCO

Rapporteur: Mr Suheil Shahin, ASPnet National Coordinator, Jordan

Rapporteur: Mr Svein Kyrre Hamnes, ASPnet National Coordinator, Norway

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

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

Mr Leslie Atherley, member of the Barbados National Commission for UNESCO

Mr Jens Dalsgaard, ASPnet National Coordinator, Denmark

Ms Rakhima Kuanyshbayeva, ASPnet National Coordinator, Kazakhstan

Ms Eml Chutura, ASPnet National Coordinator, Marshall Islands

Mr Marins Kudemo, Ministry of Education, Namibia

Ms Sawsan Saleh, ASPnet National Coordinator, Palestinian Authority

Facilitators:

Ms Sigrid Niedermayer, UNESCO Headquarters

Mr Zhou Nan-Zhao, UNESCO Bangkok Office

Ms Maria Luisa Jauregui, UNESCO Santiago Office

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

PARTICIPANTS
Participants were mainly officials from Ministries of Education, National Commissions for UNESCO and ASPnet National Coordinators. Also present were a number of observers such as principals, teachers and experts, and staff from UNESCO Headquarters and Field Offices (Amman, Apia, Bangkok, Santiago, and Windhoek). Altogether, there were 213 participants and 17 Observers from 91 countries (see Annex I).

HIGHLIGHTS
Powhiri (Traditional Maori welcome)

Led by Awi Riddell, UNESCO Kaumatua (adviser) onto the beautiful ancestral grounds of Orakei Marae a ceremonial "community center", overlooking the bay of Auckland the participants at the meeting were given a traditional Maori welcome (Powhiri) by the Ngata Whatua people which included a challenge, a blessing, speeches of welcome by Sir Hugh Kawhara and others and reply by John Daniel and songs. Following that solemn and moving ceremony, delegates returned to the Congress venue for the official Congress opening.

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2. INAUGURATION OF CONGRESS

Margaret Austin, Chairperson of the New Zealand National Commission for UNESCO warmly greeted the participants in Maori and in English ("this house, all people, many relations from the four winds") assuring them that "the warmth of our welcome to this multicultural nation with a bicultural heritage is genuine and embracing". She introduced the Congress planning group and expressed pleasure and satisfaction in seeing the participants "ready to engage in celebrating 50 years of ASPnet, looking back for a little while and mainly focussing on the future". Ms Austin said that ASP had enormous potential and great relevance for young people and was ready to revitalise itself after 50 years and build a new focus. ASPnet's power to influence the students in 7000 schools in 170 countries was considerable. "Competent children become competent, confident, achieving adults". The Congress, "focussed on quality education because, she said, it contributed to UNESCO's "drive for equality, tolerance, peace and mutual understanding".

John Daniel, Assistant Director-General for Education, UNESCO, expressed his sincere appreciation and gratitude to the New Zealand Government and people for hosting the Congress and conveyed the greetings of the Director-General of UNESCO, Mr Koïchiro Matsuura, who followed the fortunes of UNESCO's Associated Schools Project Network very closely. Mr Daniel pointed out that the Pacific Island Region, the last part of the world to join the ASP Network, was one of ASPnet's most active regions. As the title of the Congress included the Maori words "Ko ngă Kaishakatere mõ te Rangimarie", meaning "Navigators for Peace", all the participants would become Navigators for Peace during this meeting which had three purposes: to celebrate, to confer and to agree on consensus about how to develop

ASPnet in the future. Mr Daniel cited the two clear goals of quality and peace and said the challenge would be to create a consensus about how best ASPnet could pursue those goals in a complex world. Finally, Mr Daniel reminded the gathering of the overriding aim of UNESCO's work in education which was included in UNESCO's Constitution 58 years ago but was still far from a reality. Remarking that "The children in ASP schools are the lucky ones", he asked how ASPnet schools could help to tackle the wider educational problems in their communities, in their countries and in the world.

Edna Tait, Director of the UNESCO Office in Apia, Samoa, welcomed all participants on behalf of the Pacific Office. She then introduced the region, its features and people to the Congress. "The earth's largest ocean laps all shores, linking us in the spirit of the great navigators of the past who settled the Pacific. We are very happy that you, today's navigators for peace bring your special part of the world to our special part of the world".
Commemorating 50 years of ASPnet, Ms Tait honoured the teachers and students, ministries of education and UNESCO colleagues, past and present, who have supported the Network. Looking forward she invited all present at the Congress to also think of those in the Network who could not also be with us in Auckland to suggest solutions on how to translate quality experiences to learning, so that all students could become navigators for peace.
In summing up she explained that ASPnet in the region is strong and had completed five major ASPnet projects in the last eight years. She then introduced every single country in the region and took the opportunity to thank all the supporters of the Pacific ASPnet over the last few years.

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

HIGHLIGHTS
A song for every speech

In keeping with the tradition of the Pacific, a choir of ASPnet National Coordinators and representatives from the 17 Pacific countries responded to each of the welcome speeches with a rousing burst of song, both at the Powhiri (traditional Maori welcome) at the Orakei Marae and at the official Congress opening. Each day of the conference started with a song in Maori or English with the words projected on a screen for participants to learn. A printout of the song lyrics were also included in the conference documents.

"It is pleasing to know that we are not alone. We are swimming with others. Quality education concerns everybody." Josia Udjombala, Namibia

3. ASPNET 50TH ANNIVERSARY CELEBRATION AND REVIEW OF ASPNET ACHIEVEMENTS IN SUPPORT OF QUALITY EDUCATION.

-Keynote Address – UNESCO priorities and ASPnet
In his Keynote Address, "UNESCO Priorities and ASPnet", John Daniel, Assistant Director-General for Education, situated the overall work of ASPnet in the context of UNESCO, its education programme and the even vaster framework of the development of humankind, with special reference to the Millennium Development Goals the 2003 UNDP Human Development Report, and the six 'Dakar goals' which he helpfully summarised with the acronym GET EQUAL (girls and gender; elementary education; training; early childhood; quality, and adult literacy).
Mr Daniel reasserted that the core purpose of ASPnet was to try out ways of achieving UNESCO goals in schools, as expressed in the Preamble to UNESCO's Constitution: constructing the defences of peace; putting emphasis on democracy and equality: committing to education for justice and liberty and peace; promoting intellectual and moral solidarity.
In conclusion, Mr Daniel cited the expression "More than three objectives is no objectives" and recommended a stronger focus for ASPnet on education for justice, education for liberty and education for peace.

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

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

-EFA, the Dakar Framework of Action, Quality Education in practice through ASPnet

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

-50 Years of educational innovations and networking through ASPnet

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

-ASPnet Global Review Evaluation: Major results and recommendations for ASPnet and Quality Education

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

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

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

- ASPnet contributions to Quality Education at national level

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

-The role of ASPnet in contributing to Quality Education in practice
Part I. ASPnet National Coordinators

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

-The role of ASPnet in contributing to Quality Education in practice
Part II. National Commission officials.

Norway believed that quality was more important than numbers, that recommendations already issued from ASP conferences should be consulted, that activities on cultural diversity and dialogue among civilizations should be intensified and stressed the value of the World Heritage and TST projects; Uzbekistan advocated capacity-building for everyone, gave importance to both formal, informal and out-of-school education and cited initiatives such as 'Education for Life' and exchange programmes for Human Rights; Mali described its competency-based curriculum that allowed knowledge and experience to be incorporated, stressed the importance of quality of teaching and mentioned its work in the fields of Culture of Peace and Information, Communication Technologies (ICTs); Vietnam used ICTs to popularise ASPnet programmes and suggested that a role for ASPnet in education reform was possible. Plans included pioneering textbooks and holding festivals at local regional and international levels.

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

-The role of ASPnet in contributing to Quality Education in practice
Part III. Ministry officials
Priority areas of EFA, quality education and implications for ASPnet
Namibia made a number of suggestions for improving education through ASPnet;
Thailand covered topics such as Human Rights Education, advocated student
exchanges on World Heritage conservation, and recommended financial assistance for
translation of materials; **Jordan** believed equality of opportunity was important but as
yet it was not achieved and cited its 5-day youth training course (Petra, April 2002),
on Heritage preservation and skills development; **Spain** explained that Human Rights
education was formerly very difficult; that elections for ASP coordinators were held
in eight autonomous regions, some more receptive than others, and cited Catalonia's
cooperation plan; **New Zealand** outlined its EFA status and suggested that the keys to
revitalising education systems were in two questions: what constitutes successful
learning? and what really matters? The aims of the curriculum included re-
conceptualising essential skills, socialisation, literacy, and skills for participation in
both national and global communities, relating to other people; **Romania** made a case
for a Constitution for ASPnet schools; and learning through television or radio
programmes.

HIGHLIGHTS
Formal ASPnet 50th Anniversary Ceremony and Anniversary Dinner with
Entertainment and inauguration of "ASPnet in Action" Exhibition

Before the gala anniversary sit-down dinner, Awi Riddell, UNESCO Kaumatua
(adviser) said a special Maori 'grace'. A performance by the Auckland Youth Choir
followed, culminating in a rousing "Happy Birthday to You" as John Daniel, Mary
Joy Pigozzi and Elizabeth Khawajkie cut an enormous cake with the ASPnet 50th
anniversary logo. A group of local ASPnet pupils presented UNESCO with a mixed-
media mural of artwork created at a fine arts workshop and spoke of the experience of
being a member of the network. John Daniel read a message of congratulations on
behalf of the Director-General of UNESCO, Koïchiro Matsuura. He then announced
the winners of the "ASPnet in Action" 50th Anniversary photo contest, awarded the
certificates and prizes, and inaugurated the exhibition of the winning photos on the
theme of the four pillars of learning for the 21st Century. Delegates then demonstrated
their dancing skills for the rest of the evening to the music of a band called Race
Relations.

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

HIGHLIGHTS
Exhibitions during the conference

The walls of the conference centre were adorned with murals dealing with themes
such as fresh water use, peace, and heritage protection, prepared by students from
Pacific schools, including several ASPnet members in New Zealand.
The Pacific participants also set up displays of arts and crafts from their respective
countries, with the skillfully woven baskets and mats, shell jewellery and colourful

fabrics that set the region apart and stand as witness to the ingenuity of peoples living in some of the world's most isolated communities.

Also on display was a poster exhibit of the 41 entries selected from 349 drawings submitted by ASPnet students from 32 countries for a drawing contest on water as a vehicle of understanding between people, organized by the French National Commission for UNESCO.

Exhibits from ASPnet schools all over the world were set up in and around the main dining area of the conference centre, displaying, for example, the work on human rights done by students in Kuwait, publications prepared by Italian ASPnet participants, and environmental projects carried out by schools in New Zealand.

A group of women from the Pacific Island of Niue showed their weaving and jewellery making skills to participants in the foyer in front of the conference room. Photo and poetry displays by New Zealand ASPnet schools were on show along with displays by Pasifika and the Peace Foundation.

Finally, New Zealand posters and displays were provided by Auckland College of Education, the New Zealand Ministry of Education and the Royal Society of New Zealand.

4. FUTURE CHALLENGES FOR QUALITY EDUCATION AND ASPNET

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

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

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

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

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

–Panel presentation, Discussion and Proposals on what ASPnet does best to promote Quality Education

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

–Elements for the Draft ASPnet Strategy and Plan of Action 2004-2009.

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

–Information Communication Technology (ICT) at local, national, sub-regional and international levels to enhance quality education and ASPnet networking

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

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

The session produced a comprehensive set of recommendations as follows:

Noting the opportunities that ICTs provide for enhancing learning in the classroom, the Congress encourages:

- ASPnet schools to deploy relevant ICTs so that wherever possible all students and teachers have access to computers and the Internet
- ASPnet schools to promote the use of initiatives such as the Digital Driving Licence to ensure all students are able to use ICTs confidently and responsibly
- UNESCO and other relevant agencies to assist ASPnet schools to obtain access to relevant ICTs at affordable prices

- UNESCO to develop and promote ethical guidelines for Internet use, including authentication and Intellectual Property Rights

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

–Future education needs and priorities to meet the challenges on the 21st century and the role of ASPnet in facilitating Quality Education
(based on university studies conducted as part of the ASPnet Global Review)
Presenters:
Ms Joy de Leo, University of Adelaide, Australia
Ms Monica Regisford-Douglin, University of the West Indies, Trinidad and Tobago
Ms Entesar Mashaly, University of Ain-Shams, Egypt
Ms Alexandra Smeets, University of Fontys, the Netherlands

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

Common themes not mentioned before included the need to raise levels of teacher education; the need for teaching materials and resource materials; equity; school drop-out (especially minority groups) and teacher responsibility; the under-achievement of young men; the shift from teaching to learning; lack of literacy even after years of schooling; the need to share common heritage in spite of different educational traditions; the need to educate all the community about the culture of peace, issues of teacher deployment and isolation, disasters and crises, teacher responsibility for drop-out and quality leadership.
Things that ASPnet couldn't do anything about: Resource problems; physical infrastructure problems; new policy positions and large-scale reform.
Things that ASPnet could do something about: Global citizenship; responsibility; dialogue among cultures; intercultural competence; literacy; infusing ASPnet ideas into national policy; raising teacher education level and responsibility; the climate of the classroom; organising leadership in the school; demonstrating the reality of the four pillars of education in the classroom; organizing mobile teacher teams in rural areas; developing teacher education packs/short courses to raise standards of under-qualified teachers; developing relevant assessment systems to retain children in school and projects relevant to young people; to address issues like violence; devising a

strategy to address issues of teacher education through acknowledging teachers as professionals, practitioners and learners; strengthen collegiality through linking ASPnet teachers in a professional learning model facilitated through partnerships with universities and teacher training at local and regional levels.

HIGHLIGHTS
An evening at the New Zealand Maritime Museum

Participants were welcomed informally by 'Salty Sam' and formally by Larry Robbins, Director of the New Zealand Maritime Museum in its setting on the Auckland waterfront. After a cocktail reception they were encouraged to tour the museum. Diplomats representing some of the participating countries were also invited.

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

5. ASPNET FLAGSHIP PROJECTS AND PARTNERSHIPS

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

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

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

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

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

Simultaneous workshops on ASPnet intersectoral flagship projects

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

-The World Heritage Education (WHE) Project
Facilitator: Ms Kirsten Lundman, Sweden
The WHE Project should be an integral part of the World Heritage concept and process with educators taken into account; support should be given to member states for the establishment of National WHE Co-ordinators and National Plans; UNESCO should collect and disseminate examples of best practices of WHE. Activities should be documented, evaluated reported to become transferable models to be adapted to further the development of the project.

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

-This is Our Time Project
Facilitator: Ms Alexandra Smeets, The Netherlands
The Time Project should promote facilities for video conferences; use Internet to promote intercultural learning; address the issue of competition and develop content and software.

-Education for Sustainable Development (ESD)
Facilitator: Ms Mary Joy Pigozzi, UNESCO Paris
UNESCO, as the lead agency for the Decade of Education for Sustainable Development (2005–2015), is required to develop a draft international implementation scheme to provide recommendations on how to promote and improve the integration of ESD in educational strategies and action plans. ASPnet could be one of the main partners for enhancing education for sustainable education.
Recommendations included to make ESD a key priority for ASPnet; start with simple messages based on what already exists; organize teacher-training courses; integrate ESD concepts throughout the curriculum and link it across schools; enhance ESD through a cross-disciplinary approach; take ASP "learning" to broad education systems – be systematic; approach ESD as social and political action also (poverty and social/ economic issues); involve the community; conduct research and disseminate information; use UNESCO resources and make materials usable; provide and disseminate learning materials; enhance education for sustainable development through simple messages; promote ESD through appropriate technology; reorient education systems and change policy and materials; increase the commitment of educators and link ESD to local and practical issues.

-Educational Resource Material "Feeding Minds, Fighting Hunger"
Facilitator: Mr William Clay, FAO

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

-"The Water Messengers" and "Sports for a Culture of Peace" initiatives
Facilitator: Marie-Paule Belmas, France
The workshop underlined the importance of ASPnet international youth gatherings as vehicles for promoting cultural diversity and a culture of peace and made the following proposals:
- In order to meet the goals of youth encounters, prepare participants in advance (through local teachers' and students' workshops) as well as partners (ministries, local partners, universities, personalities, etc.); follow up with concrete projects taking results into account.
- In order to avoid duplication of activities and to obtain useful results, youth encounters should be organised within the framework of UNESCO and other UN programmes and projects (such as Culture of Peace or Sustainable Development) or in connection with world concerns (globalisation or non-violent conflict resolution).
- Ideas to develop: Mekong River Project; regional water projects for Latin America and the Caribbean; sub-regional project in Congo, a sports competition entitled "Everyone a winner".

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

-New ASPnet Project "Mondialogo" – Intercultural Dialogue and Exchange
Mondialogo is a new international initiative aimed at promoting dialogue and exchange through twinning. UNESCO and DaimlerChrysler planned to jointly launch it in October 2003. Two sessions were held to present and discuss it with Dr Astrid Sebb, DaimlerChrysler representative and Elizabeth Khawajkie (UNESCO).
Objectives: to contribute to a dialogue between civilizations and cultures and help put into practice the UNESCO Universal Declaration on Cultural Diversity by providing information on the importance of cultural diversity, emphasising the benefits of intercultural exchange and contributing to world peace through an exchange between cultures and civilizations. Aim of the Mondialogo School Contest: to motivate students to explore and appreciate – in a creative manner –cultural diversity.

All ASPnet secondary schools – and other schools around the world were invited to take part, create new bonds and become actively involved in intercultural dialogue. The Partnership also included the Mondialogo Engineering Award and the Mondialogo Internet Portal.

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

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

Dr Doo-Yong Chung, Chair of the Asia-Pacific Centre of Education for International Understanding established in co-operation with UNESCO, focused on its role in strengthening national and regional capacities in education for international understanding, organizing training workshops, and producing tteaching/learning materials. Dr. Chung also highlighted two important initiatives in promoting education for international understanding towards a culture of peace: the organization of training workshops on a culture of peace and the development of a teacher's resource book.

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

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

Recommendations were as follows: a task force to include a representative of National Commissions should be established by UNESCO to formulate guiding principles for UNESCO Clubs; a working group comprised of representatives of National Commissions should be formed to draw a road map for future co-operation between ASPnet schools and UNESCO Clubs based on their mutual complementarity; workshops for strategic discussions among the ASPnet Coordinators and leaders of UNESCO Clubs should be organized by National Commissions to formulate concrete

action plans on selected themes (Education for All, Education for Sustainable Development) at national and sub-regional levels, involving all potential partners.

HIGHLIGHTS
Discovering Auckland and its region

Following a tour of Auckland itself and its beautiful harbour on Sunday 3 August, participants were able to clear their heads after all their deliberations on Wednesday 6 August, by going on intriguingly-named visits in the Auckland region. The tours were: 'Down on the Farm', 'Bush and Beach' and 'People and Penguins'.

"The network's not going to go anywhere if we don't have the necessary resources at country level." David Walden, Canada

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HIGHLIGHTS
Back to School

Intercultural education as practiced in New Zealand was the focus of school visits on Thursday 7 August. Delegates visited the ASPnet schools listed below. With their characteristics and selected with care by ASPnet National Co-ordinator Lily Lee, as well as the Ministry of Education, Education Review Office and the Auckland College of Education.
New Windsor School (Age 5 – 10): Maori Bilingual Units, Multicultural School, 30 ethnicity groups 25% Indian, after-school programmes in Mandarin/French, after-school child centre, senior/junior class buddy system;
Rosebank School (Age 5-10): Home School Partnership through Literacy and Numeracy Programme; two Samoan/Maori bilingual units, English a second language (ESOL) Programme; Computer Suite; Whanau class grouping; 26 ethnicity groups;
Favona School (Age 5-10) ASPnet School, Home School Partnership established through literacy programme, Library, after school programme, pre-school attached, Maori bilingual class
Mangere Bridge School (Age 5-10): Child-centred, multicultural school; interactive visually stimulating environment; composite classes; after-school programmes: French, art and science; a one day programme for gifted students.
Marist School (Age 5-10**)** Integrated Roman Catholic school, trialed Asttle project, specialised teaching in Technology, ICT and ESOL programmes, after school drama and music programmes
Mt Albert Primary (Age 5-10): Dedicated staff providing accelerant class for achievement. Integrating international students, extra curricular groups, cultural, choir, sports, computer suite and library network. A fun place to learn in a supportive positive culture.
Te Kura Kaupapa Maori o Bernard Fergusson (Age 5-12): Full primary, close community links, class proximity to Turangawaewae Marae, evidence collected of student achievement, school visit to twined school in Vanuatu.
Farm Cove Intermediate (Age 11-12): Variable space, schoolteachers work in teams. Syndicate teaching, six teacher teams, six specialist classes – food/biotech, Hard Mat Tech, Art, Science, Music, Information Technology, Goodman Fielder Award/Primary 2 times, strong on working team (team spirit (staff/student), strive for excellence – vision excellence in all things, special programme – Children with Special Needs, strong focus on holistic development especially academic (CWSN) achievement.

> **Orewa College** (Age 13-17)**:** International students, broad range of programmes, strong performing arts, strong student leadership and values programme, house system, Predominantly NZ European, planning to expand school into junior levels 7-8 / 2005, Beautiful physical environment, Strong IT programmes
>
> **Lynfield College** (Age 13-17 + Adults): Refugee reception programme, international students lead school, visual and performing arts programme Yr 9-11, extensive ICT Unit / programmes, adult schools.
>
> **McAuley High School** (Age 13-17): Coaching in classroom project, professional development for teaching High Pasifika population, Catholic Girls School, first school to introduce Samoan curriculum.
>
> **Mt Albert Grammar School** (Age 13-17): Multicultural, recently introduced girls (to Yr 12), traditional (architecture/schooling), special sports programme for soccer and rugby, international students
>
> **Selwyn College** (Age 13-17 + Adults): Peer mediation, anti harassment / team of students, adult refugee classes, multicultural, wide socio-economic group
>
> **Kristin School** (Age 5-17): International Baccalaureate qualification offered, comprehensive performing arts programme, comprehensive sports activities, three schools – Junior, Middle, Senior school all in one, School programmes; gifted and talented education, intensive English, learner support.

6. CHARTING THE WAY FORWARD

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

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

Ms Eman Qara'een (UNESCO Amman Office):
Activities at the regional/ sub-regional/national level had been organized in several countries in the Arab region within the framework of the World Heritage Education Project. Future objectives of the Arab region in enhancing ASPnet included enhancing quality education; promoting appropriate learning and life skills programmes for young people and adults; developing effective partnerships with other regions in particular with Europe (the Euro-Arab Dialogue) and launching new ASPnet international campaigns and projects.

Mr Zhou Nan-Zhao (UNESCO Bangkok):
A number of issues related to ASPnet: the coordination of national/subregional networks; advisory services in implementation and evaluation of ASPnet activities; backstopping/organization of selected few sub-regional/regional flagship projects; and mobilizing resources and external funding to ASPnet projects by disseminating and replicating ASPnet innovations to mainstream at scale for the multiplier effect.

Ms Maria Luisa Jauregui (UNESCO Santiago Office) :
The region had worked within the framework of culture of peace, intangible and tangible heritage and mainstreaming of ASPnet in EFA.

Ms Edna Tait (UNESCO Apia Office):
Mrs Tait reported on ASP activities undertaken in her region: raising funds for the development of the Pacific ASP network, the organization of annual workshops for ASPnet national coordinators and teachers; the introduction of Pacific projects and the enhancement of twinning between countries.
Participants attended practical workshops in accordance with their respective regions in order to make suggestions for the strengthening of the Network in each region and to develop inputs for the ASPnet Strategy and Plan of Action 2004-2009.

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

HIGHLIGHTS
Pacific style dinner and Fiafia night, Thursday, 7 August **On arrival at Auckland** Town Hall, participants were presented with a *lei* (garland of flowers) in true Pacific tradition. Traditional entertainment was provided by Samoan, Nieuean, Maori, Kiribati and Cook Island schoolchildren at the various stages of a lavish buffet dinner.

"UNESCO should mobilize resources to facilitate exchanges between teachers and coordinators. An interactive website for teachers and coordinators would be great."
Hasnah Gasim, Indonesia

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

8. CLOSING CEREMONY
All participants were awarded "50th Anniversary Congress Certificates" for their active participation. A vote of thanks and appreciation was presented on behalf of the participants to the Congress organizers, the New Zealand hosts, UNESCO Headquarters, the UNESCO Office in Apia, Samoa and all of the Congress personnel

by Mr Charles Sendegaya (Uganda) and Ms Angela Jean Baptiste (St. Lucia) who wrote a poem for the occasion, which included the following lines:

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

On behalf of the Chair, Ms Austin, Pat Lynch expressed warm thanks to Elizabeth Khawajkie, Sigrid Niedermayer, Mary Joy Pigozzi, Lynn Davies and Mary Louise Kearney for their contributions to the Congress and to Edna Tait and her Pacific Peoples contingent who had given "a taste of the Pacific".
Ms. Austin, in her final message to the Congress addressed the participants directly : "Most of all … the tribute must go to you all for your responses, commitment to the Pillars of Learning and, as our friend from Tonga said, we must 'look after the head, the hands and the heart'. If we can achieve that we are in good shape for the future. *Haere -Haere- Haere"*.

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

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

In her closing statement, the Honourable Marian Hobbs, Minister for the Environment, Minister responsible for the National Library, Archives New Zealand, Associate Minister of Foreign Affairs, Associate Minister for Biosecurity, Associate Minister of Education declared, inter alia, that she was "very pleased to represent the New Zealand Government at this very significant international event to celebrate half a century of the UNESCO Associated Schools Project Network". It had been a huge undertaking, the Minister said, to attract and welcome representatives from all over the world. She noted that a total of 90 nations were present, "all with a common goal of ensuring quality education and achievement of the UN Millennium goals by 2015". The Minister observed that "the most important lessons don't appear to be learnt until we are much older – such as learning to live together. But even though we don't always practise what we have been taught/or change our behaviours as a result of what we have learnt – it is still worth exposing our young people to all four pillars of learning from the earliest time"

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

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

"It's been a great experience. I've got lots of new ideas to take home with me."
Dieufort Deslorges, Haiti