



United Nations  
Educational, Scientific and  
Cultural Organization

German Commission  
for UNESCO

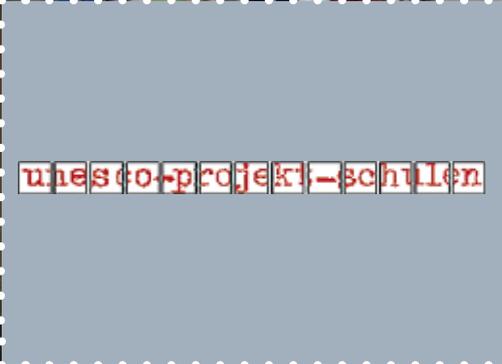
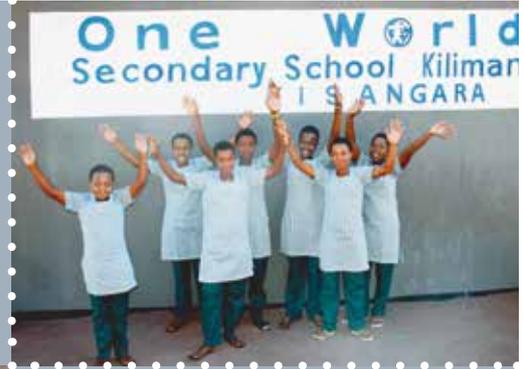


# 60 YEARS UNESCO ASSOCIATED SCHOOLS LEARNING WITH AN OPEN MIND IN A GLOBAL NETWORK

E D U C A T I O N | S C I E N C E | C U L T U R E | C O M M U N I C A T I O N

60

Years UNESCO Associated Schools





# 60 YEARS UNESCO ASSOCIATED SCHOOLS IN GERMANY



## Foreword

When Germany joined UNESCO 62 years ago, this was a truly significant step. For the Federal Republic it was a visible sign that the country was once again part of the international community. Just two years later the UNESCO Associated Schools Project Network was established, which today comprises more than 9500 schools worldwide. Right from the start schools in Germany were members of this network.

Today Germany has more than 200 Associated Schools dedicated to delivering UNESCO's goals. In practice this means promoting a culture of peace, environmental protection and sustainable development as well as the importance of a fair deal for all. In the classroom they emphasize human rights and democracy education, intercultural learning, environmental education, global learning as well as UNESCO world heritage education.

The Federal Foreign Office strongly supports this splendid work at grassroots level. National and international projects and activities that bring together both young people and teachers and encourage collaboration with peace activists around the world all play a valuable role in promoting international understanding. I would like to highlight here especially the initiatives launched in the context of the Euro-Arab Dialogue. But of course there are numerous other initiatives worldwide doing admirable work in this connection.



The examples spotlighted in the present brochure provide an impressive picture of these ongoing activities. I would like to express heartfelt thanks to our UNESCO Associated Schools as well as to the German Commission for UNESCO for 60 years of highly effective support for Germany's efforts to promote international understanding and intercultural exchange. On this 60th anniversary I warmly congratulate everyone involved in this good work and wish you all success in the future.

A handwritten signature in blue ink, appearing to read 'Guido Westerwelle', with a long horizontal flourish extending to the right.

*Dr Guido Westerwelle*  
Federal Foreign Minister

## Preface

“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.” This principle of UNESCO, codified in the preamble of its constitution, is not only taught within UNESCO Associated Schools, it is alive in their day-to-day life worldwide. 60 years of UNESCO Associated Schools – that means international understanding, learning together in cultural diversity and experiencing education for sustainable development.

The cornerstone for this truly unique project was laid in 1953. Eight years after the end of World War II and the foundation of UNESCO, 33 schools from 15 countries decided to establish a network of model schools. From this time on, schools and other educational institutions in UNESCO member states contributed to living peacefully together worldwide, not only by thinking about it, but also by actively implementing it in their education. This idea proved to be groundbreaking. Today, more than 9500 schools in 180 countries are actively involved in the network. They are committed to a culture of peace, they promote human rights and democracy education, intercultural and global learning, environmental education and education for sustainable development.

From the very beginning, schools in Germany as well were enthusiastic about the idea of actively shaping peace education. Back then, the Helene-Lange-Schule in Hamburg was the first German school to join the network of Associated Schools. Today, there are about 200 German UNESCO Associated Schools in all 16 federal states. They reflect the great variety of the German educational landscape: numerous types of schools are represented within the network, including nurseries, primary schools and vocational schools. These schools and their collective goal of peaceful understanding among people give continuity to the German educational system which was modified by many changes in the last 60 years. UNESCO Associated Schools have



the reputation of generating innovative ideas and their expertise is in demand nationally and internationally.

The forms of their commitment are diverse and creative. There are theater plays that bring concepts such as climate change and sustainability to life and dance projects that allow people to experience the intangible cultural heritage of Tango – to give only two examples. The international nature of this network makes exchanges and cooperation possible. In the “Baltic Sea Project”, for instance, 200 schools in coastal states of the Baltic Sea work together in order to promote environmental education in the Baltic Sea region. In this long-term project, people work across borders to collectively achieve the goal of sustainable development.

The examples and experiences of the last six decades show that there are no limits to this multifaceted commitment. On a daily basis, children, students and teachers worldwide enrich the UNESCO Associated Schools Network with their creative activities. Today, we can say with certainty that the extraordinary idea to use the UNESCO Associated Schools Network to learn and to teach how to look at the world with an open mind has proved to be very successful.

A handwritten signature in blue ink that reads "Walter Hirche". The signature is fluid and cursive, written in a professional style.

*Walter Hirche*  
President of the German Commission for UNESCO

## Salutations



The UNESCO Associated Schools Network (ASPnet) has over the last years become the largest global network of schools and one of UNESCO's most successful and sustained initiatives. ASPnet was set up in 1953 with 33 schools in 15 Member States in an effort to translate UNESCO's mission in favor of peace into concrete action at the level of schools and over the years it has reached millions of students and teachers worldwide. Today, it involves almost 9600 educational institutions in 180 countries, making ASPnet the most unique network of schools: it comprises all levels of education (from pre-school, primary, secondary, to vocational schools and teacher training institutions), it includes public and private schools, and it is truly present in all regions of the world.

ASPnet is a powerful tool for improving the quality of education by fostering critical thinking, inter-active learning, communication, cooperation, mutual respect and solidarity. It does so by identifying, experimenting and reporting on new educational practices and materials, scaling and multiplying their dissemination and acting as a catalyst for international cooperation by encouraging joint activities, projects and campaigns amongst ASPnet members. Hence, ASPnet responds to the educational needs of children and young people throughout the world, serving 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 and teachers are better-prepared to deal with the present and tomorrow's challenges.

Your ASPnet National Network stands out as one of the best organized and most committed networks, actively participating in the Baltic Sea, the Blue Danube or the World Heritage Education Projects. Its schools have done pioneer work in bringing sustainable development, global consciousness and respect for human rights to the classroom in particularly innovative and lively ways. Many of them have inspired other schools and countries.

On the occasion of the 60th anniversary, I warmly congratulate the German National Network, in particular all the National Coordinators, teachers and students for their outstanding work over so many years. I salute your enthusiasm, dedication and commitment that make you indispensable partners for supporting young people and beyond to become open-minded citizens, motivated to do their part in life towards a better world!

*Livia Saldari*

International Coordination, ASPnet UNESCO Paris

## Introduction

In 1953, UNESCO founded the “Associated Schools Project Network” (ASPnet). 60 years later, we look back on a long period of time filled with diverse educational work, accompanied by political changes. Therefore, this publication can only present a small part of the educational work within UNESCO ASPnet and the German school network.

Was a Second World War needed to esteem the idea of peace and to strive for respect for the rights of all individuals? Against the background of this question, the worldwide school project was brought into being. Since its inception, both learning from history and learning for the future have been intimately intertwined. UNESCO Associated Schools aspire to developing and realizing ideas for a humane and peaceful future.

On the basis of Education for Sustainable Development, they can and will

- spread the idea of peaceful participation,
- help realize the right to education for every child,
- strengthen the idea of participation regardless of ethnic background,
- admit the idea of a society of mutual diversity,
- consolidate the idea of our One World that needs to be preserved in all its diversity,
- spread the idea of common values,
- promote the World Cultural Heritage and World Natural Heritage idea.

School projects for intercultural dialogue require cosmopolitan thinking and a long-term perspective. The International Project Day of the Associated Schools also requires a lasting effort within the UNESCO network; the call for participation is made



in many languages. Workshops are organized, meetings are arranged, ideas are developed together and made available to the public.

Especially the diversified and creative project work in the individual states shows the differences as well as the common ground characterizing the network. The challenges of further educational work within the ASPnet of UNESCO are enormous. Inclusion is one aspect: The UNESCO Associated Schools are on their way to an inclusive form of learning and teaching that is committed to the principle “Education for All in a School for All.”

How can the media become involved? How can they involve people so that peace will prevail in their minds? There will always be open questions in a constantly changing and increasingly mobile world; questions that necessitate new ways of thinking and ideas that challenge our perceptions. UNESCO Associated Schools aim to continue reviving these questions over and over again.

*Brigitte C. Wilhelm*

National Coordinator UNESCO Associated Schools Project

## A JOURNEY THROUGH 60 YEARS UNESCO ASSOCIATED SCHOOLS



*“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.”*

(Preamble to the UNESCO Constitution)



Helene-Lange-Gymnasium in Hamburg

### *1945–1952: Postwar*

- 1945: 37 states sign the Constitution of UNESCO in London on 16 November. Today there are 195 member states of UNESCO.
- 1946: The first UNESCO General Conference takes place in Paris on 19 November.
- 1949: The Federal Republic of Germany and the German Democratic Republic are founded.
- 1950: The German National Commission for UNESCO is founded on 12 May.
- 1951: The Federal Republic of Germany becomes the 64th member state of UNESCO. In the same year, the UNESCO Institute for Education begins its work in Hamburg and the first UNESCO Club in Germany is founded (Berliner Komitee für UNESCO Arbeit e.V.). In 2013 there are 11 UNESCO Clubs in Germany.
- 1952: The General Conference of UNESCO passes the resolution “Education for Living in a World Community,” which calls for an “experimental international school program.”

### *1953–1962: A Beginning Has Been Made*

- 1953: A founding conference for UNESCO model schools takes place in Paris. Representatives from 15 UNESCO member states bring the UNESCO Associated Schools Project Network (ASPnet) into being: Belgium, Federal Republic of Germany, Costa Rica, Ecuador, France, Great Britain, Japan, Yugoslavia, Netherlands, Norway, Pakistan, Philippines, Sweden, Switzerland and Uruguay. Pilot programs for international education are established at 33 secondary schools.
- 1954: The Helene-Lange-Gymnasium in Hamburg becomes the first German Associated School to be accepted by UNESCO in Paris.
- 1955: The GDR starts the country’s National Commission for UNESCO at Humboldt University in Berlin. First contacts with Eastern-European and African states are set up. In December the GDR’s first application to join UNESCO is denied.

- 1958: The German National Commission for UNESCO invites Associated Schools to a working conference in Cologne. In the same year the Institute for Education in Hamburg organizes a European seminar of some significance and publishes several studies on peace education.
- 1960: At the beginning of the sixties, the first vocational school becomes a UNESCO Associated School. The General Conference of UNESCO adopts the Convention Against Discrimination in Education.
- 1961: In Hofgeismar the first Conference of UNESCO Associated Schools is held with Austria and Switzerland participating.
- Building of the Berlin Wall, symbol of German division.



Building of the Berlin Wall

### *1963 – 1972: Trying to Get Closer*

- 1963: After ten years the network has grown and now comprises 91 UNESCO Associated Schools in 42 countries worldwide, including more than 10 schools in Germany. UNESCO decides to admit primary schools to the network.
- 1966: At a joint conference of UNESCO and the International Labor Organization on 5 October, the International Recommendation for the Status of Teachers is adopted.
- 1967: An international conference of UNESCO Associated Schools takes place in the divided city of Berlin.
- 1968: UNESCO initiates educational programs for people with disabilities.
- As part of the movement of 1968, a controversial discussion on educational ideals takes place. For the UNESCO Associated Schools this process results in an essential reconsideration of strategy which paves the way for internationalization and structural changes.
- German Foreign Minister Willy Brandt gives a speech, "Pathways to Peace," at the 15th General Conference of UNESCO in Paris on 6 November. In this speech he develops the idea of a policy committed to the art of political dialogue with people who think differently.
- 1970: UNESCO is in charge of the International Year of Education. In the same year, the Swiss Commission for UNESCO organizes the first European meeting of UNESCO Associated Schools.



Willy Brandt



World Heritage Education



International Understanding

1972: The first German-Polish textbook conference takes place in Warsaw. On 24 November the GDR becomes the 130th member state of UNESCO.

The International Commission for the Development of Education presents UNESCO with its final report titled "Learning to Be."

The Faure-Report paves the way for innovative approaches to international education.

The UNESCO World Heritage Convention is passed. It remains the foundation for World Heritage education at UNESCO Associated Schools today.

The German National Commission for UNESCO and the State Institute for Education in North Rhine-Westphalia organize a teacher training seminar titled "UNESCO Work at School – a Contribution to International Understanding."

### *1973 – 1982: Learning from Experience*

1973: UNESCO's school network celebrates its 20th anniversary with an international conference at which the evaluation study "International Education – Proposals for the Development of a Curriculum at UNESCO Associated Schools" is presented. By this point, 923 Associated Schools in 63 countries participate in the network, including more than 15 schools in Germany.

The GDR founds its own UNESCO Commission. The first UNESCO Associated School to be recognized by UNESCO in the GDR is the Karl-Liebknecht-Gymnasium in Frankfurt/Oder. The school is still actively involved in the school network today. The cooperation between German and Polish schools has always been a main focus.

1974: UNESCO adopts the "Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms." UNESCO's ASP Network receives an essential recognition and perspective from this recommendation.

1976: For the first time, preschools are accepted into UNESCO's ASP Network.

1978: The first International Congress on Teaching Human Rights takes place in Vienna.

1980: The Standing Conference of the Ministers of Education and Cultural Affairs of the Federal Republic of Germany adopts a recommendation for human rights education based on the UNESCO recommendation of 1974.

1982: At the second World Conference on Cultural Policy in Mexico, the definition of "culture" is extended beyond art and literature to lifestyles, fundamental rights and value systems.

### 1983 – 1992: Political Change

1983: In Sofia, a World Congress of Associated Schools is organized on the occasion of the 30th anniversary of UNESCO's ASP Network. The network now comprises 1,672 schools in 81 countries, including almost 25 schools in Germany.

1987: The GDR hosts the first World Congress for Vocational Education in East Berlin.

1989: The Baltic Sea Project is started. This is the first cross-border environmental education project of UNESCO Associated Schools. All countries bordering the Baltic Sea participate.

Fall of the Berlin Wall 1989, GDR joins Federal Republic of Germany on 3 October 1990, from then on known as "German Unity Day" .

1990: In March the first World Conference on "Education for All" takes place in Jomtien, Thailand. A world declaration formulates extended ideas about basic education and long-term goals for international education policy. The program of action demands to reduce the illiteracy rate by 50 percent by the year 2000, and to offer basic primary education for all children. Since the early 90s, the UNESCO pencil is a symbolic representation of these challenges.

The twelve UNESCO Associated Schools from the former GDR become an integrated part of the school network in a reunited Germany. A new name, "UNESCO-Projektschulen," is chosen at the first joint annual conference of German UNESCO Associated Schools.

1991: The Blue Danube River Project starts in Austria; three years later, Germany joins in. Today, this project connects UNESCO Associated Schools from 10 countries bordering the Danube River.

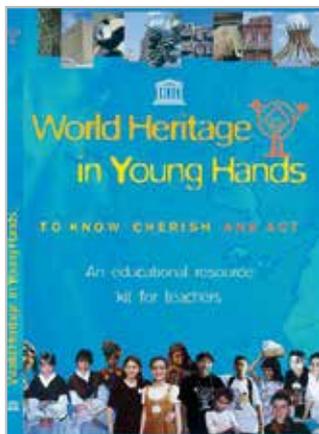
The first edition of "FORUM", the publication of the German Commission for UNESCO, is published. It provides information on developments within the school network.



Fall of the Berlin Wall



Framework for Action "Education for All"



Teaching World Heritage



“Day of Solidarity”

## 1993 – 2002: Towards the Millennium Development Goals

1993: The German UNESCO Associated Schools celebrate their 40th anniversary with a ceremony in Soest, attended by the Secretary-General of UNESCO, Federico Mayor, and National Coordinators from around the world. By now 2,967 schools in 116 countries belong to the UNESCO school network, including more than 70 schools in Germany.

In Trier the first UNESCO Chair is established to implement UNESCO's goals in science and education. Today there are 750 UNESCO Chairs in 134 countries, 10 of them in Germany. Focus areas for research include human rights education, cultural education, world heritage studies and sustainable development. Cooperation between the UNESCO Chairs and the UNESCO Associated Schools is initiated.

1994: UNESCO's Declaration of Salamanca is the first milestone on the road to inclusive education.

German UNESCO Associated Schools initiate the campaign: “Helping Children in Bosnia and Croatia – Schools Take the Initiative.”

The network of UNESCO Associated Schools and the UNESCO World Heritage Center bring the project “World Heritage in Young Hands” to life. The topic of World Heritage is more widely represented in the curriculum.

1996: The Delors Report, “Learning: The Treasure Within,” outlines the challenges for education policy in the 21st century. According to Delors, education includes four fields of learning: Learning to know, Learning to do, Learning to be, Learning to live together.

UNESCO Associated Schools in Germany organize a “Day of Solidarity” on 26 April – 10 years after the nuclear disaster in Chernobyl. The motto reads: “For each other, with each other, living together.” More than 800 schools, within the country and in foreign countries, participate in the International Project Day which has taken place every two years since 1996.

1998: The German Commission for UNESCO, in cooperation with the German UNESCO Associated Schools, the Israeli National Commission for UNESCO and the Palestinian Committee for UNESCO, realizes a teacher-student seminar in Nuremberg on “Human Rights and Peace Education.” The book “How to File Complaints on Human Rights Violations” by Klaus Hübner, the former president of the German Commission for UNESCO (1998-2002), is published and becomes a standard work of human rights education at UNESCO Associated Schools. The German edition is followed by translations into twelve other languages.

The website of the German UNESCO Associated Schools goes online ([www.ups-schulen.de](http://www.ups-schulen.de)).

1999: The German Commission for UNESCO launches "Learning for the World of Tomorrow," a partnership project for schools in which UNESCO Associated Schools from Germany, Spain, Venezuela, Cuba, and the Dominican Republic participate.

The first international Internet project of UNESCO Associated Schools, "Agenda 21 NOW!", gets underway.

2000: The German UNESCO Associated Schools adopt shared guidelines for their individual school programs. The overarching educational goal reads: "Learning to Live Together in a Pluralistic World of Cultural Diversity."

The German Commission for UNESCO organizes the first UNESCO summer school, "Education for Sustainable Development." 200 young people and teachers from UNESCO Associated Schools in 44 countries participate.

The World Education Forum in Dakar adopts the framework for action, "Education for All," emphasizing the importance of education for girls. 164 countries commit themselves to improving the variety and quality of education worldwide by 2015.

2001: The 30th International Student Seminar in Berlin brings young people from several European countries together to work on the topic, "Dimensions of Human Rights."

2002: In response to the attacks of 11 September 2001, the preparations for a continuous Euro-Arab Dialogue begin with the competition project "Euro-Arab Neighborhood – Learning to Live Together" for school newspapers. The students of the Christophorus School in Bonn receive the special prize of the German Commission for UNESCO for their partnership project with a Tunisian institution for handicapped people.

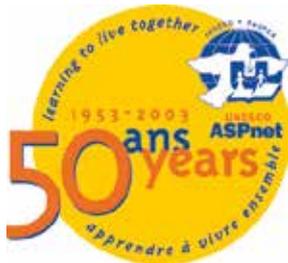
At the 4th International Project Day (theme: "Cultures Meet Each Other – with an Open Mind") the UNESCO Associated Schools publish a manifesto represented by a "Togetherness Tree." The exchange of ideas about human rights, respect, tolerance, getting along with each other peacefully, solidarity, getting to know each other and ecology forms the framework for action.



Internet Conference Agenda 21 NOW!



Euro-Arab Dialogue



Learning for Sustainability



UNESCO Expert Conference

## 2003 – 2013: At the Beginning of the New Millennium

**2003:** At the World Conference of UNESCO Associated Schools in Auckland, the network's 50th anniversary is celebrated and an evaluation program is adopted. The network now comprises 7,400 schools in 170 countries, including more than 115 schools in Germany.

The German Commission for UNESCO initiates the "Mondialogo School Contest" together with UNESCO and Daimler. The competition promotes intercultural dialogue and awareness of cultural diversity.

**2004:** Within the German network of UNESCO Associated Schools, criteria for internal evaluation are developed and put to the test in several federal states.

**2005:** The UN Decade "Education for Sustainable Development" begins. In Germany a National Committee is founded which honors best practice projects every year.

On 5 May the first nationwide UNESCO World Heritage Day takes place in Lorsch. The cloister of Lorsch is one of the first world heritage sites in Germany with connections to UNESCO Associated Schools, promoting student exchange projects with partner cloisters in South Korea, for example.

**2006:** As part of the Euro-Arab cultural dialogue, a seminar for young people and teachers from Arab countries and Europe takes place in Berlin. The topic reads: "How do we shape our future on the basis of different cultures?" The "Berlin Declaration" calls for a committed effort for sustainable development, human rights, cultural diversity and intercultural understanding.

**2007:** A UNESCO expert conference on knowledge acquisition and knowledge transfer examines how information and communication technologies are changing the future of education. There are discussions on new forms of learning, the role of the teacher, the institutional framework and the assessment of competencies.

At the annual conference of UNESCO Associated Schools in Berlin the focus is on "Learning to Live Together – in Cultural Diversity." Topics such as migrants' living conditions, human rights and intercultural learning are discussed. The results of the conference are included in the publication "Migration as Challenge," which presents case studies on the topic and practical examples from UNESCO Associated Schools.

- 2008:* The German Commission for UNESCO, together with the Foreign Ministry, focus their joint work on partnerships with Africa. The UNESCO Associated Schools participate on the school level in Euro-African workshops together with South Africa, Mali and Namibia.
- 2009:* The German Commission for UNESCO organizes the Half-Time-Conference of the UN Decade, "Education for Sustainable Development," in Bonn. The "Bonn Declaration" states: "We need a shared commitment to education that empowers people for change. Such education should be of a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society and decent work."
- 2010:* The first Workshop on World Heritage Education for students of UNESCO Associated Schools in Germany takes place in Hildesheim on "1000 Years of the Church of St. Michael."
- An expert circle for inclusive education is set up by the German Commission for UNESCO.
- 2011:* A Euro-Arab Dialogue workshop in Oman develops a multi-lingual publication, "We Have A Lot to Tell Each Other."
- 2012:* The motto of the 9th International Project Day of the UNESCO Associated Schools is "Beyond My Plate – World-Conscious Eating and Living." It focuses on what it means to be concerned with what we eat and how we live.
- The 40th anniversary of the German-Polish Textbook Commission is celebrated in Braunschweig at the Georg Eckert Institute for International Textbook Research.
- 2013:* For the 60th anniversary of the UNESCO ASP Network an international forum meets in South Korea. The German UNESCO Associated Schools celebrate this anniversary together with international guests at a conference on "Mobility" in Karlsruhe. Today, 9,600 schools in 180 countries participate in the UNESCO network. With more than 215 participating schools, Germany is one of the most active countries.



World Heritage Workshop in Hildesheim



Conference on Mobility

## FLAGSHIP PROJECTS

### *Baltic Sea Project*



THE BALTIC SEA PROJECT

The Baltic Sea Project is a cross-border school project of UNESCO

Associated Schools from Finland, Sweden, Denmark, Germany, Poland, Lithuania, Latvia, Estonia and Russia. In 1989 the Baltic Sea Project was founded – back then, Estonia, Latvia and Lithuania were still part of the USSR, Poland, too, was a country of the Eastern bloc.

Not only has the political situation changed since 1989, the Baltic Sea Project has developed further; while environmental education is still the focal point of the project, the perspective has broadened towards a holistic education for sustainable development. Moreover, a special focus is placed on intercultural learning between these nine very different, exciting Baltic Sea countries.

[www.b-s-p.org](http://www.b-s-p.org)



### *Blue Danube River Project*



The “Blue Danube River Project” (BDRP) was started by UNESCO in 1991. The Danube River connects ten European bordering countries from its source in the Black Forest to the Black Sea via the Danube Delta, offering a special opportunity for the UNESCO Associated Schools to engage in intercultural cooperation.

Main topics of the project are the historical and political understanding among nations and the way people deal with their different cultural heritage, always bearing in mind the aspect of sustainability for the environment and nature. The BDRP focuses especially on topics such as the effects of climate change on the natural habitat of humans, animals and plants along the Danube River.

## *Agenda 21 NOW!*



In 1992, the World Conference of the United Nations in Rio de Janeiro passed the Agenda 21. 179 states agreed on these basic principles of sustainability for the 21st century. Against this background, the idea of the "Agenda 21 NOW!" project was developed in the late nineties.

"Agenda 21 NOW!" is an educational project that offers students the opportunity to participate once a year in an international Internet conference. Thousands of young people from all over the world meet for 24 hours online to discuss urgent questions of our times. As a result, they work out a resolution and present it to the public.



[www.agenda21now.org](http://www.agenda21now.org)

## *Tri-National Workshop on Human Rights Education*

Between 2010 and 2012, the UNESCO Associated Schools organized tri-national workshops on human rights education in Israel, Canada and Germany. The workshop in 2010 was about the historic dimension of the idea of human rights. In 2011 the focus was on the reappraisal of human rights violations.



At the 2012 workshop in Winnipeg/Canada, where the opening of a human rights museum is planned for 2014, hundreds of students participated. They took up an individual case: The person identified was the blogger Malala Yousafzai, who was severely injured by an attack of the Taliban in October 2011. On 12 July 2013, her 16th birthday, she gave a speech at the UN Youth General Assembly. In her speech, being a student herself, she demanded education for all girls and boys worldwide: "One child, one teacher, one book and one pen can change the world."

## *Euro-African Dialogue*

The Euro-African Dialogue was initiated by the German Coordination of the UNESCO Associated Schools Project in 2009, as a contribution to the implementation of the UN Decade “Education for Sustainable Development” (2005–2014).

A Euro-African dialogue among ASPnet schools finds expression in many different ways:

- as part of a cultural project workshop in Namibia, creating a cookbook together,
- in a joint agricultural project in Kenya, planting, cultivating, harvesting and trading Macadamia nut plants,
- in a social cooperation project with South Africa called “Each One Teach One”,
- in a health project, providing information on AIDS,



- in a network being fostered with schools in Ruanda, reappraising the genocide in Ruanda,
- in a project on cultivating and trading coffee from Ethiopia,
- in a seminar on the importance of water supply in Tanzania.

All these school projects have common experiences and aspirations that include encounters on a level playing field: learning from each other and with each other.

## *Euro-Arab Dialogue*

Every region in the world has – in an increasingly globalized world – the opportunity to get in touch with other regions. The Internet creates short distances which sometimes become too short for meaningful dialogue. This communicative proximity not only results in questions but also demands openness for differences and commonalities. That is why personal encounters between young people who are confronted with these challenges are so important.

The Euro-Arab Dialogue of the UNESCO Associated Schools was established in 2002. International workshops and seminars promote contacts and cooperation between students and teachers from Europe and the Arab world. These meetings reduce prejudices, encourage changes of perspective, help to develop differentiated insights into other cultures and strengthen the worldwide school network. Workshops on fairy tales



reinvent identities, media workshops intensify the exchange, and cultural events facilitate understanding. Long-term cooperation thus fosters partnerships and friendships among different cultures and religions.

## *International Project Day*

The UNESCO Associated Schools confront the challenges of the future. They act with an open mind and in solidarity. It was also an act of solidarity which initiated the International Project Day of the UNESCO Associated Schools.

On 26 April 1996 – 10 years after the reactor disaster of Chernobyl – the first International Project Day was organized. After this catastrophe, the time had come for a cross-border perspective, in order to find sustainable solutions for those dangers and problems that we are confronted with worldwide today.

Against this background, the German UNESCO Associated Schools, together with their international partner schools, organize an International Project Day every two years. The current focus of the Project Days is decided by the school network; the topics are oriented by the central themes of the UNESCO and the results are presented publicly.



### **THEMES OF THE INTERNATIONAL PROJECT DAYS**

1996	"10 years after Chernobyl" – Day of Solidarity
1998	"50 Years Universal Declaration of Human Rights"
2000	"Sustainable Development – Paths to a Culture of Peace"
2002	"Cultures Meet Each Other – with an Open Mind"
2004	"Water, Elixir of Life – Problems, Conflicts, Chances"
2006	"Sports for Life: Fit – Peaceful – Fair – for One World"
2008	"Next to Each Other – with Each Other – Finding a Home: How Much Integration Do We Need?"
2010	"Our Actions – Our Future"
2012	"Beyond My Plate – World-Conscious Eating and Living"
2014	"The Earth as World Heritage – Speak Up for Diversity"

## UNESCO ASSOCIATED SCHOOLS IN THE FEDERAL STATES

### Baden-Wuerttemberg



#### GLOBAL LEARNING IN FOCUS

The UNESCO Associated Schools network in Baden-Wuerttemberg sets priorities in the areas of human rights education, democracy education and values education. The UN decade of "Education for Sustainable Development" strongly brought the goal of global learning and of an ecologically, economically and socially sustainable development back into the schools' focus.



#### VALUES TO LIVE BY

During a workshop at Geschwister-Scholl-Schule the idea for a "Calendar of Values" was born. The calendar can be found in every classroom, each month another value is addressed: honesty, tolerance, patience, consideration, friendship, self-command, appreciation, awareness, peaceful togetherness, helpfulness, reliability, sense of responsibility. The calendar of values inspires discussions and activities. By now, there is even a "value-team" at school which deals with the question as to how these shared values can lastingly be incorporated into the school's day-to-day life.

#### INTERCULTURAL EXCHANGE

Projects on cultural exchange with partner schools in Bolivia, Ghana and India have been intensified. A new partnership with the Lakota Waldorf School in South Dakota (USA) is growing. The central question here is how the Waldorf pedagogy can contribute to the revitalization of the indigenous culture.



#### EDUCATION FOR SUSTAINABLE DEVELOPMENT

The goals of the UN decade "Education for Sustainable Development" are implemented in many creative projects at the schools. Topics include: "Fair Trade", "Junior Company: Doing Business for Ourselves and Others" or "Fair IT: Information Technology for All". A climate protection project is called "Saving Energy for Polar Bears": Together we all save energy, so that the polar bears, serving as the symbolic figures, don't fall through the melting ice under their paws. Students motivate each other to collect as many valuable "blue paws" as possible.

## Bavaria

### DIVERSITY AS CHANCE

The day-to-day life at many Bavarian schools is shaped by cultural diversity. Out of the 1.4 million Bavarian students, about 12 percent have an immigration background. The growing heterogeneity of the student body entails chances and challenges for all those involved.



### INTERCULTURAL COMPETENCE

The UNESCO Associated Schools are committed to intercultural learning. They foster the positive approach to cultural and language diversity. Consequently, the Bavarian UNESCO school network participated in the Internet portal "Intercultural Competence" by the State Institute for Education (ISB) in Bavaria. The portal offers teachers plenty of information, ideas and good-practice examples on intercultural learning as well as on the learning field "Global Development".

### "EURO-AFRICAN YOUTH ACADEMY"

The Bavarian UNESCO Associated Schools actively implement the guidelines of the "Orientation Framework for Global Development" and participate in the Euro-African Youth Academy 2013 in Tanzania. The Youth Academy is part of the three-year German-African education program COMENGA, which is realized by the foundation Partnership with Africa as part of the initiative for Africa by the Federal Ministry for Economic Development and Cooperation. The initiative follows the approach: listening, learning, understanding and acting in fair cooperation.



### OLD AND YOUNG

The exchange between the generations is also encouraged in UNESCO Associated Schools: "Old and Young" is the name of a project in the non-core subject Social Learning at the Ludmilla-Real-schule. It shows in an exemplary fashion, how a very special learning situation can originate from the contact



between old and young people. From this relationship with the old people, the youths learn empathy, the ability to compromise and respect for the older generation.

## Berlin

### CHANGING CITY

The work of the UNESCO Associated Schools in Berlin has always been shaped by the changing social, political and educational developments of the city. In the 60s, the city got divided, in the 70s, there was an integrated school movement, and in the 80s, the influx of families of very different cultural backgrounds brought new diversity to the city. The city as well as the schools became vitalized. After the fall of the Berlin wall in 1989 and the reunification of the divided city, there were important developments in the educational sector, so that both European languages as well as the international makeup of the student body in UNESCO Associated Schools increasingly gained significance.



### SCHOOL AS PUBLIC SPACE

Since 1990, the contact between all UNESCO Associated Schools in this city – which was growing together – was broadened and intensified. In this way, the UNESCO idea is accounted for – true to the motto: “Living Together in Diversity – Crossing Borders”. The UNESCO ASPnet facilitates diverse contacts and joint activities, realized publicly by students. Whether it is about an education campaign, the commitment for human rights or theater performances – the school network opens up the public space for these activities.

### INTERCULTURAL DIALOGUE

From the start, the Berlin school network developed multiculturally. Joint reading competitions, participating in international literature festivals and working on the topic “Water: Elixir of Life” foster intercultural dialogue.



### DECADES OF HUMAN RIGHTS EDUCATION

For more than 40 years, international UNESCO student seminars on the subject of human rights take place in Berlin on a regular basis. The idea: learning about democracy outside of school with more time and space. 28 young people from nine countries took part in the Berlin seminar on human rights education in 2012. The students bring their experiences, views, opinions and information from their country and their environment to the seminars and discuss them with their peers.

## Brandenburg

### COOPERATION WITH THE NEIGHBORING COUNTRY POLAND

The geographical location of Brandenburg, on the border with Poland, results in a close cooperation between the UNESCO Associated Schools in both countries. Even primary schools cultivate contacts with Polish partner schools. Students learn the language of their neighbor, together they organize school exchange programs. In 2012, the Karl-Liebknecht-Gymnasium in Frankfurt/Oder celebrated the 20th anniversary of its "German-Polish School Project". This school provides an opportunity for their students to study Polish as a foreign language and for Polish students to take the exams for the German Abitur.



### "CITY, COUNTRY, RIVER: SUSTAINABLE DEVELOPMENT"

In 2011, the Brandenburg school network hosted the Germany-wide annual conference of the UNESCO Associated Schools on the topic "City, Country, River: Sustainable Development – local and global". Here as well, the location of the conference in Frankfurt/Oder was used for an intensive exchange with the neighboring country Poland. Irena-Agata Szysko, from the Polish Ministry of Education, delivered the opening address of the conference. In these workshops, joint school projects on the UN decade of "Education for Sustainable Development" and its annual theme "City" were developed. One workshop, under the motto "We Explore Heinrich von Kleist's Home Town", engaged with the cultural heritage of the city of Frankfurt/Oder. Part of this workshop was a visit to the Kleist Museum.



### "ONE WORLD BANQUET TABLE"

In order to publicly call attention to the goals of the UNESCO, Brandenburg's Associated Schools regularly participate in the UNESCO Project Day. With regard to the topic of the Project Day in 2012, "World-Conscious Eating and Living", the students came up with a special event: In front of the Frankfurt/Oder city hall, they built a large "One World Banquet Table" and offered dishes made with organically produced and fairly traded ingredients. At information stands and with artistic performances the public's attention was drawn to the ecological, cultural and developmental aspects of the topics of food and eating in order to motivate people to take action.

## Bremen

### OVERCOMING POVERTY

Education is the best way to overcome poverty. Therefore, UNESCO Associated Schools in Bremen support schools in developing countries. The partnership with a school in Carnavi, Bolivia, exists for more than ten years now. With their project, students from the Oberschule an der Lerchenstraße help realize the right to education for all. They collect donations for Bolivian schools and in addition to that they also support the local orphanage "Casa de Esperanza".



### "CULTURAL COCKTAIL"

In the project partnership "Cultural Cocktail", UNESCO Associated Schools from Bremen cooperate with schools in Bulgaria, Latvia, Poland, Portugal, Romania and Turkey. At the heart of this project there is the understanding of the cultural and language variety in Europe. A good impression of this "Cultural Cocktail" is conveyed by the dance theater which connects the colorful and diverse cultural traditions – dances, songs, instruments, humorous characters and games for children. The youngest participants of the project are primary-school students from Portugal, the oldest students come from a school for mentally handicapped students in Poland. They delivered wonderful contributions and staged humorous sketches.



### PARTNER SCHOOL IN NAMIBIA

The Wilhelm-Kaisen-Schule has a partner school in Usakos, Namibia, and helps with money and book donations. Besides studying, leisure time activities, such as arts and crafts, sports and dancing, also play a crucial role. Everyone takes part. Boys knit, girls play football and all, without exception, like to sing loudly and in tune.



## Hamburg



### MULTICULTURAL SOCIETY

The Helene-Lange-Gymnasium in Hamburg is the oldest UNESCO Associated School in Germany. The school is part of the international network since 1953. After World War II, there was first a focus on intercultural learning with many encounters and exchanges on the European level. Today, the cooperation of the network encompasses schools on all continents.

The multicultural society of an open-minded world city like Hamburg with its international harbor is reflected in the students of the five UNESCO Associated Schools in Hamburg. All schools are especially committed to human rights, integration and intercultural understanding as well as the protection of the environment.



### GLOBAL LEARNING

The intensive partnership with Kiluvya Secondary School in Tanzania is exemplary. The approach of global learning is especially important for this partnership. To begin with, this means getting to know each other through mutual visits. Moreover, joint cooperation projects intensify the partnership, be it conducting an intercultural photo workshop or staging a theater performance. In school partnerships young people learn that solidarity knows no borders. It is in line with this, that UNESCO Associated Schools participated in the "Red Hand Day" and thus showed their solidarity with children in Africa, speaking up against the abuse of children as child soldiers.



### STUDENTS TAKE RESPONSIBILITY

In projects such as "The Ecological Footprint", young people commit themselves to climate protection. In projects on fair trade they deal with sustainable consumer behavior. This social commitment also becomes apparent in cooperative projects with the "Hamburger Tafel", providing food to people in need, or in donation projects in support of "Schools for Africa" or the "Millennium Villages in Peru".

## Hesse

### CRITICAL THINKING THROUGH VALUE EDUCATION

Education has to convey democratic core values, a sense of responsibility and the importance of critical thinking skills. It is part of the credo of the UNESCO Associated Schools in Hesse that students learn to critically develop their own point of view, instead of just moving with the "mainstream" or following certain trends. This requires knowledge and open-mindedness as well as the engagement with history.



#### "SEARCHING FOR TRACES WORKING GROUP"

In order to preserve the story of the victims of National Socialism, students from the Wöhlerschule in Frankfurt established the "Searching for Traces Working Group". A memorial garden is there to remember the former Jewish students who had to leave the school just because they were Jews, who were discriminated against, persecuted and murdered. In the memorial garden of the Wöhlerschule their names are engraved in stone.



#### "MEMORY OF THE FUTURE"

The Project "Mémoire de l'avenir" brings young people from Germany, France, Israel, Palestine, Senegal and Turkey together through communication about and with images. The project was initiated by the Israeli artist Margalit Berriet. Four Associated Schools from Hesse participate in this dialogue project. In workshops the young people create objects of art, performances, collages and videos on topics such as "identity", "origin", "tolerance", "gender roles" and "future". Here, the students let their different cultural backgrounds become part of the art objects, so that an intercultural dialogue develops. Every year, the project culminates in a joint exhibition in Paris by all participating schools.



#### THE "PEACE DOVE" PROJECT

The "Peace Dove" Project was initiated by the artist Richard Hillinger who created 30 golden doves on the occasion of the 60th anniversary of the Universal Declaration of Human Rights. Every single dove represents one of the 30 articles of the Human Rights Declaration. The Edith-Stein-Schule in Darmstadt acquired one of the peace doves; it is passed on from one class to the next. For a week, the class with the peace dove focuses on human rights and documents their work in a log book.

## Mecklenburg-Hither Pomerania

### FRIENDSHIP WITH INDIA

The Jawaharlal-Nehru Schule in Neustrelitz was recognized as the first UNESCO Associated School in Mecklenburg-Hither Pomerania in 1983. The school's name already points to the international profile of the school. When the school was given its name on 6 February 1973, it received a message of greeting from Indira Gandhi, the prime minister of India and the daughter of Nehru. Ever since, the Indian government every year invites one student from the Nehru-school to a two-week trip to India.

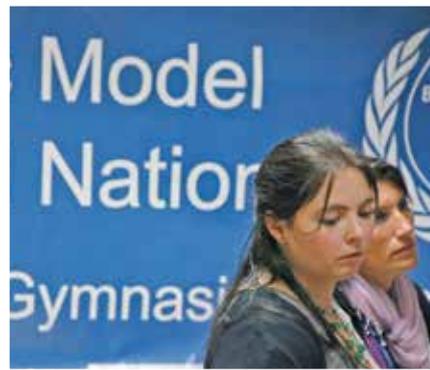


### INTERNATIONAL SCHOOL PARTNERSHIPS

The UNESCO Associated Schools in Mecklenburg-Hither Pomerania foster international understanding through regular student exchanges. For instance, there are intensive partnerships between the "Anne-Frank" school in Tessin and the Gymnasium Siguld in Latvia as well as a Finnish school in Espoo. Moreover, the Gymnasium Wittenberg regularly organizes youth encounters in cooperation with their Polish partner school.

### MODEL UNITED NATIONS

The Innerstädtische Gymnasium Rostock regularly takes part in the "Model United Nations": Following the example set by the United Nations, international conferences are simulated at which the young people can discuss current topics of world politics. Since 2008, the school in Rostock organizes the "International Baltic Model United Nations Conference" ([www.balmun.de](http://www.balmun.de)).



### THE „OSTSEEKINDER“

The name of the elementary school "Ostseekinder" ("Kids of the Baltic Sea") in Rostock is clearly programmatic. Many projects deal with the protection of the Baltic Sea coast, with its water cycle and the preservation of the natural resources. In a creative way, these topics are taken up in the environment-musical "Pablo the Little Raindrop". In 2012, the musical celebrated its premier at the national conference of the UNESCO Associated Schools, which focused on the "Baltic Sea as an Educational Resource".

## Lower Saxony

### YOUTHS REINTERPRET SCHUBERT

On the occasion of the 60th anniversary of the UNESCO Associated Schools network, the Associated Schools in Lower Saxony put a special musical emphasis: A performance project is staged for the first time that reinterprets Franz Schubert's song cycle "Winterreise" ("Winter Journey") from the present times' perspective of young people. In 2013, this project will be realized in cooperation with the school of music in Lüneburg and the city's theater. The premier is planned for March 2014.



### PRESERVING MEMORIAL SITES FOR THE FUTURE

There is a new project, supported by the EU, which paves the way for the future work on memorial sites: "Deprivation of Rights as Life Experience" reads the title. The memorial sites Bergen-Belsen in the Netherlands, Auschwitz in Poland and Perm 36 in Russia participate. In 2014, the first teacher training seminars are expected to take place. They will focus on the question of future work on memorial sites from the schools' perspective.

### WORLD HERITAGE WORKSHOP

World heritage education remains a main focus of the UNESCO Associated Schools network in Lower Saxony. In April 2010, students from several states met in Hildesheim for the first time in order to participate in the project "World Heritage in Young Hands". The young people not only learned about the significance of the St. Michael's Church as a world heritage site. They also developed new ideas and perspectives as to how the young generation can contribute to the lasting protection of the world heritage.

### EURO-AFRICAN YOUTH ACADEMY

A second important impulse comes from the Euro-African Youth Academy at the "One World Secondary School Kilimanjaro" in Tanzania. The Youth Academy is an integral part of the school. The academy is organized in cooperation with the UNESCO Associated Schools networks in Bavaria and Schleswig-Holstein and it is supported by the state chancellery of Lower Saxony and the foundation "Partnerships with Africa". About 50 young people from Germany, Tanzania and Kenya will develop project ideas at the academy that relate to the Millennium Development Goals. Subsequently, in "Visions for the Future" Workshops these project ideas will be put in a broader context and at the same time they will be brought "from head to heart" by artistic means. Among other things, there is also a "Kisangara-Songbook" planned, which sparks dialogue between European and African musical traditions.



## North Rhine-Westphalia



### WORLD-CONSCIOUS EATING AND LIVING

“Looking Beyond My Plate – World-Conscious Eating and Living” – that’s the motto of the 9th International Project Day of the UNESCO Associated Schools in 2012. The Associated Schools in each state are responsible themselves for the organization of the Project Day. North Rhine-Westphalia decided to have a central event at Pascal-Gymnasium in Grevenbroich, at which all UNESCO Associated Schools from North Rhine-Westphalia had the chance to present the results of their work in the presence of the state’s minister of education. A large variety of ideas on the topics of eating and food were presented as well as dance and theater projects, which resulted from the cooperation between schools and gave an impression of the creative work at UNESCO Associated Schools.

### CHANGE THROUGH CULTURE

The social changes in the Ruhr district are the subject of a UNESCO Associated Schools conference in Essen. The Ruhr district is a melting pot of cultures and an exemplary region for the development from an industrial area to an innovative cultural metropolis. The world heritage site Zeche Zollverein in Essen is a symbol for this “Change through Culture”. As part of the conference, a student camp is planned at which students from North Rhine-Westphalia can engage with these social changes and the region’s sustainable development on site, using the example of the renaturation of the river Emscher.



### “TEACH GLOBAL!”

The exchange program “easyGo-easyCome” by the association for fair education puts students of education in touch with partner schools in Africa, Asia and Latin America for internships. Together with for fair education, the association The Global Experience, founded by a group of students at Schillergymnasium in Münster, initiated the project “TEACH GLOBAL!” This project introduces the students’ experience abroad into the active school work in Germany. Moreover, “TEACH GLOBAL!” develops new online-based projects between classes in Germany and schools in Africa, Asia and Latin America.



## Rhineland-Palatinate

### SHAPING THE FUTURE

In Rhineland-Palatinate 17 schools and one day care centre participate actively in the UNESCO Associated Schools network. All these schools identify with the goals of the UNESCO. The shared motto reads: "Shaping the Future". The UNESCO Associated Schools strive to make young people fit and competent so that they can succeed in life. The adolescents learn to think out of the box and to be open to new ideas. Open-mindedness, tolerance and solidarity are attitudes that have great "sustenance". These schools consciously take in impulses from other cultures. That's why the world heritage idea is strongly anchored in the classrooms.



### WORLD HERITAGE DAY IN NORKEN



At the World Heritage Day in Norken on 20 June 2013, the adolescents set a clear sign as to how important the preservation of both the World Cultural Heritage and the World Natural Heritage are to them. The World Heritage Day showed that the school network in Rhineland-Palatinate stands on a solid basis. More than 400 students from UNESCO Associated Schools took part in this network meeting.

This network is symbolized by an oak tree, which was planted on World Heritage Day on the occasion of the 60th anniversary of the UNESCO Associated

Schools Project Network. All Associated Schools within the state of Rhineland-Palatinate participated in this tree-planting event, in order to collectively create a "UNESCO-park". As part of the World Heritage Day, 14 projects were realized on the topic of "Experiencing Nature and Culture in Westerwald".

The World Heritage Day, however, did not mark the end of a project. Rather, it was a beginning, an impulse and a stimulus in order to give the UNESCO World Heritage an even greater prominence and to preserve the common heritage of all people for the future.

## Saarland

### RUN FOR SOLIDARITY

In Saarland nine schools participate in the UNESCO Associated Schools network and maintain close partnerships with schools in other countries. Especially with regard to the school partnerships, it becomes apparent what solidarity means, such as helping to build schools in developing countries. During the "Run for Solidarity" on UNESCO Project Day 750 young people put their running shoes on. This event generated more than 2500 Euros in donations for the partner school Rio Tinto in Zimbabwe.

### PROJECT WEEK ON SUSTAINABILITY

Education for Sustainable Development is also a main focus at the Technisch-Wissenschaftliches Gymnasium (TWG) in Dillingen. During the TWG's project week, the entire school community engaged with the topic "sustainability", while every school subject contributed in its own way. Hence, there were projects on sustainable cosmetics, on biodiversity or on the issue of "bio fuels". In a simulation game the students dealt with the decision making processes on the EU level in regard to energy and climate policy. Finally, they had the chance to address a member of the European Parliament with critical questions on the EU's climate policy.



### MODEL SCHOOL FOR GLOBAL LEARNING

The Integrierte Gesamtschule in Dillingen cooperates with the Network for Development Policy Saar as a "model school for global learning." This means that experts, who work for the network's partners, organize workshops on global learning at this school. In line with Education for Sustainable Development the students are made aware of the global questions of the future. Thus, topics such as poverty, migration and climate protection find their way into the classroom.

### "CONCERT DES LYCÉES"

At the "Concert of the Secondary Schools", one can experience the power of music to bring peoples together, when more than 200 young instrumentalists and choir singers from France and Germany get on stage. In 2005, the Warndt-Gymnasium established this music project together with five French schools. Every year a challenging piece from the choir and orchestra literature is practiced and staged in three concerts. Venues are the Concert Hall Arsenal in Metz, the Carreau Wendel in Petite-Rosselle and the world heritage site Völklinger Hütte.



## Saxony

### YESTERDAY AND TODAY

In GDR times, it was rather unusual for a school to be part of the UNESCO network. In 1976, the Käthe-Kollwitz-Gymnasium in Zwickau became the first Saxon UNESCO Associated School. The Sorbische Mittelschule Ralbitz followed in 1984 and the Paul-Robeson-Schule in Leipzig in 1987. Today, eleven schools in Saxony are officially recognized as UNESCO Associated Schools and two additional schools participate in the Saxon network. At the annual regional conference, the Saxon Associated Schools decide on the focus areas of the UNESCO work within their network.

### SAXON STUDENTS' CAMP

Since 1994, every year Saxony hosts the long established students' camp. At the camp, which lasts several days, the network idea of the UNESCO Associated Schools comes to life. Here, the young people can socialize and exchange experiences. In workshops they work together on topics such as "Environment in the City" or "Living Diversity" and develop ideas as to how these topics can be incorporated in class. The participants thus act as mediators. That way, the results of the network meetings become part of the schools' day-to-day practices and enrich the educational work.

### ON THE WAY TO INCLUSIVE EDUCATION

Inclusion is a very important issue at UNESCO Associated Schools. The Carl-von-Linné-Schule in Leipzig started a pilot project on inclusion in cooperation with the Lindenhofschule, a special-needs school for mentally handicapped students, and thus demonstrated that inclusive schools can work. The school presented the experiences from this project at this year's regional conference of the Saxon UNESCO Associated Schools network.



### TENTH "RAIN FOREST RUN"

In 2013, already for the tenth time, the "Rain Forest Run" was organized. Originally, the Marie-Curie-Gymnasium in Dresden came up with this idea. It is the goal of this project to protect the rain forest, as it is endangered by massive deforestation. The plan is simple: Collecting money and buying rain forest! Through this sponsorship run and other donation activities the students in Dresden have already collected more than 100,000 Euros.



## Saxony-Anhalt



### SCHOOL PROFILE MANAGER

At the UNESCO Associated School in Aschersleben there is a permanent group of ten students who work as “profile managers” on the school profile, according to the peer-education approach. In workshops, which they carry out themselves, older students introduce students from classes 5 and 6 to the “UNESCO school profile.” From year to year, younger members take on more challenging tasks and thus grow into the school profile work. The profile managers also play a crucial role at the annual school profile week by planning and realizing different workshops and other events on UNESCO topics.



### INTERCONNECTED TANZANIA PROJECTS

In three interconnected Tanzania projects, UNESCO Associated Schools in Saxony-Anhalt cooperate in the area of international education. Each of the three participating schools independently coordinates a school sponsorship, a student exchange project or a project on peace education. The main idea here is that the experiences from the international project work become part of the day-to-day life in the classroom. That way, the principles of the UNESCO – tolerance, global learning and peace education – are lastingly rooted in schools. At the same time, it is important to do justice to the specific needs of the different types of school by putting an emphasis on joint experiences, parent participation and activity-oriented work.



### “LIFE WORLD” PROJECT

The Agricolagymnasium in Hohenmölsen fosters inclusive education through the integration of students with special learning needs. An important part of this is the extracurricular project “Life World,” which the UNESCO Associated School participates in since 2006. The students support children with learning disabilities with their homework or in special tuition classes, look after people with disabilities, help in hospitals and nursing homes or run sports groups for children. Through their social commitment the students develop both respect and tolerance in living together with people who appear to be “different.”

## Schleswig-Holstein

### ENVIRONMENTAL EDUCATION AT THE BALTIC SEA

Because of their special location, the UNESCO Associated Schools in Schleswig-Holstein are closely connected with the other coastal states of the Baltic Sea. Almost all schools in Schleswig-Holstein are actively involved in the "Baltic Sea Project." All in all, about 200 UNESCO Associated Schools in nine countries cooperate within the network of this UNESCO flagship project on education for sustainable development.



### GERMAN SCHOOL PRIZE 2013

For years now, the Anne-Frank-Schule in Bargteheide does exemplary work as an inclusive school and puts the UNESCO guidelines into practice. Children with learning disabilities and highly gifted children learn together. More than half of the girls and boys manage to achieve a higher school-leaving qualification than the one that was stated in their elementary school recommendation. For nine years now, no student has left school without a school-leaving qualification. At the Anne-Frank-Schule, students don't have to repeat a year, they may not be reassigned to a different grade level during the school year and there are no other forms of sorting out. For its exemplary work, this UNESCO Associated School was awarded the German School Prize 2013. Chancellor Angela Merkel presented the school with the award.

### AN INCLUSIVE, TWO-TRACK SCHOOL SYSTEM

Like the Grund- and Hauptschule Flensburg-Weiche, located directly on the border with Denmark, all the other UNESCO Associated Schools in Schleswig-Holstein are largely guided by the Scandinavian school model as far as education policy is concerned. Here in the north, schools are on their way to an inclusive, two-track school system, which leads from the elementary school to two different forms of secondary school. In inclusive classes, children are taught in almost all subjects by two teachers at the same time, that includes a differentiation that may only be an internal differentiation. Thus project-oriented work is promoted and the diverse activities of the UNESCO Associated Schools in Schleswig-Holstein "automatically" become inclusive.



## Thuringia

### PARTNER SCHOOLS WORLDWIDE

The network of the UNESCO Associated Schools in Thuringia comprises eleven schools – including a primary school, three regular schools, six secondary schools and one vocational school. Their UNESCO work is as diverse as these types of schools. All schools have partner schools in many countries worldwide.



### SCHOOL PROFILES

The Salzmannschule in Schnepfenthal is a special secondary school for languages, which provides students from all over Germany with a special language education, for example, in Arabic and Chinese.

The Staatliche Berufsbildende Schulzentrum Jena-Göschwitz is the largest institution of its kind in Eastern Thuringia. It has active contacts with vocational schools within and outside of Europe and provides teachers as well as students with practice-oriented exchanges of experience.

Musikgymnasium Schloss Belvedere in Weimar offers an education to musically highly gifted students. The students take part in numerous performances and international music competitions and thus learn about other cultures. With charity concerts they support aid projects on a large scale.



### FROM DEMOCRACY EDUCATION TO DRINKING WATER PROTECTION

Students engage intensively in projects regarding human rights, democracy and tolerance. On excursions to the Buchenwald concentration camp, the youths deal with ideas regarding Fascism. At some schools active environmental groups support the conservation of nature and the preservation of biodiversity at the UNESCO Biosphere Reserve Vessertal. Extending these ideas, last autumn, there was a joint project day on the subject of drinking water that took place at the largest drinking water barrage in Western Thuringia.

## EVALUATION OF ANNUAL REPORTS

How can we represent all those creative, communicative, innovative ideas that are initiated, realized and presented during a school year, so that the goals of the UNESCO are made clear, so that the projects' powerful impulses captivate people, so that the appreciation of the documented work is expressed?

At first, UNESCO Associated Schools sent detailed written annual reports. Nowadays, however, online communication facilitates the distribution and transmission of the reports and thus obtains the characteristics of an interactive virtual archive. The UNESCO focus areas in the schools' annual reports are thematically documented point by point and made available to the school network in the different states in the form of mind maps. This evaluation can be seen as a first step on the way to a comprehensive online archive which will be developed in the time to come.

An exemplary mind map on the diverse approaches to world heritage education may provide an impression of this form

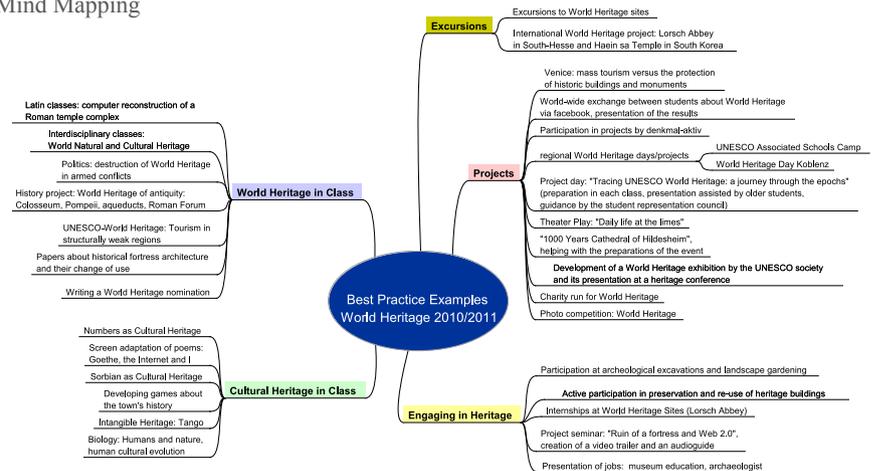
of evaluation. Learning at school and outside of school, traditional subject-related and interdisciplinary learning, curricular as well as extra-curricular learning, creative and experimental new forms of teaching: all that is illustrated by the mind map.

Schools receive impulses, give critical remarks and thus contribute to a lively educational report that reflects the experiences and realities in day-to-day school life. These reports illustrate the motto

“think globally – act locally” and underline the benefits of the ASP network.

In exchange with partners of the worldwide network, the German UNESCO Associated Schools develop teaching concepts in order to pass the peace policy ideals of the United Nations on to other schools. Values and norms of international education policy thus find their way, through the educational level, into the German school system.

### Mind Mapping



## FUTURE PROSPECTS



Education essentially lays the foundations for chances in life. Not every student leaves school with a university entrance qualification but as often as possible with a qualifying school-leaving certificate. In 2013 one UNESCO Associated School obtained the German School Award; at that school during the last nine years no student left school without a school-leaving certificate. For as long as this prize has been awarded, UNESCO Associated Schools have often been nominated. National and international openness for contacts and themes of a peaceful dialogue guide all levels of communication and action for everyone involved in education at UNESCO Associated Schools. The basic principal “think globally – act locally” is more effective than ever, as the digital age brings us closer together.

Since the Declaration of Salamanca (1994) the term of inclusion has been interpreted differently. Following the interpretation of UNESCO inclusion within the field of education means that all people should have the same opportunities to benefit from high quality education and to develop their potential – regardless of special learning needs, gender identity and sexual orientation, social and economical preconditions. Inclusion means: “Education for All at One School for All”. The UNESCO Associated Schools are on their way to realize this requirement regarding content as well as in their organizational structure.



Educational work at UNESCO Associated Schools is guided by the priorities set within the individual federal states, within Germany but also within the diverse international educational network. UNESCO work is characterized by the idea of sustainability, respecting and preserving both nature and culture; it mirrors openness, commitment, a sense of responsibility, creativity, the challenges among generations, and the diversity of cultural encounters, always united by the UNESCO principle – today as well as 60 years ago:

*“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.”*

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