

2021

JOINT CASE STUDY REPORT ON THE FUTURES OF EDUCATION

The Futures of Education that We Want: From the Perspectives of
the ASPnet Communities in 10 Countries in East and Southeast Asia



Joint Project among National Commissions for UNESCO in East and Southeast Asia

2021
**JOINT CASE STUDY REPORT ON
THE FUTURES OF EDUCATION**

The Futures of Education that We Want:
From the Perspectives of the ASPnet Communities in
10 Countries in East and Southeast Asia



I am very pleased to present this 2021 Joint Case Study Report on the Futures of Education (the 2021 report), one of the results of a two-year joint project among National Commissions for UNESCO in East and Southeast Asia.

In 2020, the Korean National Commission for UNESCO (KNCU) came together with the National Commissions for UNESCO of Cambodia, Indonesia, Lao PDR, Mongolia, Myanmar, the Philippines, Thailand, Timor-Leste, and Viet Nam to work on a joint research project among National Commissions for UNESCO in the sub-region, aiming to build on existing cooperation to enhance mutual understanding and solidarity during the COVID-19 crisis.

As a result of the first year project, in November 2020 the ten National Commissions published a Joint Research Report on National Commissions for UNESCO in East and Southeast Asia (the 2020 report) which sought to define the unique and collective identities of National Commissions in the sub-region and to identify common challenges and corresponding potential solutions. The 2020 report contributed to further promoting the mutual knowledge and understanding among National Commissions in the sub-region and to facilitating cooperation within the UNESCO network at national and regional level.

Following the first year project, in 2021, KNCU collaborated with the same National Commissions to conduct national case studies to collect information and identify common needs and aspirations for the “futures of education” from the perspectives of the various Associated Schools Network (ASPnet) communities in the sub-region, in order to contribute to UNESCO’s Futures of Education

initiative. The topic and format of the 2021 joint case study project were determined according to the proposals from the participating National Commissions suggested via the 2020 report.

This 2021 report is guided by two goals: first, to provide information about the ASPnet in the country of each participating National Commission; and second, to provide suggestions from the perspective of these ASPnet communities to the International Commission on the Futures of Education.

I am confident that the 2021 report will serve as a valuable reference document for the concrete realization of the Futures of Education initiative. I also believe that, in addition to assisting UNESCO's strategic initiative, the results of our close collaboration over the past two years have made, and will continue to make a substantial contribution to enhancing subregional solidarity and cooperation among National Commissions, as the preamble of the Charter of National Commissions for UNESCO recommends.

I wish to convey my sincere appreciation to the participating National Commissions, the designated researchers and the members of the ASPnet communities in the ten participating countries for their commitment to this effort during the COVID-19 crisis. Without their participation, this two-year joint project would not have been possible.

HAN, Kyung Koo (Ph.D.)
Secretary-General
Korean National Commission for UNESCO



On behalf of the Asia and Pacific Regional Bureau for Education (UNESCO Bangkok), I would like to warmly congratulate ten National Commissions for UNESCO in East and Southeast Asia upon the publication of this important report. I also extend those hearty congratulations to the Korean National Commission for UNESCO for its critically important leadership throughout this project.

The Futures of Education that We Want is a collective and collaborative effort showcasing not only the experiences and recommendations by members of the UNESCO Associated Schools Network (ASPnet), but also featuring the strong collaboration and partnership of the National Commissions for UNESCO in realizing their joint education mission in the region. UNESCO's ASPnet links together educational institutions across the world to embrace a common vision: to build the defenses of peace in the minds of people, especially children and youth.

Just months ago, UNESCO launched its 2021 flagship report 'Reimagining Our Future Together: A New Social Contract for Education', to explore how knowledge, education and learning need to be reimagined in a world of increasing complexity and uncertainty. Over 2,600 UNESCO ASPnet schools and institutions in the Asia-Pacific are key agencies for this rethinking, and the ten country case studies comprising this report provide us with insights and inspirations that should inspire all ASPnet schools and partners to continue our dialogue on the futures of education, no less to renew our collective pursuit of a more sustainable, peaceful and equitable future for everyone.

The UNESCO's 'Together for Peace (T4P)' initiative expressly promotes working towards 'positive peace' within and between countries and communities across the diverse and vast Asia-Pacific region. Many regional National Commissions for UNESCO and ASPnet schools have been joining this initiative since it was first announced just prior to the Covid-19 pandemic, and I would like to take this occasion as an opportunity to now welcome more partners to join us. 'Positive peace' is not just the absence of conflict; 'positive peace' is the presence of justice, equity and equality for all within, and among our coexistent societies. 'Positive peace' in our societies is a sustainable peace, one that continually seeks to ameliorate all social and economic disparities. The UN 2030 Agenda pledges 'no one will be left behind' and together, we must achieve that fundamental essential outcome of our work towards collectively creating a more peaceful, and truly sustainable global society.

Shigeru Aoyagi
Director

UNESCO Asia and Pacific Regional Bureau for Education



On behalf of UNESCO Beijing Cluster Office, I would like to congratulate the Korean National Commission for UNESCO for taking the initiative and completing the 2021 Joint Case Study Report on the Futures of Education, as one of the major achievements of the two-year joint project with 9 other National Commissions for UNESCO in East and Southeast Asia.

National Commissions have pledged more dedication and contributions to UNESCO's main programs, including the continuing Futures of Education initiative, as a result of the 2021 Joint Case Study Project. As stated in the Charter of National Commissions for UNESCO, National Commissions "collaborate with each other in fostering subregional cooperation in UNESCO's fields of competence, particularly through the joint formulation and execution of programs."

While serving as national entities charged with carrying out the tasks and priorities set by their governments, National Commissions provide UNESCO with an unrivaled network of intellectual and scientific communities to help spread their ethical messages beyond the national borders and onto the global stage. National Commissions are, in fact, the Organization's most important link to civil society, providing a competitive advantage and a crucial instrument for achieving its goals, particularly in the context of work towards the Sustainable Development Goals.

I'm confident that this 2021 report will shed new light on the future of education desired by the ASPnet communities in East and Southeast Asia. We are eagerly awaiting the concrete realization of the Futures of Education initiative and the establishment of the ASPnet Strategy beyond 2021.

Shahbaz KHAN

Director

UNESCO Cluster Office in Beijing

Table of Contents

1.

CAMBODIAN
National Commission
for UNESCO



25.

INDONESIAN
National Commission
for UNESCO



43.

KOREAN
National Commission
for UNESCO



63.

LAO
National Commission
for UNESCO



83.

MONGOLIAN
National Commission
for UNESCO



105.

MYANMAR
National Commission
for UNESCO



133.

PHILIPPINE
National Commission
for UNESCO



159.

THAI
National Commission
for UNESCO



197.

TIMOR-LESTE
National Commission
for UNESCO



215.

VIET NAM
National Commission
for UNESCO



Cambodian National Commission for UNESCO

H.E. MOK Sarom | Mr. KEO Bora

Foreword

- I. General Information on ASPnet in Cambodia
 - A. Background of ASPnet in Cambodia
 - B. Methodology in documenting the case study
 - C. The successful case of Svay Antor High School
 - D. The successful case of Tuol Tumpoung High School
 - II. The Future of Education that ASPnet Communities Want
 - III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future
 - IV. Suggestions from the ASPnet Community
-

Appendices

1

Foreword



The Royal Government of Cambodia considers education sector as its first priority, as expressed in the Rectangular Strategy-phrase IV, because human resource development provides innovation, sustainable development, economic growth, and peace. To achieve the goal, the Ministry of Education, Youth and Sport has been reformed the quality of education in several stages such as teachers, school curriculum, and school management.

The Association School Network was a good practice and successful model for strengthening and developing education in Cambodia. For example, students' parents worked closely with teachers to develop the school's environment. Additionally, students' parents play an important role to contribute budgets to the construction of school's building.

Cambodian National Commission for UNESCO (CNCU, for short) greatly appreciates contributing this national report for further useful guidelines and information. This collaborated project not only identifies the common challenge, but also contribute to the common suggestion.

I would like to express my deepest gratitude to Korean National Commission for UNESCO (KNCU) for their effort to establish the valuable survey in 2021 among ten National Commissions for UNESCO. I wish you the best with your endeavors.

Ms. UN BOPHANNA
Secretary-General

Cambodian National Commission for UNESCO

I. General Information on ASPnet in Cambodia

A. Background of ASPnet in Cambodia

The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defenses of peace in the minds of children and young people. The over 11,500 ASPnet member schools in 182 countries work in support of international understanding, peace, intercultural dialogue, sustainable development, and quality education in practice. There are ten high schools that belong to the Association School Network in Cambodia: Chba Ampoy, Beng Trabek, Toul Tumpoung, Preah Yukunthor, Preah Sisowath, Bak Touk, Indra Devi, Russey Keo, Svay Antor, and Chea Sim Takeo high school.

ASPnet – a driver for innovation and quality in education – is recognized as an effective tool for reaching target 4.7 on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) of Sustainable Development Goal 4 - Education 2030. ASPnet uses three complementary approaches: Creating, Teaching & Learning, and Interacting.

The objective of the project was to promote awareness of such global concerns as environmental issues, global heritage, gender, human rights, problem solving and peace, intercultural understanding, school networks, and so on. The main activities of this project were training, workshops, and study tours, which were organized by the General Directorate of Education of Cambodia.

Recently, the project evaluated its results and impacts through conducting case studies. The objective of these studies was to assess the best practices of ASPnet in Cambodia and their vision for future education. To meet this objective two questions were raised; 1) What are the best practices ASPnet in Cambodia has made? 2) What is the future of education that ASPnet communities in Cambodia want?

B. Methodology in documenting the case study

A qualitative approach was employed for this study, examining the number and composition of schools (grade/level of schools), the main activities, and their objectives. Consultations with the national coordinator were made regarding the whole picture of the project, its progress, and the required information that needed to be gathered from the field work.

Two out of Cambodia's ten ASPnet schools were selected for this study: 1) Svay Antor High School in Prey Veng province, and 2) Tuol Tumpoung high school in Phnom Penh. A Key Informant Interview (KII) was conducted with the former principal of Svay Antor high school, who retired five years ago, to explore his memories about his experiences. A Focus Group Discussion (FGD) was made with the elder teachers and principal of Tuol Tumpoung about their working experience and memories of the activities that the former school principal did and their results thus far.

A limitation of this study is the project ended a long time ago, so most of the previous school principals have retired and are getting old and do not remember their experiences very well. Therefore, the full results and impacts of the project could not be explained by just one principal. Mr. Hok Sopha, the former school principal of Svay Antor, was the right choice for the interview because he just retired five years ago, so his accomplishments are still being felt at the school. Incidentally, his house is next to the school, so he has been able to observe the ongoing progress of the school and hear from the students and the teachers, even though he does not have the full data. To verify the progress and impact of the project, we needed a link from the past to now, so another school was selected for FGD, with teachers and a new school principal who experienced working with the former school principal and who are continuing to follow his ideas for developing the school.



Figure 1: KII with Mr. Hok Sopha, the former school principal of Svay Antor high school, at his house, Prey Veng Province



Figure 2: FGD with the elder teachers and the current school principal (seen here in front of the interviewer, at the right side of the picture), Tuol Tumpoung high school, Phnom Penh

C. The successful case of Svay Antor High School

Parental involvement in school environmental development was seen as the major impact of the project here, which focused on creating a child-friendly school. The physical heritage of the school largely remains, with two community buildings containing ten classrooms, a garden, the trees along the school path, the basketball playground, a poster of the four pillars of education, rubbish bin, rubbish incinerator, and so on. Mr.

Hok Sopha¹ applied knowledge gained from a study tour to Watbo primary school in Cambodia and on his visit to Thailand to develop the school in environment, while the idea to mobilize the parents to get involved in school development came from the training and workshops organized by the General Directorate of Education.



Figure 3: Some materials of Mr. Hok Sopha leading and managing the school still exist and are being updated

Before the project, his school depended on the School Construction Committee² to do fundraising for school infrastructure development. The heads of the committee are famous locals or popular, usually a priest (Achar) or a monk. The problem was most of the people and supporters who come to the pagoda focused on developing the pagoda rather than the school. The level of interest in supporting the school by the people and the pagodas was low. In particular, the pagoda provided little support for the school because this school was located between two pagodas that had something of a rivalry. When the priest or the monk of one pagoda was on the School Construction Committee, the other pagoda provided almost no support to the school. So, Mr. Sopha often found himself thinking about better ways to improve his school, given the limited budget provided by the government.

The knowledge from the training and workshop supported his belief that the involvement of parents was crucial. From his experiences, he realized that there was a gap in communication between school and parents when depending on the School Construction Committee alone because they were busy with their own business, limiting the relationship with other stakeholders supporting the school. As a result, not many parents got involved in school meetings and even fewer supported the school's planning activities. However, when the school directly contacted the parents through their children, sending out letters of invitation, many parents began to participate in the school meeting and understand the problems that the school was facing. They were happy to contribute

1 Mr. Hok Sopha, the former school director of Svay Antor high school, Prey Veng province, shared his own experience in participating in the project.

2 Before now, this committee is called, "School Support Committee". Now, in some schools, this committee has shifted to be the "School Management Committee".

their available resources to the school's plan. As the result, two wooden buildings with ten classrooms were built by contributions from the community. In addition, a number of holes caused by flooding during the rainy season were filled in. Furthermore, support by parents and the community led to a road, garden, rubbish incinerator, and trash bin.



Figure 4: Mr. Hok Sopha, the former school director of Svay Antor high school, Prey Veng province, is seen here with the 4 pillar-poster he made himself.

That method, of parents participating in school planning and activities, continues to this day. However, improvements are happening much faster now because people's living conditions are much improved, and many former students at the school are now parents themselves and have continued their relationship with the school. Therefore, the issue is not with parents wanting to be involved, but with the school principals, and whether they have strong communication skills or not. Some principals try to blame the parents for being busy and not participating, but with new technology and communication platforms, like

Facebook Messenger and Telegram, those barriers have only been reduced. With those new communications tools and mobile phones, now school leadership and parents are able to communicate directly and conveniently.

Thanks to Mr. Sopha's actions, the school has improved much, with new buildings and classrooms, a garden in front of each building, and the road through the school now paved. Recently, a former head of the school youth group become the district head of the educational office, and she still feels a connection with her old school and often gets involved still.

Learning from a study tour at Watbo about how to make a child-friendly school environment, Mr. Sopha passed along these concepts to all the teachers and students. School hygiene became an issue, which was addressed by the head of the classroom, scout group, and Red Cross youth group. Two garbage incinerators were installed and many trash cans appeared around the school. Cleaning activities were not only done inside the school, but also extended from the school to the local market each month.

However, Mr. Sopha said that, while he was principal, he realized that he would not be able to develop his school to the Watbo standard because of the larger, 10-hectare size of the school. Until they established a garden, the school had to spend a long time filling

in many potholes caused by flooding during the rainy season. The students' families lacked the resources to contribute much to the school budget. Mr. Sopha knew he could only follow some parts of the Watbo model at his school.

Learning from a study tour in Thailand, he found that the School Support Committee there was strong and helpful, both with the curriculum and with budget support, improving the quality of their schools. The school committees in Thailand had more influence on school management and decision-making. It was all quite different from what Mr. Sopha experienced with his school, where the School Support Committee liked to hold fundraisers for school infrastructure development but communication with parents was more limited. However, he still believed that School Support Committee could play a very important role if they had the same capacity as the committee in Thailand. Nowadays, schools are able to contact the parents directly and the School Support Committee is able to provide more advice, direction, and supports.

Mr. Sopha also learned about such important topics as heritage, global issues, and learning to change. At first, these terms were quite new, and not many people in Cambodia understood them. As a developing country, survival was the priority, with Cambodia just emerging from a difficult time and starting to build her economy and society. But as he learned, he grew to understand how those ideas could be meaningful to Cambodian too. For example, "world heritage" may involve talking about specific symbols, like temples, dancing, plays, etc., but they also have a commonality that people everywhere in the world can identify with.

D. The successful case of Tuol Tumpoung High School

Tuol Tumpoung high school in Phnom Penh was selected for this case study because the teachers and new school principal had experience working with the former school principal³. The progress and impact of the project were demonstrated by the results under the management and leadership of the current school principal⁴, who continued with Mr. Chet Yam's strategies for developing the school. In 2008, Mr. Koy Seda was appointed as the principal of Tuol Tumpoung High School, and he has expressed his gratitude and appreciation to other former school principals who worked so hard and tirelessly with such determination and put their concerted efforts into the development of the school. They played a pivotal role in guiding and paving the way, and without their guidance and advice, nothing would have developed as well as it has.

3 Mr. Chet Yam was a former school principal who got involved with UNESCO Associated Schools Network.

4 Mr. Koy Seda, the current school principal. He was appointed in 2008.

Before this project was implemented for this school, there used to be no toilets for the students, only for the teachers. The school campus was always flooded and full of mud. The school lacked teaching and learning facilities, and the infrastructure was not in good condition. Under the management and leadership of a former school principal, a School Support Committee was established in order to mobilize a budget and other resources to contribute to learning and teaching support and infrastructure development. This committee consisted of the school principal, teachers, students' guardians, and elder members of the community. After joining the ASPnet project, parents' involvement in school planning increased noticeably. Later on, gardens were renovated inside the school campus, trees were planted, and toilets were also built to address teachers' and students' needs. Since then, these achievements have continued to develop and have been improved by subsequent principals.



Figure 5: The school environment of Tuol Tumpoung high school has been upgraded steadily over the years.

Under Mr. Koy Seda's leadership and management, the school has been transformed and developed in terms of infrastructure, environment, teaching and learning quality and community service. He formed a School Support Committee (SSC) which was led by the former school leader, Mr. Min Kimlun⁵. The SSC is a potent mechanism to help mobilize resources from school alumni, students' guardians, and relevant stakeholders. One new library, a meeting hall with air-conditioners, science labs, benches, flagpole, Chuon Nath Statue, guarding tower, water filter, and other teaching and learning facilities have been built and installed thanks to the community's support. Meetings are conducted regularly in order to work on the school development plan and elicit input from the principal, vice principals, teachers, and members of school support committee. Meanwhile, the school principal usually seeks help and support from school's alumni to help contribute to the budget, to build up the school's infrastructure.

Gender equity is also a major issue for the school's development plan, aiming to bridge the gender gap and being promoted widely. Tuol Tumpoung High School has done well

5 Mr. Min Kimlun was the school principal who followed Mr. Chet Yam. However, his leadership period lasted only six months because it was his time to retire. After Mr. Kimlun came Mr. Koy Seda, whose experience as a teacher gained him much respect from the students. When he became the head of the SSC, the school gained much support from the former students.

with female students, in part because the school has separate toilets for male and female students, so female students feel confident and safe. The idea of creating a conducive and favourable environment for female students was introduced by Mr. Chet Yam, a former school principal.

Another major concern for the school's developing is the environment, requiring time, effort, and budget to be addressed properly. By learning about best practices from other former school principals, especially Mr. Chet Yam who got involved in many training courses, workshop study visits related to child-friendly schools and environmental issues organized by ASPnet and cooperated with General Directorate of Education, Mr. Koy Seda has come up with a lot of creative ideas and inputs to control and manage the environment in his school effectively and successfully. First of all, he actively participates in cleaning the school campus and classrooms with students. He is very committed to abolishing plastic waste in the school. Students are not allowed to bring plastic bottles and bags, so they need to pack their rice from home with other materials instead. During the gathering of students in front of the flagpole, he always communicates the negative impact of plastics and bad sanitation to the students. Teachers play a key role in disseminating cleanliness and hygiene issues to their students. On one hand, trees have been planted, trash cans were installed to manage waste, gardens were renovated and filled with diverse and beautiful flowers and one sanitation worker was hired just to take care of the environment. All students are taught to love nature and work to save the earth. They are asked to turn off fans or lights before leaving, and other environmental actions like that.

Learning and teaching are considered a critical priority in the school development plan, so Mr. Koy Seda, together with his supporting staff, technical team leaders in each subject and teachers strive to ensure education quality. A Parent-Teacher Association was formed to help support the teaching and learning process. Parents are often invited to discuss and share their concerns, with parental participation now reaching about 75%. Mr. Seda established an online chat group for each class consisting of the students' guardians, class monitors and homeroom teachers to follow and ensure effective teaching and learning. For example, when students are absent without reason, homeroom teachers will call or inform their parents through this channel. Students who apply to study at Tuol Tumpoung High School need to stick to an internal regular rule. To reinforce students' discipline and school order, a scout group was established, with students being assigned into groups, which then take turns patrolling inside and outside the classrooms, checking for students who skip their classes or who make disruptions.

To ensure a quality and inclusive education, extracurricular programs have been established, and some parents whose children are in grade 12 are requested to contribute financial support to the school if their children are poor in any subjects, particularly mathematics and Khmer literature. As can be seen by the two gold medals

his students won in a robotic competition, Mr. Koy Seda always encourages his students. For instance, he always contributes his pocket money to each student who receives an A grade in the national examinations. During the pandemic disruption, two science labs played a very important role in assisting the teaching and learning process. Teachers who could not access the internet used those two rooms for teaching remotely to ensure the continuity of learning and to address learning loss.

One of the most important things is community service. Mr. Koy Seda and his colleagues always lead students to take part in social activities such as Independence Day, Mourning Day of the Late King-Father Norodom Sihanouk, Environmental Campaigns, and Cleanness Campaigns. Red Cross Youth members have been assigned and placed in traffic stops to help facilitate traffic for commuters and promote the enforcement of traffic laws.

II. The Future of Education that ASPnet Communities Want

For the future of education that ASPnet communities in Cambodia want, Mr. Hok Sopha suggested focusing on agricultural development and natural resource protection. Cambodia is rich in natural resources, especially forests and fisheries. For the development of that focus on the economic growth, cash was introduced, forests were cleared for the planting of cash crops and large-scale rice farming was practiced in the Tonle Sap floodlands. However, there are also huge areas of open lands in Cambodia that are not properly used and that remain unproductive.

Mr. Koy Seda, together with his colleagues, strongly believed that Cambodia's ability to become an upper-middle-income, developed country depends on education, especially STEM. Without education, we cannot move toward the Fourth Industrial Revolution (IR4.0), which has emerged as one of the drivers to boost economic growth. Together, they believe Cambodian youth will play key roles in supporting and leading Cambodia to reach this vision. Those young people are not only strong and dynamic, but also creative and innovative. At the same time, his students also have a strong fascination with information and communication technologies. Together, this will become a catalyst to help them push Cambodia toward the Industrial Revolution 4.0 and help them through the challenges and barriers which they will face. Working as a school principal for nearly 12 years, Mr. Koy Seda has helped his students reach their full potential and achieve high levels of

qualifications. Notably, his school accounts for more and more students who receive A grades on their national examination every year. Most of his students win scholarships to pursue their studies in Cambodia and abroad. Moreover, his students also take part in the challenging national debates organized by the Ministry of Education, Youth and Sport. As a result, they brought distinguished awards to the school. A few years ago, his students were chosen to join the ASEAN robotic competition in Thailand two times — and they even won those two competitions. These accomplishments resulted from genuine and committed leadership, the concerted efforts of teachers, a good environment, strong discipline, students' participation, qualified teachers, parental involvement, and community support. But most of these outstanding graduates from his school lose the opportunity to fulfill their dreams because they lack enough support and guidance when they move forward into higher education. In short, his graduates are not using their talents well or living up to their amazing potential.

III. Current Challenges that ASPnet Encounters in Realizing the Desired Future

There are two main challenges to getting young people to pursue careers in agriculture development and natural resource protection:

- ① Parents prefer their children to study in white collars fields because they have seen the challenges that face careers in agriculture. They want their children to be more successful than they were and avoid the hardships they faced.
- ② Cambodia will shift from an agricultural to an industrial country as it meets the goal of economic growth in 2030 as a middle-income country. So, education should focus on Science and Technology.

IV. Suggestions from the ASPnet Community

In future educational dialogues on the importance of personalized education and leadership that is inclusive of all stakeholders in the school community, discussions need to investigate the viability of relevant and meaningful student voice inclusion in academic decisions as a way for students to develop and practice the skills and dispositions that they need to be successful citizens in the 21st century democratic, global society. These are the same skills and dispositions that are called for by business leaders who strive to find ways to position our democratic society for success in a complex, global economy. If students are to become citizens with advanced problem-solving capabilities, then we, as educators, need to give them the opportunities and responsibility to practice problem-solving skills and demonstrate the dispositions that will ensure their success as citizens in 21st century society. Given the opportunity, these students are certain to exceed our expectations and carry our society to greater academic, social, and economic achievements.

The effective ASPnet schools in Cambodia should share the following 7 attributes: (1) focus on quality instruction with a clear mission; (2) instructional programs that maximize classroom time; (3) regular, measurable assessment processes with frequent monitoring of student achievement; (4) high expectations established for all students and adults; (5) a safe educational climate; (6) identifiable, strong leadership; and (7) intensive parental involvement.

Geographical and traditional conditions will not allow Cambodia to move faster toward becoming an industrial country. Agriculture is still the main factor supporting the national economy. Therefore, improving agricultural technology is the best option for economic growth. That's why science and technology education that links and prioritizes agriculture will be more attractive to parents and students. Furthermore, social issues like migration, unemployment, and solidarity-broken need to be solved at the national level. There are two main questions that emerge for further research in order to realize the desired future, "Agriculture Development and Natural Resource Protection": 1) How can people-friendly technology promote agricultural products? and 2) How can technology mitigate natural resource degradation?

Cambodia is a land of beauty with a troubled past but a growing hope for a better future. Cambodia has a long history, but one marked with civil conflict, foreign invasion, and genocide — unfortunately, best remembered by much of the world for Pol Pot and the Khmer Rouge government that came into power in 1975. During the four years of Pol Pot's communist leadership, approximately 1.7 million people lost their lives due to

executions, torture, and starvation. Cambodia also targeted history and schools. Libraries were destroyed, and schools were closed. Some 20,000 Cambodian teachers perished or fled from the country. Since the end of 2006, all high schools in Cambodia have needed to become accredited by an external quality assurance organization according to the Cambodian Education Roadmap 2030. The purpose of this roadmap is to increase Cambodian educational standards and create effective schools throughout Cambodia. To achieve the goals of this roadmap, leadership of each school plays a very important role. As a result, school directors and teachers need to prepare, equip, and change in order to comply with this roadmap. Cambodian educational reform has enormously affected public high schools. Teachers and school directors who are key persons in these reforms must have the same goals, share a vision, and support one another. Leadership must be shared between teachers and school directors in order to move forward and meet the goals of the reform.

Schools that strive to prepare such graduates require school principals who understand how to develop global-minded citizens who demonstrate empathy, emotional self-management, and intercultural sensitivities. This case study affirms that a model of distributed leadership could provide an opportunity for ASPnet school leaders to guide teachers and students toward greater social responsibility, increased personal and professional competence, and socially meaningful local and global civic engagement. This case study report can also provide a model for partnering efforts toward reforming schools that guide the next generation of global problem solvers.

Appendices

Appendix I: Field Note of KII with Mr. Hok Sopha, the former school director of Svay Antor high school, Prey Veng province

Questionnaire Guides

The Success Case ASPnet in Cambodia

Participants: Mr Hok Sopha, the former school principal of Svay Antor high school, Prey Veng Province
 Type of Data: KII | Venue: At his house, next to the school | Date: August 13, 2021

N.	Key Questions	Answers
1	<ul style="list-style-type: none"> ·How long have you involved in this project? ·What activities were you participated? (Creating, teaching, and learning, and interacting) 	<ul style="list-style-type: none"> ·He participated in the project since 1990s (forgot the exact year). he just retired from his work about 5 years ago ·He participated in the study tour at Watbo primary school in Cambodia and he visited in Thailand to develop the school in environment but idea to mobilize the parents to involve in school development was the impact from the trainings and workshops organized by the General Directorate of Education
2	<ul style="list-style-type: none"> ·What have you gained from those activities? Have you noticed yourself have changed at some areas? ·What have changed in practice? 	<ul style="list-style-type: none"> ·The new knowledge that he learned from the project such as heritage, global issue, learning to change. During that time, these terms were quite new and far from the actual understanding while these terms were for the developed country. Struggle for survival was the priority for Cambodia because Cambodia just moving from the dark zoon and tried to build her economy and society. ·Now, he understood those terms were meaningful to Cambodian context as the globe. For example, world heritage that talk about the individual symbols such as temple, dancing, plays, etc. but those have common identity for the human in the world. ·Learning from the study tour at Watbo about the school environment of child friendly school, he promoted awareness to all the teachers and students. Then, the school hygiene issue was taken into account by the head of the classroom, scout group, red cross youth group. Two rubbish kilns were installed by the local design. Many mobile bins appear everywhere in the school. The cleaning environment activity was not done only inside the school but also did every month outside the school to market area.

	<ul style="list-style-type: none"> · He realized that during his time as the school principal he could not develop his school as Watbo standard because the size of school is large of 10 hectares of land. Until to decorate a garden, the school took long time to fill in many holes that flooding during the rainy season. Little budget gained from parents' contribution because of poor condition of living that the school need to save and raise many times. · He could follow with some parts of Watbo model to apply in his school.
<p>3 ·What were the good things you have made with your teachers and students' parents? Could you explain more?</p>	<ul style="list-style-type: none"> · The model of parents participated in school planning and implementation has been continued until now · Two wooden buildings with ten classrooms were built by community budget contribution. · Number of holes were filled in that was out of the flooding during the rainy season. Besides the land filling and building, there were the road, garden, rubbish kiln, and mobilize bin that supported by the parents and community. · The heritage physically remained such as two community buildings with ten classrooms, the garden, the trees along the school path, the basketball playground, the zinc poster of four pillars of education, mobile rubbish bin, rubbish kiln, and so on.
<p>4 ·Have you observed your teachers and students' parents changed their behavior?</p> <p>·What about their involvement and interesting in school environment, global peace, global heritage? What are the factors that could change them?</p>	<ul style="list-style-type: none"> · Learning from study tour in Thailand, he found that the School Support Committee was strong and helpful with both the curriculum and budget support that made school more autonomous. The school Committee in Thailand was more influence on the school management as well as in decision making. · It was quite different from his school that School Support Committee liked the fund raiser for school infrastructure development and the messenger from school to parents and also not completely function these roles. However, he believed that School Support Committee still play very important role when they have the same capacity as committee in Thailand. · Even, now school could contact the parents directly, but the School Support Committee will provide more advise, give direction, and more supports. · The school progress is much faster than the past because the condition of people living better off now and many former students of this school become the parents that their relationship with school still existed.

		<ul style="list-style-type: none"> · It is not the problem from the parents' side, but it is the problem of the school principal who have strong communication skill or not. They may complaint on the parents busy with their daily livelihood that has no time to participate but the new of communication with technology such as Facebook messenger, Telegram would help to reduce this barrier. · The school management team and most parents are able to use smart phone and technology that facilitate their communication better without sending the invitation with their children but through Facebook messenger, Telegram, and phone call.
5	<ul style="list-style-type: none"> · Before you involved in the project, were the school challenging with any issues such as human rights, gender equality, culture of peace, cultural diversity, and inclusiveness, and violence? · At what extend, were these issues solved? How were solved? 	<ul style="list-style-type: none"> · Before the project, his school depended on the School Construction Committee to do fund raising for school infrastructure development. The head of committee are local famous or have popular person, mostly the priest (Achar) or the monk. The problem was most of their relationship with the people who come to the pagoda and their supports focus on the development in the pagoda rather than the school. The interested of the people as well as the pagodas to support the school was still at the low level. Especially the pagoda supported the school little because his school located between two pagodas that one pagoda referred to another. Furthermore, when the priest or the monk of one pagoda was in the School Construction Committee, another pagoda did almost not support the school. He often thought about the better way to improve his school while the budget provide from the ministry was limited.
6	<ul style="list-style-type: none"> · What have you learned from those experience? 	<ul style="list-style-type: none"> · Learning from the experience he found that there was the gap in communication between school and parents when depending on the School Construction Committee alone because they were busy with their own business, so they could limit the relationship with the other stakeholders to support the school. As the result, not many parents involve in the school meeting and less support the school planning. · Differently, when the school contact directly to the parents through the children with the invitation letter, many parents participated in school meeting and understand the problem that the school facing. They were happy to contribute their available resource to the school's plan.
7	<ul style="list-style-type: none"> · What do you want to see the education in the future? 	<ul style="list-style-type: none"> · The future of education that ASPnet communities in Cambodia want, he focused on the agriculture development because Cambodia enriches of resource to support this sector. E.g., land was not used properly and large area of free land that remained with unproductive · There are two main challenges; 1) Parents prefer their children to study at the area that they will work in the office because their history

working in the agriculture face much difficulty. So, they want to change the destiny of their children to have the work differently. They people will not allow their children to study in Agriculture sector. 2) Cambodia will shift from the agriculture to be the Industrial Country to meet the goal of economy growth in 2030 as the middle-income country. So, education should focus on science and technology.

·Agriculture is still the main factor to support the national economic growth. Advancing technology for agriculture would be the best option. So, the education on science and technology that link and prioritize to agriculture will be more attractive to parents and students. Furthermore, the social issue such as migration, unemployment, and solidarity-broken would be solved at the national level. there are two main questions emerging questions for further research in order to realize the desire future, “Agriculture Development and Natural Resource Protection”, 1) How can technology friendly with people to promote the agricultural products? 2) How can technology mitigate the natural resource degradation?

Appendix II: Field Note of FGD with the elder teachers and new school director of Tuol Tumpong high school, Phnom Penh

Questionnaire Guides

The Success Case ASPnet in Cambodia

Participants: Mr. Koy Seda, the current school principal of Tuol Tumpong high school, Phnom Penh Province and 3 teachers (one woman) | Type of Data: FGD | Venue: At Tuol Tumpong High School | Date: August 14, 2021

N.	Key Questions	Answers
1	<ul style="list-style-type: none"> ·How long have you involved in this project? ·What activities were you participated? (Creating, teaching and learning, and interacting) 	<ul style="list-style-type: none"> ·Mr. Koy Seda is the current school principal who followed Mr Chet Yam (the former director)’s pathway to continue developing their school until now. ·In 2008, he was appointed as a school principal at Tuol Tompong High School. He has expressed his gratitude and appreciation to other former school principals who tirelessly worked hard with strong commitment and put their concert efforts to the school development. They play pivotal roles in guiding and paving the way for him. Without their existing guidance and advice, everything will not be developed fast like this.

2	<ul style="list-style-type: none"> ·What have you gained from those activities? Have you noticed yourself have changed at some areas? ·What have changed in practice? 	<ul style="list-style-type: none"> ·Gender equity is also included in the school development plan in order to bridge the gender gap and it has been promoted widely. Tuol Tompoung High School reaches the growing number of female students because the school has separate toilets for male and female students, so that the female students feel confident and safe, especially they have menstrual cycle. ·The idea of creating conducive and favorable environment for female students was introduced by Mr. Chet Yam, a former school principal.
3	<ul style="list-style-type: none"> ·What were the good things you have made with your teachers and students' parents? Could you explain more? 	<ul style="list-style-type: none"> ·The environment is one of the main concerns which is also considered into the school development, and it needs time, effort, and budget to be addressed. By learning about best practices from other former school principals, especially Mr. Chet Yam who got involved in many training courses, workshops study visits related to child-friendly school and environmental issues organized by ASPnet and cooperated with General Directorate of Education, Mr. Koy Seda has come up with a lot of creative ideas and inputs to control and manage the environment in his school effectively and successfully. ·He actively participates in cleaning the school campus and classrooms with students. He is very committed to abolish the plastic waste in the school. Students are not allowed to bring plastic bottles and bags, so they need to pack their rice from home with other materials instead. ·During the gathering of students in front of the flag pole, he always spreads the negative impact of plastics and bad sanitation to the students. ·Teachers play a key role in mainstreaming the cleanness and hygiene to their students and controlling the environments during their teaching. ·In one hand, trees have been planted, rubbish bins were installed to manage waste, gardens were renovated and filled with diverse and beautiful flowers and one sanitation worker has been employed to take care of the environment. ·All students are taught to love nature and save the earth. They are asked to turn off the fans or light before leaving so on and so forth.
4	<ul style="list-style-type: none"> ·Have you observed your teachers and students' parents changed their behavior? 	<ul style="list-style-type: none"> ·During Mr. Koy Seda's leadership and management, the school has been transformed and developed in terms of infrastructure, environment, teaching and learning quality and community service. He formed a School Support Committee (SSC) which led by the former school leader, Mr. Min Kimlun (the school director after Mr. Chet Yom).

	<ul style="list-style-type: none"> ·What about their involvement and interesting in school environment, global peace, global heritage? What are the factors that could change them? ·SSC is a potential mechanism to help mobilize resources from student alumni, students' guardians, and relevant stakeholders. One new library, meeting hall with air-conditioners, science labs, benches, flag pole, Chuon Nath Statue, guarding tower, water filter and other teaching and learning facilities have been built and installed respectively with the community support. ·Consultation meeting is always conducted in order to propose the school development plan and elicit the inputs from principal, vice principals, teachers, and members of school support committee. ·The school principal usually seeks help and support from student alumni to help contribute their budget to build up the above-said infrastructure. This plan will be mainstreamed through school support committee mechanism.
<p>5</p> <ul style="list-style-type: none"> ·Before you involved in the project, were the school challenging with any issues such as human rights, gender equality, culture of peace, cultural diversity, and inclusiveness, and violence? ·At what extend, were these issues solved? How were solved? 	<ul style="list-style-type: none"> ·Before this project was implemented in this school, there had not been any toilets for students but for only teachers. The school campus was always flooded and full of mud. The school lacked teaching and learning facilities, and the infrastructure was not renovated. ·Under the management and leadership of a former school principal, School Support Committee was established in order to mobilize the budget and other resources to contribute to learning and teaching support and infrastructure development. This committee consisted of school principal, teachers, students' guardians, and elders. ·After joined in ASPnet project, beyond the school committee establishment, the parents' involvement in school planning was increasing noticeably. ·Later on, gardens were renovated inside the school campus, trees were planted, and toilets were also built to address teachers and students' needs. Since then, these achievements still continue to exist and are developed and renovated by other principals consecutively.
<p>6</p> <ul style="list-style-type: none"> ·What have you learned from those experiences? 	<ul style="list-style-type: none"> ·Learning and teaching are considered to be a critical priority in the school development plan, so Mr. Koy Seda, together with his supporting staff, technical team leaders in each subject and teachers thrive to work hard to ensure quality of education. Parent Teacher Association has been formed to help support teaching and learning process. Students' parents are often invited to discuss and share their concerns. And the number of parents coming to the meeting is about 75%, while 25% of parental participation cannot be reached and then the rest will be followed to get involved. He established a

telegram group for each class which consists of students' guardians, class monitors and homeroom teachers to follow and ensure effective teaching and learning. For example, when their children are absent without any reasons, homeroom teachers will call or inform to their parents through this channel. Students who apply to study in Tuol Tompoung High School need to stick to an internal regular rule. To reinforce students' discipline and school order, scout group was established. In this group, students are assigned into group, and they will take turns to patrol inside and outside the classroom to see whether some students skip their class or there is any disruption in teaching and learning.

·To ensure the quality and inclusive education, extracurricular program has been proposed and some parents whose children study in grade 12 are requested to contribute their financial support to school in case their children are poor at any specific subjects, particularly mathematics and Khmer literature. Obviously, his students participated in the robotic competition, and they brought two gold medals for the school. Mr. Koy Seda always encourages his students. For instance, he always contributes his pocket money for each student who receives Grade A in the national examination. During the pandemic disruption, two science labs play very important role in assisting the teaching and learning process. Teachers who cannot access to the internet connectivity use these two rooms for teaching remotely to ensure the continuity of learning and address the learning loss.

·One of the most important things is community service. Mr. Koy Seda and his colleagues always lead students to take part in social activities such as Independence Day, Mourning Day of the Late King-Father Norodom Sihanouk, Environmental Campaign, Cleanliness Campaign in the public places. Red Cross Youth members have been assigned and placed in the stops to help facilitate the traffic for passengers and promote the traffic law reinforcement.

7 ·What do you want to see the education in the future?

·Mr. Koy Seda, together with his colleagues, strongly believed that Cambodia will earn a status of an upper-middle income country and a developed country depending on education, especially STEM education. Without education, we cannot move forward to Industrial Revolution (IR 4.0) which has emerged as one of the drivers to help boost the economic growth. In their points of view, Cambodian youth will play key roles in supporting and leading Cambodia to reach this vision. They are not only strong and dynamic, but they are also creative and innovative. On the other hand, his students seem to be attached with information and communication technology.

· This will become a catalyst to help them push Cambodia toward the industrial revolution 4.0 and mitigate the challenges and barriers which they will face. Working as a school principal for nearly 12 years, Mr. Koy Seda has observed that his students have full potential and qualifications.

· His school reaches the growing number of students receiving grade A in the national examination every year. Most of his students win scholarships to pursue their studies both in Cambodia and abroad. Moreover, his students also took part in the national debate organized by Ministry of Education, Youth and Sport and they went through tough steps. As a result, they brought the honorable medal for the school.

· A few years ago, his students were chosen to join ASEAN robotic competition for two times in Thailand. Proudly, they won these two competitions. These accomplishments result from genuine and committed leadership, concerted efforts of teachers, good environment, strong discipline, students' participation, qualified teachers, parental involvement, and community support. But most outstanding graduates in his school lose the opportunities to fulfill their dreams as they lack further support and guidance while they step forward into higher education and their talents are often left behind. They have not used their outmost talent and potential exhaustively.

Appendix III: List of Figures

Figure	Description	Page
1	KII with Mr. Hok Sopha, the former school principal of Svay Antor high school, at his house, Prey Veng Province	5
2	FGD with the elder teachers and the current school principal (He is in front the interviewer, at the right side of the picture), Tuol Tumpong high school, Phnom Penh	5
3	A group of pictures to show some materials during Mr. Hok Sopha leading and managing still exist and being updated	6
4	Mr. Hok Sopha, the former school director of Svay Antor high school, Prey Veng province is with the 4 pillar-poster which he made during his time	7
5	A group of pictures to show about the school environment which has being upgraded from the former school director, Tuol Tumpong high school	9

Indonesian National Commission for UNESCO

Dr. Ananto Kusuma Seta

Foreword

- I. General Information on ASPnet in Indonesia
 - A. Date of establishment
 - B. Number of composition of schools
 - C. Aims and objectives
 - D. Some of ASPnet projects
 - II. The Future of Education that ASPnet Communities Want
 - III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future
 - IV. Suggestions from the ASPnet Community
-

Appendices

2

Foreword



Assalamu'alaikum Warahmatullahi Wabarakatuh

United Nations Educational, Scientific and Cultural Organization (UNESCO) was formed on November 16, 1945, with the aim of creating peace through the formation of dialogue between cultures and communities based on shared values. As stated in the UNESCO constitution, “since wars begin in the minds of men, it is in the minds of men that defenses of peace must be constructed”.

The Korean National Commission for UNESCO (KNCU) is one of the National Commissions that actively encourages cooperation among national commissions in several fields. Looking at the history of the formation of national commissions in the Republic of Indonesia and the Republic of Korea, INCU believes that KNCU is an important partner that always provides support to other national commissions in their efforts to achieve sustainable development goals.

The 2021 Joint Case Study Project proposed by KNCU is expected to increase UNESCO's visibility and mutual understanding among various stakeholders in the region through an analysis of the identity and characteristics of selected National Commissions — to identify and develop joint projects among National Commissions and address future common challenges, as well as to strengthen cooperation among National Commissions to achieve UNESCO's goal of promoting solidarity and a culture of peace in the region.

The Indonesian National Commission for UNESCO (INCU) in the Ministry of Education, Culture, Research and Technology (MoECRT) greatly appreciates this joint case study project and expresses its highest respect to KNCU for the opportunity to participate in this project. Therefore, as the Executive Chairman of INCU, I hope that this joint project will run very well and will provide tremendous benefits for all participating participants.

In conclusion, I hope that the well-established cooperation between these national commissions will continue to be improved for the achievement of the sustainable goals at the national, regional, and global levels.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Prof. Dr. Arief Rachman

Executive Chairman

Indonesian National Commission for UNESCO

Ministry of Education, Culture, Research and Technology, Republic of Indonesia

I.

General Information on ASPnet in Indonesia

A. Date of establishment

Indonesia has been active as a member of ASPnet since the year 2000. The ASPnet Secretariat is under the coordination of the Indonesian National Commission for UNESCO.

B. Number of composition of schools

When Indonesia originally joined ASPnet, there were 20 secondary general high schools in the program. Today, there are 150 ASPnet school located all over Indonesia: 20 primary schools, 100 secondary general high schools, and 30 secondary vocational high schools.

C. Aims and objectives

In the framework of achieving SDG-4, ASPnet programmes focus on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). The ASPnet aim is: “To promote relevance and quality education in pursuit of peace and sustainable development”.

Providing relevant and quality education through GCED and ESD programmes, ASPnet aims to prepare students to be able to face today’s and future challenges through knowledge, skills and competences which are pertinent to the 21st century and contribute to forging attitudes and values conducive for responsible citizens in promoting peace and sustainable development. These skills and competences encompass critical thinking, problem finding and solving, collaboration and communication in an increasingly multicultural and globalized world.

To achieve those aims, our objectives are: (a) To integrate GCE and ESD into the teaching and learning processes of ASPnet schools; (b) To experiment with innovative approaches to GCED and ESD through ASPnet schools; and (c) To strengthen the sharing of information, experiences, and good practices among ASPnet schools.

D. Some of ASPnet projects

International E-Learning Network

In 2004 ASPnet Indonesia joined the International Education and Resource Network (iEARN), a network of educators and students from 20,000 schools in over 140 countries with the following aims: to improve learning and teaching practices; to engage students in complex, real-world issues; to learn and apply interpersonal skills as they work cooperatively; and to integrate technology into the curriculum in meaningful projects.

Intercultural Understanding

ASPnet teachers and students gain experience in conducting research on the students' own origins and promoting exchanges with students from other countries. The intercultural learning programs have been carried out through exchanges, twinning, and partnerships in intercultural projects among schools and countries. These activities have significantly enhanced the cultural and civic literacy of the students as indicated by their increasing mutual understanding of and respect for other cultures, the increase in young people learning more about their own culture, deepening their cultural roots and reaffirming their identity, and increasing awareness of the need for international cooperation to tackle today's global problems.

SDG and Vocational Education

The implementation of life skill and vocational education in ASPnet schools is conducted through the vocational village approach, bringing the concept of environmental and local human resources optimization to strengthen the economy of villages without neglecting environmental preservation. The approach can produce learners who are skilled in earning a living, sensitive to local cultural values, and protective of the environment as a source of life. Thus, these programs should strengthen harmony between the social and economic environment for a more prosperous society.

Adiwiyata Green School Program

ASPnet has been a pioneer in the Adiwiyata Green School Program. It is a program the Indonesian Government has been running in schools since 2006 to encourage sustainability in school culture by awarding schools that succeed in implementing environmental care programs and sustainable culture movements. It is a collaborative, multi-sectoral programme among the Ministry of Education, Culture, Research, and Technology, Ministry of Environment and Forestry, Ministry of Religious Affairs, and Ministry of Home Affairs.

The Adiwiyata Green School Award has three levels of acknowledgement: local, provincial, and national. So far, 4,305 schools (primary and secondary) have received the Adiwiyata Green School Award at the national level following the leadership of ASPnet schools.

Impact of the Integration of SDG into the National Curriculum

ESD has been integrated into the National Curriculum at all levels and all forms of education in a lifelong learning perspective since 2013. It transforms learning paradigms from one size fits all into emancipated learning. From schooling to learning. From classroom inside the school walls to the project and life-based learning beyond the school walls, to learn what they live and live what they learn. From mono disciplinary to trans disciplinary, equipping learners to be able to fully understand the interrelation between the economy, society, and the environment. We are transforming the learning environment in our education system to equip our younger generations with sustainable lifestyles.

2021 Best Practices of ASPnet Indonesia

In 2021, ASPnet Indonesia focused its activities on Climate Change Education (CCE) and Disaster Risk Reduction (DRR) Education workshops that have been implemented through seven stages from January until June 2021. A report documenting this activity can be read at the following link: https://drive.google.com/file/d/1M_8DCntXUFo2wkFJn6ksqAM-1CQ07kT7/view?usp=sharing

II. The Future of Education that ASPnet Communities Want

This section highlights the key findings from our review which involved representatives of the ASPnet communities in Indonesia, from the elementary school level to the senior high school level. The review also highlights their ideas on what the future of education should be, and what they want to be improved.

The objectives are to flexibly highlight the key points of the ASPnet communities in Indonesia from their perspective about the future of education to gain a better understanding on what we need to do in the future.

What is the Future of Education that ASPnet in Indonesia wants?

Indonesia, as the largest archipelagic country in the world, has its own challenges in ensuring quality education for all, both in urban and rural areas. The equitable distribution of quality education, and affordable, acceptable education in all circles are some of the targets that must be carried out to ensure that no one is left behind.

The ASPnet community provides an overview of what kind of future of education is desired in Indonesia. In general, what is desired is the opportunity to provide input related to the importance of redefining learning outcomes that produce future-ready graduates in today's fully automated era. In addition, the community wants to enhance the importance of the attitudes and soft-skills needed to develop human capability — as opposed to just intelligent robots — as well as the importance of understanding Global Citizenship for living in our interconnected world.

From the results of our discussions involving elementary schools, junior high schools, senior high schools, and vocational high schools presenting many interesting perspectives. At the elementary level, it is important to apply a curriculum based on local insights and concerns, care for the environment, information technology and human rights (HAM) with a contextual learning process (contextual learning), Project-Based Learning (PBL), Life-Based Learning, Problem-Based Learning, and Technology-Based Learning, but in a way that does not demand results as much as create a fun learning process and foster learning motivation for students. In addition, the provision of IT-based educational facilities and educational services that are fast, transparent, and humane also have an important role in realizing quality education. Education funding needs to be disbursed on time (BOS and BOP funds) and in full, without reduction, with the freedom for schools to manage their education funds. An interesting point was made by teachers from SDN Benhil 12 Jakarta and SDN 03 Kelapa Dua Wetan:

Quality and more advanced education can be seen from [learning outcomes] which produce reliable, superior human resources and solution-based thinking, and that can compete at the global level, have good character values and a high sense of humanity. In addition, such education needs to address the idea of sustainable living.

At the junior high school level, the description given about the Future of Education that ASPnet in Indonesia wants included students developing in all aspects of learning so that they become active, responsible, and engaged citizens, with a curriculum designed around students to motivate them and recognize their prior knowledge, skills, attitudes, and values (a holistic approach). Teachers should be able to implement the curriculum design accordingly and broaden students' perspectives or ideas by involving them in the several global collaborative projects, with education services provided without being constrained by time and place, focusing on the students' needs, with relevant and appropriate facilities to support the teaching and learning process, and sufficient funding support from education stakeholders. This teacher statement from SMP Amalina and SMP Labschool Kebayoran was most informative:

The learning process needs to consider a holistic learning environment that supports and motivates each student to nurture their passions, make connections between different learning experiences and opportunities, and design their own learning projects

and processes in collaboration with others. Also, different assessment practices might be needed for different purposes. New assessment methods should be developed that value student outcomes and actions that cannot always be measured. Assessments need to cover literacy, numeracy, character and learning environment. There needs to be feedback given about the students learning process for them to improve.

In high school and vocational high school groups, the resulting discussions further sharpened and strengthened what had been conveyed in the previous groups — namely, the learning process should be community-based, starting from the smallest community level to the wider community (family, RT, RW, ward, district, municipal/district, province, national, and worldwide), poor educational approaches like memorization and standardized exams should be changed, emphasis must be on life skills and increasing reading and literacy abilities (numerical, digital, environmental, financial, etc.), and there needs to be sufficient infrastructure to support each department in accordance with the business and industrial world. The teachers from these four schools, SMAN 81 Jakarta, SMAN 38 Jakarta, SMKN 27 Jakarta, and SMK Wikrama Bogor, said in their discussion that:

We need to form a character that represents the nation (nationalism) and global (global citizen) and is also supported by improving soft skills (emotional intelligence, personality traits, social skills, communication, language, personal habits, friendliness, and optimism that characterize a person's ability to relate to others).

What should we do now to realize the desired value?

Indonesia currently has good momentum in pursuing several national achievement targets. Of course, one of them is achieving the target of quality education, and with Indonesia's demographic bonus estimated to peak in 2030, there is a real sense of urgency to achieve this target soon.

Discussions with teachers were meaningful to gain their perspectives on the importance of improving the quality of education. Thus, in the future the role of the teacher is very important in realizing meaningful and contextual learning. Therefore, increasing teacher professionalism must always be carried out properly. In the words of SMP Labschool Kebayoran, which indicated how teachers will have a bigger role in the future to shape and support students:

Teachers understand their role and play the role well to support student learning and empower them succeed both in and out schools. They use appropriate teaching practices as well as supportive learning tools in which students can develop holistically.

The forum also mentioned that school programs are designed in such a way to reach the desired learning outcomes. Inside the curriculum, topics should be challenging

and enable deep thinking and reflection. A relatively small number of topics should be introduced in each grade to ensure the depth and quality of the students' learning. Topics may overlap in order to reinforce key concepts. Topics should be sequenced to reflect the logic of the academic discipline or disciplines on which they draw, enabling progression from basic to more advanced concepts through stages and age levels. In this new era, new assessment methods should be developed that value student outcomes and actions that cannot always be measured with current methods. For example, SMP Amalina's teacher said:

The learning process is student centred, and learning activities are relevant to the current situation. Students are offered a diverse range of topics and project options, with the opportunity to suggest their own topics and projects, and the support to make well-informed choices.

What needs to change in our education system today to foster the knowledge, skills, attitudes, and values for current and future generations to live more sustainably?

Implementing sustainable lifestyles through various classroom activities should be optimized so that students can change their thinking in a way that helps transform their lives but that doesn't impact too heavily on their current routines. The students are thus able to relate what they learn in the classroom to their own real-life actions and will progressively be in a better position to participate in changing behaviors and adopting sustainable lifestyles. As schools no longer function in isolation, their integration with the world outside has exposed students to different people and cultures, giving them the opportunity to appreciate what the planet offers, while respecting the need to use resources efficiently and responsibly. The schools should create institutional policies and practices that are more sustainable. Schools can implement sustainable development in their institutional vision, mission and values statements, their strategic plans, etc.

In order to provide value to current and future generations about the importance of sustainable living, schools should change to a more flexible curriculum and encourage self-directed learning; pedagogy should emphasize project-based learning and hybrid-learning (online-offline); and, the role of the teacher needs puts forward the spirit of Tut Wuri Handayani or "at the back should give support" (meaning that the role of educators is to give their skills and talents to support students working to build the nation). As said by the teachers from SDN 03 Kelapa Dua Wetan:

The education system needs to be changed to cultivate knowledge, skills, attitudes, and values so that current and future generations can live more sustainably. In many ways, the potential, talents, and interests of students are different. It is these differences that must be facilitated and fostered through a children's rights-based curriculum so that students can easily explore their abilities in their own way.

This idea was supported by statements from the discussion group for teachers of SMP, SMA and SMK, which stated:

We should change the scoring system to not only focus on cognitive aspects but also emphasize the importance of non-cognitive and affective aspects in the scoring system. The education system must run holistically so that students can think and act in a sustainable manner. Ethics education must be taught in schools so that the students can learn to live together peacefully and sustainably.

How can education contribute to building more just, peaceful, and sustainable societies?

Schools can bolster the teaching and appreciation of shared knowledge, values, and attitudes, which allows students to live together in all sorts of environments.

Educational institutions should aim to accomplish “Peace-building”. Since education can affect the values, perspectives, and attitudes of future generation, school activities should lead students being able to live in peaceful and sustainable societies. Schools should mobilize students to respect sustainable development priorities from a social, economic, and environmental perspective, which allows inhabitants to live in good conditions and in harmony with the nature surrounding them.

Educational institutions can actively encourage students to be involved in many different projects across a range of themes, such as climate change, biodiversity, disaster risk reduction, sustainable consumption, and poverty eradication.

By teaching ethics education, students learn strong critical thinking skills and how to make ethical decisions, nurture their spirituality, appreciate diversity, and respect others. With those impacts, students can build more just, peaceful, and sustainable societies.

Building a more just, peaceful, and sustainable society requires education because education is where concepts of justice and peace are first created. If the educational system is just, then education is indirectly contributing to building a just, peaceful, and sustainable society. In addition, good education can instill a noble character and good character values for students. That way, students will become good individuals in accordance with the hopes, ideals, and goals of national education.

Education Beyond the Classroom is one example of educational approaches that must include globally oriented issues, exposure, and actions, with learning environments that spread across homes, schools, and communities. Social and Emotional Well-being is a holistic, whole-student, whole-school, and whole-community approach that moves beyond academic progress and assessment. Educators and administrators need to prioritize socio-emotional skills, strategies, resources, and opportunities for learning that

empowers children to succeed both in and out of schools.

What knowledge, skills, attitudes, and values are needed?

In constructing the content of curricula, there are several things that need to be taken into account, such as character-building integration, communication, innovation, creativity, and entrepreneurship, collaboration, critical thinking, and problem solving. We need to encourage critical thinking and lifelong learning, along with skills in adapting to technology, problem solving, communication skills and collaboration, plus changing attitudes, and values through socio-emotional learning.

We also need to improve the competencies of teachers in linking all three of the domains — knowledge, skills, and attitude — so that they can evaluate students from different point of view. Teachers should have a positive approach to managing student behavior, effective communication techniques to defuse and de-escalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques.

Some teachers said in the forum that the knowledge, skills, attitudes, and values needed today are life skills in the Industrial Revolution 4.0 era. “Knowledge” includes knowledge of technology systems, information technology, industry, and science. “Skills” include communication skills, collaboration, and innovation. And “attitudes and values” include tolerance, mutual respect, respect, and care for the environment.

Can education actually exacerbate inequality, injustice, racism, and some of the other challenges we identified?

When education only focuses on scores and cognitive abilities without developing non-cognitive and affective aspects, it creates exclusivity and gaps. That in turn leads to inequality, injustice, racism, and some of the other challenges in our education system. With GCED and ethics education, we can avoid these problems.

This requires changing the curriculum and testing policies, and improvements in the supply of highly qualified teachers for all students. The government must provide teachers who have a stronger understanding of how children learn and develop, how a variety of curricular and instructional strategies can address their needs, and how changes in school and classroom practices can support their growth and achievement.

Upgrading teacher salaries to competitive levels and recruiting an adequate supply of professional teachers is necessary. Professional teachers facilitate learning for their students, know the ways in which learning takes place and understand the appropriate levels of intellectual, physical, social, and emotional development for their students. They observe the strengths and weaknesses of students so they can plan appropriate lessons

with colleagues, to monitor student performance and make responsive lessons that take into account cultural differences and individual learning. In short, they use a variety of methods and materials as needed.

There is also a need to develop more performance-oriented assessments that help grow higher-order skills. Multiple-choice tests are simply not suitable psychologically for students when they encounter more rigorous evaluations that require greater analysis, written responses, and elaborate answers.

From these discussions we know that education can exacerbate inequality, injustice, and racism because the education system is not based on children's rights. There are four components of human rights obligations that the government must pay attention to, namely making education available, accessible, acceptable, and adaptable. If these four components can be fulfilled and implemented properly, then there will be no more education gaps in this country. "Schools do not differentiate among students based on grades but based on ability," said teachers from SMKN 27 Jakarta and SMK Wikrama Bogor.

What role should parents play in their children's education?

The most important role parents have in their children's education is to provide good guidance and care so that their children are able to develop holistically. Parents must be able to explore the potential in their children so that the children can develop optimally and have a good impact on their future. The role that parents must play in the education of their children is complete and comprehensive assistance, especially when they are at such an impressionable age, a crucial part of building good character. In addition, providing a good role model for children and facilitating their development in all aspects of their learning is more effective in building a positive attitude.

Parents also have to be a genuine teacher for their children, jointly carrying out educational tasks (helping their children feel safe, secure, seen, and comforted).

Parents should develop several skills in their children, like better social skills, improved behavior, better adaptation to school, a greater sense of personal competence and efficacy for learning, greater engagement in school work, and a stronger belief in the importance of education, etc. By doing these things, parents will have a positive impact on their children, improving many indicators of achievement, like grades and test scores, graduation rates, and more.

What role should the wider community play in education/schools?

The community plays a role in improving the quality of education by monitoring and supporting schools in carrying out the learning process. Community involvement can have

a positive impact on driving school programs and involve school stakeholders to take an active role and have a positive impact on building a more sustainable environment.

Communities should encourage schools to create policies that value family and community involvement in decision-making and policy-making processes, to provide information to parents about academic content and standards, and to invest in school-home initiatives.

Communities must adopt proactive and reactive approaches in education. Communities can enhance learning, helping students earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Communities also plays a role in supporting the formation of an ecosystem that supports learning and participation in funding assistance to build schools. As noted by junior high school teachers:

Communities need to at least help every learner develop as a whole person, fulfill their potential, and help shape sustainable communities based on the well-being of individuals, communities and the planet. Communities also build interactive, mutually supportive relationships that help students to progress towards their valued goals.

At the vocational high school level, however, the importance of the role of the community was more emphasized:

The role of industry and community affects the quality of students' lives (weakness: CSR is not evenly distributed), so there must be a role for the government to bridge vocational high schools with the industrial world.

III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future

The general problems that become challenges in Indonesia are:

- ① Teacher quality that needs to be improved;
- ② Infrastructure (internet) that is not evenly distributed;
- ③ Very diverse geography and socio-economics;
- ④ Local government commitment (because Indonesia adheres to education decentralization).

From the perspective of ASPnet communities, other challenges are:

- ① Life is full of VUCA (volatility, uncertainty, complexity, ambiguity);
- ② The era of technological disruption is also a challenge for education in Indonesia, especially in the role of teachers in adapting to information technology;
- ③ The needs and requests of parents, universities, and employers, which are creating curriculum overload. Students often lack sufficient time to master key disciplinary concepts or, in the interests of a balanced life, to nurture friendships, sleep and exercise. It is time to shift the focus of our students from “more hours for learning” to “quality learning time”;
- ④ Curricula should ensure equity while innovating; all students, not just a select few, must benefit from social, economic and technological changes;
- ⑤ Teacher competencies need to be enhanced since they are essential to maximizing students’ learning, not only academically but also non-academically;
- ⑥ Generation Z tends to want things that are instant and practical, so they are often less resilient.

IV. Suggestions from the ASPnet Communities

The ASPnet community in Indonesia has a number of expectations and suggestions for world to better achieve educational targets in the future:

- ① Encourage knowledge sharing;
- ② Collaboration between communities;
- ③ National, regional, and local governments should share their policy designs and curriculum design experiences related to learning frameworks.
- ④ Students, teachers, school leaders, and parents should share practices and experiences.
- ⑤ Experts and researchers need to help strengthen the links between policy and practice, especially on the constructs of the framework.
- ⑥ Local and international communities, professional associations, and industries, including representatives of teachers’ unions and the business sector, should share best practices about supporting student learning and creating appropriate learning environments.
- ⑦ Provide learning modules that integrate the principles of future education.

Appendices



Picture 1. The opening of workshop Finalization of the Indonesian Report



Picture 2. Presenting some insights to the teachers by Mr. Ananto Kusuma Seta



Picture 3. The discussion among schools in the workshop



Picture 4. Presentations for inputs to the report by teachers

Korean National Commission for UNESCO

Dr. Jihyang LEE

Foreword

- I. General Information on ASPnet in the Republic of Korea
 - A. Historical development
 - B. ASPnet membership and special features of Korean ASPnet
 - C. Methodology
 - II. The Future of Education that ASPnet Communities Want
 - III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future
 - IV. Suggestions from the ASPnet Community
-

References

3

Foreword



The COVID-19 pandemic presents unique and unprecedented challenges for schools, but also creates an opportunity to re-think the roles of teachers, educators and students in the upcoming unpredictable future. As the report from the International Commission on the Futures of Education (*Reimagining Our Futures Together – A new social contract for education*, 2021) rightly points out, “[t]he pandemic has only served to prove our fragility and our interconnectedness” and “urgent action is needed to change the course and reimagine our futures”.

The UNESCO Associated Schools Network (ASPnet) is the largest global school network within the United Nations system, and if we wish to reimagine the futures of education, I believe we should therefore make it a priority to reach out to the various ASPnet community members and listen to their opinions.

The following report is the outcome of one attempt to do this. It provides abundant information about the ASPnet in the Republic of Korea and identifies needs and aspirations for the possible futures of education from the perspective of the South Korean ASPnet community.

I hope this case study report will contribute to establishing a new social contract for education, by providing a perspective from one of the various ASPnet communities in the East and Southeast Asian region, as well as by shedding light on the major challenges that South Korean society faces in realizing its desired future of education.

I would like to take this opportunity to express my sincere gratitude to Dr. Jihyang LEE for producing this comprehensive report, and to the various participants who contributed to this research project. Without their critical and constructive responses and suggestions, this case study would not have been possible.

HAN, Kyung Koo (Ph.D.)
Secretary-General
Korean National Commission for UNESCO

I. General Information on ASPnet in the Republic of Korea

A. Historical Development

The Korean National Commission for UNESCO (KNCU) offers a variety of programmes with ASPnet schools in the Republic of Korea (hereinafter shortened to 'Korea') to implement UNESCO's ideals at school level while focusing on themes such as global citizenship, sustainable development and cultural diversity. ASPnet schools help students learn how to coexist with others and act responsibly as global citizens, so that they are equipped to meet the challenges faced by local communities and international society in today's world.¹

KNCU supports the National Assembly of UNESCO Associated Schools, renews schools' ASPnet memberships, cooperates with local offices of education, shares information on thematic action areas including global citizenship, and develops education materials. KNCU also assists international exchanges and sisterhood ties between ASPnet schools, operates local and international programmes for ASPnet schools, and promotes regional and international cooperation through ASPnet.

Korea hosted the Asian Regional Seminar on the Associated Schools Project in 1971, the Regional Seminar on the Development of the Associated Schools Project in Asia and the Pacific in 1981, and the International Forum for the 60th Anniversary of UNESCO ASPnet in 2013.

Following the launch of the UNESCO ASPnet in 1953, four Korean schools joined the network in 1961. The number increased to 17 schools by 1965, and 33 schools by 1975. Before the 1990s, member schools of Korea's ASPnet were typically in major cities, and among the high schools, there was particular interest among foreign language schools (UNESCO, 2003:24). From 1962, when the National Association of ASPnet Teachers was established, until 1984, ASPnet teachers organized a research-oriented ASP National Seminar to share lesson plans and to develop curriculums. From 1986 to 1988, KNCU designated certain ASPnet schools as Education for International Understanding (EIU) Model Schools and promoted school-led research activities. Other schools that were not designated also voluntarily joined the school-led research activities, which became a stepping stone to the promotion of international exchanges and cooperation with the ASPnet global network (Shin, 2021).

1 KNCU. Retrieved August 15, 2021, from <https://www.unesco.or.kr/eng/play/education>

In 1995, KNCU was designated as a National Center for EIU by the Korean Ministry of Education, while in 1997, EIU was introduced into the 7th National Curriculum as an optional activity (Ministry of Education, 1997). Against this background, KNCU, with the support of the Ministry of Education, initiated and actively conducted the nationwide Cross-Cultural Awareness Programme (CCAP) in 1998, among ASPnet schools and schools that were not members of the network. CCAP provided opportunities for cross-cultural sharing and constructive partnership-building between Korea and the world, thereby enhancing intercultural understanding among Korean youth and promoting coexistence in an increasingly globalized world. KNCU also conducted various teacher trainings and developed educational materials to enhance participatory methods of teaching and learning and to improve school curricula (Seo, 2013).

Despite these efforts, the expansion of the ASPnet schools in Korea was slow. In 2003, after 50 years of ASPnet's global expansion and achievement, KNCU initiated a national strategy and plan of action for the Korean ASPnet and took steps to reform the organization and its system of operation. In order to revitalize Korean ASPnet, KNCU launched annual gatherings and regional councils, and also strengthened supporting activities, including provision of various programmes, documents and materials related to ASPnet (Seo, 2013). With the increased financial support from the Korean Ministry of Education, KNCU initiated various activities with a special emphasis on strengthening the capacity-building of schools and encouraging teachers and students to actively participate.

Since the beginning of the new millennium, KNCU has actively sought to increase the engagement of Korean ASPnet schools in global networks. The ASPnet Exchange Programme in Asia and the Pacific Region was launched in 2001 in order to improve educational partnerships, networking, and multilateral collaboration among ASPnet schools in the region. Since 2005, this programme has created 34 pairs of sister schools between Korea and Laos, Mongolia, Indonesia, and Malaysia (Seo, 2013). It has also enabled schools to share information and experiences on the current state of ASPnet and to develop new educational relationships leading to multilateral collaborations among ASPnet schools in the region.

There has been a steady increase in the number of Korean ASPnet schools since 2000, and a dramatic increase since 2015. There were 74 member schools in 2001. This increased to 129 by 2010, and then to 407 by 2015. From the very beginning of ASPnet in Korea, KNCU has consciously controlled the number of schools admitted to ASPnet to ensure the best quality control of the network. However, since 2012 there has been increased interest in the network among Korea's provincial offices of education, as the Korean government promoted global citizenship education and career education.

There are 592 Korean ASPnet schools as of 2021, comprising 314 upper secondary schools (53%), 155 primary schools (26%), 107 lower secondary schools (18%), 12 special schools

(2%) and 4 teacher training institutions (1%). To date, no nursery/pre-school or vocational/technical education institution has joined the Korean ASPnet.

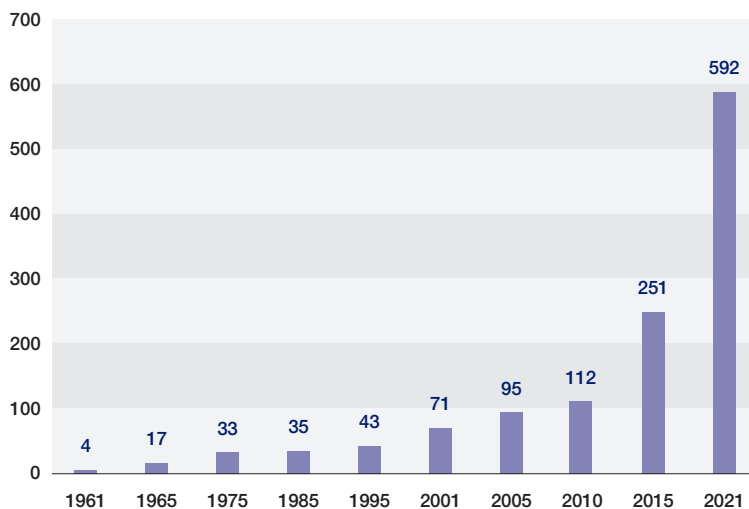


Figure 1. Change in the Number of Korean ASPnet Schools

B. ASPnet membership and special features of Korean ASPnet

Unlike most ASPnet National Coordinators, KNCU coordinates many school activities and programmes conducted in each school, including cooperation with the office of education, teachers' meetings and workshops, international ASPnet exchanges, surveys and monitoring, annual ASPnet conferences, student awards, and so on.

KNCU operates a dual network system for managing member schools and categorizing them into either the national or international network, although there is no discrimination between the two. Among the 592 Korean ASPnet schools, 106 schools (18%) are internationally certified.

Following the worldwide evaluation of the UNESCO ASPnet in 2016, KNCU introduced the Online Tool for ASPnet (OTA) to Korea in 2017. To become a UNESCO Associated School in Korea, schools undertake a two-step process. First, schools should pass the first domestic screening process. Pre-membership qualification is granted to the schools until they are finally approved by UNESCO. Second, schools that wish to join the international network submit their application for approval through the OTA. Preliminary member schools can participate in related activities but use of the UNESCO Associated Schools logos and signboards is limited.

Since 2000, KNCU has organized an annual National Assembly of UNESCO Associated Schools to share best practices and an annual plan for the next year. Along with the National Assembly of UNESCO Associated Schools, KNCU supports the local network through the ASPnet Regional Councils that are supported by the provincial offices of education. Starting with the Gyeonggi Council, established in 2013, there are 17 councils active as of September 2021. The councils host local teacher/student workshops, new school orientations, and regional annual reporting sessions to share information and ideas about regional activities.

In March each year, the Korean ASPnet schools submit an annual plan of activities including a yearly theme and project details to KNCU. The National Assembly of UNESCO Associated Schools is usually hosted by KNCU in late March or early April. Schools' annual plans are revised and shared with their local communities in April. School projects are implemented from April to November. Annual activity reports are submitted to KNCU in December.

C. Methodology

In order to collect data regarding the Korean ASPnet communities' perceptions on the future of education for the purposes of this study, two inter-related sets of data were gathered. First, a literature review of recent studies conducted by KNCU was carried out. Second, as the main part of this study, a total of four interviews were conducted in September 2021.

1. Literature Review

In recent years, KNCU has conducted a series of activities in order to investigate the achievements and challenges of the Korean ASPnet. In 2018 and 2019, KNCU conducted a nation-wide situational analysis of the Korean ASPnet schools by independent researchers. A total of 691 people (285 teachers, 183 school principals, 223 students) participated in an online survey of ASPnet schools and their members' perceptions. The survey included questions asking what schools' motivations were for participating in ASPnet, what their main achievements were, and what their main challenges were.

In 2020, under the UNESCO's Futures of Education initiative, KNCU organized focus group consultations to gather reflections, ideas and perspectives on what the futures of education ought to be. Three focus groups, one comprising 10 students, one comprising 11 teachers and one comprising 6 parents, were invited to discuss how education can foster global citizenship.

The information from these surveys and consultations was reviewed for the purposes of this study.

2. Interviews

A total of four interviews were conducted in September 2021, one each with a teacher, an education policy maker, a parent, and a student. After the selection of interviewees, the researcher sent an online pre-questionnaire before the interview. Each interview took about one or two hours and KNCU staff participated as observers.

II. The Future of Education that ASPnet Communities Want

The main findings on perspectives from ASPnet on the futures of education are presented below under the following sub-headings: major changes in the future of education, renewed purposes of education, and role of teachers/educators/students.

Major changes in the future of education

Most of the participants reported that major changes in the future of education relate closely to the increased interdependency and interconnectedness of the world. Also, participants noted that the fourth industrial revolution, represented by recent and imminent extraordinary technology advances, will fundamentally change the way we live, work, and learn.

It is important for students to learn about artificial intelligence and advances under the fourth industrial revolution. This will influence how the school curriculum will operate, as self-directed learning will be more popular. At the same time the meaning of connection will be much different from now. It will be an era where you can be truly alone if you want. Therefore, it is important to create an inclusive, human-centered future through education. We must realize the importance of creativity and, at the same time, solidarity. (Parent participant in 2021 interview)

As the school becomes digitalized, we are gradually losing the ability to empathize with others. Education, in turn, is to pass on the valuable culture of the previous generation

to later generations for the public good of mankind. Therefore, empathy to share and care, respect for others, and love for humanity must be maintained through education. (Teacher participant in 2020 review)

I think the main function of school is to develop social skills rather than knowledge among students. I learn how to maintain relationships with others while I go to school, and I learn how others think, understand and behave. I want face-to-face learning and teaching still to exist in the future. I think online and internet teaching and learning cannot replace them. (Student participant in 2021 interview)

Renewed purposes of education

In relation to the renewed purposes of education, most of the participants said that education to eliminate discrimination and violence, and education to promote sharing and caring at all levels are important.

We should be wary of discrimination in the education system, in particular, teachers' discrimination against students, which is causing bigger conflicts among students. We are facing everyday prejudice and discrimination against students of multicultural background and gender in our classrooms. It is very important to achieve gender equality at home as well. We need to struggle with these forms of discrimination by educating and protecting our students with sensitive care in order for students to overcome feelings of helplessness and properly concentrate and learn at school. (Teacher participant in 2020 review)

If we only pursue our own interests and ignore what others value, it will ultimately undermine the socialization and learning of students at schools, weaken the social cohesion of communities, and hinder the solidarity and cooperation that prevents conflicts all around the world. Education should help students reduce prejudice and stereotypes. Education should help students examine the various problems that humankind faces and understand the importance of solidarity. (Student participant in 2020 review)

It is important to cultivate future generations that are creative, collaborative, and capable of creating new knowledge and value by self-directed learning. The education system should get rid of the existing productivity and efficiency-oriented educational goals and promote quality of life for all through social solidarity and democratic cooperation. (Education policy maker in 2021 interview)

Role of teachers/educators/students

The COVID-19 pandemic presented unique and unprecedented challenges for schools.

The pandemic also opened a window of opportunity to re-examine the role of teachers, educators, and students.

The COVID-19 pandemic has forced virtually all schools to switch to online education in Korea. Although teachers were preparing for new forms of education in this digital-led era, incorporating technology in classroom teaching and learning was very difficult. Online educational platforms and technologies were not ready to effectively deliver educational content like in face-to-face teaching, which led to low quality in classes. In order to overcome this challenge, teachers voluntarily formed research groups according to their interests and shared ideas and information on online education. Going through this transition has made me think more about the importance of teaching digital literacy and ethics in the classroom. Also, I see changes in the role of teachers as there are new forms of cooperation and solidarity needed for this era. (Teacher participant in 2021 interview)

Online education should be supplemented as our kids need a school to belong to. This sense of belonging enables continuation of learning between home and school. It doesn't have to be a school system, but a space where learners and teachers can interact. The space should provide opportunities to build basic knowledge, to explore interests and passions, to socialize with others and to expand students' thoughts. (Parent participant in 2021 interview)

The Ministry of Education's review on how schools are overcoming the COVID-19 pandemic shows that schools with sufficient exchange of opinions in a democratic climate have a high resilience to the crisis. Schools also actively initiated online exchanges and cooperation both inside the region and beyond its borders. Promoting network activities and autonomy are becoming more important for the future. (Education policy maker in 2021 interview)

Interactive learning, building relationships, learning through experience, engagement with the community, global solidarity, and continuation of learning between home and school were the most commonly found expressions in the participants' responses. All of this suggests that the participants are keen to learn to live together and to promote the common prosperity of humanity regardless of future changes. They stressed that the way future education is presented through learning and teaching methods and curriculum will be quite different from what we see now. However, the role of education in development of the individual and society will not dramatically change. Education should be transformative and allow us to make informed decisions and take individual and collective action to change our societies and care for people, the planet, peace, and prosperity.

III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future

The same sources of data used for section II above were also used for this section of the report, and section IV below.

Most respondents for this research pointed out that Koreans' fixation on formal education, or 'education fever', and the intense competition of the college entrance exam are the major challenges in realizing the desired future. At the same time, some respondents pointed out that main themes of UNESCO activities such as 'peace', 'global citizenship', 'sustainable development' seemed too grandiose and utopian in comparison to their current interests.

According to the 2018 situational analysis, teachers and principals in charge recognize that the school's ASPnet activities are generally positive and show good understanding of the mission and value of UNESCO. In particular, 61.7% of teachers, 59% of school principals, and 53.4% of students responded that ASPnet activities have increased students' interest in international issues and active participation in international exchange activities (KNCU, 2018:20-22). The analysis, which also aimed to evaluate the overall performance and problems of the Korean ASPnet presented the following findings.

- Three-quarters of the Korean ASPnet schools are recently enrolled schools with a membership period of less than six years (a phenomenon which is linked to the introduction of the Free Learning Semester Programme² into the Korean school curriculum in 2013). More than 80% of teachers have less than 3 years of engagement in ASPnet activities.
- In terms of operation, more than half of the teachers think that the support provided by the principal, the office of education, and KNCU is appropriate.
- ASPnet schools' activities are mainly focused on extra-curricular activities through club activities in individual schools, and mainly cover topics such as global citizenship, the environment and sustainability, cultural diversity, peace, and human rights. However, with the introduction of the free learning semester system, ASPnet activities are used by schools to integrate subject matter and extra-curricular activities, with a special linkage

² The Korean Ministry of Education introduced the Free Learning Semester Programme in 2013. The purpose of the programme is to help students better understand their capabilities and explore their aspirations through experimental and participatory learning while ensuring they experience some career education. <http://iccdpp2017.org/is-2017-in-korea/about-career-education-in-korea/>.

to career guidance for students in the field of international cooperation.

- The biggest difficulties in operating ASPnet activities at school level from the perspective of teachers were the frequent replacement of personnel, an unfriendly learning environment (bureaucracy, inflexible curriculum structure, etc.), and the lack of manuals and materials. The principals pointed out the lack of understanding and cooperation among school staff, and the lack of financial support from the office of education.

Teachers, in particular, pointed out that education for sustainable development and global citizenship should change the culture of a school so that the content learned in class can be practiced in school life. Most teachers also mentioned that school leadership is key to promoting such education.

If you are working in a UNESCO school, it is easy to do activities because there is support at the school level. However, if the school changes, the teacher will face many difficulties in carrying out activities. UNESCO school activities are operated in schools but there should be support and programmes for teachers who are interested in those activities so that those teachers can persuade their schools to apply for membership. And the leadership of a school principal who is passionate about GCED can make a big difference. Under a strong leadership, the school can initiate a whole-school approach towards GCED and teachers can develop interest in global issues and have opportunities for professional development. (Teacher participant in 2021 interview)

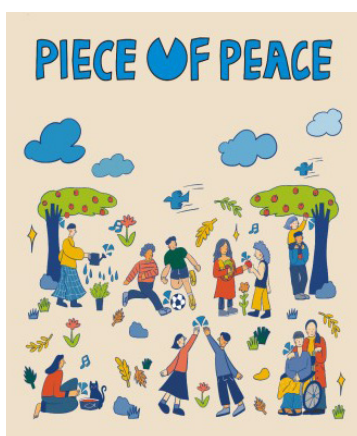
In order to be a responsible citizen, you must acquire the appropriate knowledge, skills and values in school. Therefore, to nurture global citizens you need to nurture global awareness, critical thinking, and empathy, to make decisions reasonable for all people, beyond borders, in everyday teaching and learning. The school should be a place where global citizenship is learned and practiced. (Teacher participant in 2020 review)

The challenge is to transform traditional teaching and learning practices and to prepare the schools to teach for the future. Empowering schools to learn from each other through networking and collaborative projects is one of the most promising ways to overcome the challenge. Many respondents mentioned that teachers' exchanges and projects through ASPnet provided a real-time experience of the collaboration and solidarity that is needed to tackle the global, as well as local, issues we face today.

Through my child's school, which is a member of the Korean ASPnet, I participated as a parent mentor in group activities to revitalize local culture. Exploring the under-developed, unknown and marginalized areas of the city, we were able to explore real day-to-day problems related to global issues such as sustainable development. The entire process of questioning each other and finding answers for those questions together was

very meaningful for all of us. The project made us realize all the problems we are facing today are interconnected. (Parent participant in 2021 interview)

Teachers should be the change and make a difference. Teachers should see their role as being to equip students with skills to be learners throughout their lives and lead them to think critically but behave with respect. Teachers should expose students to various experiences in order to explore possible ways to solve problems and to recognize diversity. (Teacher participant in 2020 review)



Piece of Peace (POP) Project (2020 ~)

The POP Project is a student-initiated project for peace and sustainability. This project is a development of KNCU's previous student-focused project for ASPnet called the Rainbow Youth Global Citizen Project, and places great emphasis on the relationship between peace and the Sustainable Development Goals (SDGs). Students take action by themselves to identify problems which harm everyday peace and sustainability and suggest ways to solve them through a variety of activities. Examples of problems identified include:

- An uncomfortable relationship with a classmate
- A friend who cannot concentrate on his studies due to his family's financial difficulties
- A friend who cannot adjust to school life because he is different from us
- An old and ugly wall around the school
- A school staircase that is too steep for seniors with disabilities to go up and down
- Classrooms with poor lighting
- A pile of trash in the hallway
- The use of too many plastics in everyday life
- Local heritage and traditions being forgotten, and
- Abandoned dogs

SPONGE Campaign

The SDGs Project on Global Citizenship Education ('SPONGE Campaign' for short) invites teachers and students to submit ideas and suggestions (which may be based on a good practice already implemented) for action to implement the SDGs in their schools and local communities around the world, in the form of short videos and written proposals. The aim is to identify and implement solutions to local issues relating to the SDGs. By identifying



problems relevant to one or more of the 17 SDGs in their neighborhood and coming up with creative ideas to solve such issues, students and teachers can gain in-depth, practical knowledge of GCED and the SDGs and build a localized or contextualized understanding of how they can be applied in their daily lives.

IV. Suggestions from the ASPnet Community

ASPnet is a very significant network – it is estimated to be the largest global school network within the United Nations System and aims at building a common global identity among the younger generation worldwide (UNESCO, 2016:68).

The research for the present report found that the Korean ASPnet has been successful in channeling positive values through the dissemination, to Korea and beyond, of innovative educational material and approaches that are related to UNESCO thematic areas. It has strived to translate global issues into practice at the school level. Korean ASPnet has further contributed to improving the quality of education in practice by providing possibilities for ASPnet schools and related personnel to connect, exchange experiences, cooperate and communicate with other likeminded schools and personnel in their own and in other countries on their activities, approaches and good practices.

The biggest advantage of the ASPnet is that it is both a national and global network. I think values that education promotes need to be practiced in daily lives even if the reality is far from those values. In this sense, ASPnet is making positive and meaningful attempts at improvement for both present and future generations. Through ASPnet activities, we share perspectives, think about possible actions, and make networks across the world. (Parent participant in 2021 interview)

The sustainability and visibility of the Korean ASPnet schools at the national level has

been uneven. The 2018 review made recommendations for improvements in terms of the provision of common content related to UNESCO activities, teacher education, leadership training, financial support, and flexible curriculum structure. For the future development of the Korean ASPnet, sustainability mechanisms need to be built in order to ensure incorporation of ASPnet activities into schools' educational priorities and plans of action. In addition, for quality control, the evaluation, monitoring and management of ASPnet projects at schools needs improvement.

The digital revolution has made it easier than ever to network classrooms across borders. Learning and collaborating in an online environment have become an essential element, not an option, for the ASPnet community. However, learning and collaborating in an online environment does not come naturally to all members. In order to facilitate ASPnet's collaboration in the context of this digital revolution, an enabling environment for knowledge sharing, dialogue, discussion, project planning, and reflection on collaboration is needed. The following are some suggestions made by the participants in this research.

Students are more comfortable with personal activities than team activities in task and performance evaluation. They actively share their thoughts and participate in internet communities, but they are reluctant to meet and share something face to face. Students should understand that individualism may result in an isolation from society, and they may not be able to get support from others when they are in trouble. (Teacher participant of 2020 review)

It is reported that schools have felt isolated during the COVID-19 pandemic. However, the unavoidable circumstances of online learning have increased cooperation between schools across the region, and exchanges and networking among Korean schools and schools abroad. Korean schools actively engaged themselves in online school exchanges between countries. Korea has recently received many requests from developing countries for cooperation in e-learning and online classes. Korea is planning to further support online exchanges and collaborations among schools at national and global level. (Education policy maker in 2021 interview)

ASPnet activities include many short-term and one-off activities, and sometimes suggested themes are too new and hard to understand. Long-term projects based on a theme selected by a school can shift the focus of attention from superficial aspects in classrooms to what matters most in teaching and learning. (Parent participant in 2021 interview)

The biggest significance of ASPnet is that it actually shows how international cooperation is constructed. It also reminds us that critical thinking and actions based on solidarity are very important to effectively solve global problems. However, more specific programmes and guidance are required to translate those values into actual

classroom activities. In a situation where collaboration among children is very lacking, teachers also need to train themselves to carry out joint projects and collaborative activities. (Teacher participant in 2021 interview)

Students must be given the chance to participate and interact to build a strong sense of belonging and improve their self-esteem. Students have shown that they will take leadership roles, first among themselves, but eventually even among teachers, parents and other members of the community. Students who participate in ASPnet activities learn that sustainable development is one of OUR issues, though it can be achieved through MY Action. (Seo, 2013:5)

Thanks to technological developments, ASPnet teachers can now work together online to tackle the challenges of teaching – from the smaller obstacles in day-to-day teaching, to the biggest ideas in education. For example, in 2021 KNCU organized an online dialogue of teachers under the title of the 2021 UNESCO Korea-Japan Teachers' Online Dialogue Programme. This programme was a continuation from in-person teacher exchange programmes in Korea and Japan that KNCU and the Asia-Pacific Cultural Centre for UNESCO have been annually hosting for many years. During the COVID-19 pandemic, adaptations were made and in 2021 the programme introduced new small group online projects that enabled teachers to co-develop a blended learning course that relates to practical implementation of the SDGs in local communities, hold demonstration classes in both Korea and Japan, and share the outcomes in an online forum.

On the flip side, technological developments require new capacities for networking and collaboration among the key stakeholders involved in the ASPnet. In order to cope with the fast changes, the capacities of the key stakeholders involved need to be built in a continuous and systematic way.

The largest promise of technology is the potential for building ASPnet's collective intelligence. In order to support the various functions of the network and effectively disseminate innovative educational material and approaches, quality online tools should be available to the members. Extra budgetary funding from public and private partners will ensure quality operation of the ASPnet at national and global level.

References

- Chung, D. (2005). Education for international understanding in the Republic of Korea. *Journal of Education for International Understanding*, Vol.1 (Pilot Issue), 85-108.
- KNCU. (2010). My change makes the world change. Seoul: KNCU. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/2010_Rainbow-youthproject_eng.pdf.
- KNCU. (2018). The current status and future of UNESCO ASPnet in Korea (Korean). Seoul: KNCU. <https://asp.unesco.or.kr/promote/data.php?mode=detail&idx=129&page=1&keyfield=&keyword=>
- KNCU. (2020). Guidelines for UNESCO schools (Korean). Seoul: KNCU. https://www.unesco.or.kr/assets/data/report/pZYLg5ZwDpEP28UZ5QLxzOwtfczkeV_1587608723_2.pdf
- Ministry of Education. (1997). The 7th school curriculum of the Republic of Korea. <http://ncic.go.kr/mobile.dwn.ogf.inventoryList.do#>
- Seo, H. (2013, September 8). ASPnet in Korea and challenges for the next decade [Conference presentation]. International forum for the 60th anniversary of ASPnet, Suwon, Republic of Korea.
- Shin, J. (2021, July 28). UNESCO schools. UNESCO News. https://www.unesco.or.kr/data/unesco_news/view/782/1297/page/0?
- UNESCO. (2003). Main elements of the report of the global review of the UNESCO Associated Schools Project Network: results, recommendations and conclusions ED.2004/WS/2 REV.). Paris: UNESCO.
- UNESCO. (2016). Evaluation of the UNESCO Associated Schools Project Network (IOS/EVS/PI/152). Paris: UNESCO.

Lao

National Commission

for UNESCO

Dr. Itthida Gnangnouvong | Mr. Vongvilay Sounthavong

Foreword

- I. General Information on ASPnet in Laos

- II. The Future of Education that ASPnet Communities Want

- III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future

- IV. Suggestions from the ASPnet Community

4

Foreword



I would like to take this opportunity to express my gratitude to the Korean National Commission for UNESCO for extending their cooperation and support in promoting the implementation of ASPnet in the Lao PDR, as part of the UNESCO initiatives for the Futures of Education, the ASPnet Strategy 2014-2021, and beyond. I would also like to state my appreciation for the tireless efforts made by the interviewees in collecting this case study information, despite facing many difficulties.

This case study presents the results of ASPnet in the Lao PDR, including information about school backgrounds, activities, challenges, and recommendations, as well as the Future of Education they would like to achieve over the next 30 years. The researchers explored how education can promote sustainable development and global citizenship in consultation with the ASPnet school coordinators, principals, teachers, students, parents, and others. I hope this information will be highly useful for ASPnet in exchanging and sharing good practices, while pursuing our common goals and priorities in order to shape the world we want.

Since this case study was conducted during the pandemic, it was inevitable that some information would be unattainable. But the feedback and suggestions from you and the member states helped us create the best survey possible, so that learners of all ages and backgrounds can develop into informed, critically literate, socially connected, ethical, sustainable, and engaged global citizens.

Assoc. Prof. Dr. Silinthone SACKLOKHAM
Secretary-General
Lao National Commission for UNESCO

I. General Information on ASPnet in Laos

The Lao People's Democratic Republic (Lao PDR) joined UNESCO on 9 July 1951 and formed the Lao National Commission for UNESCO (Lao NATCOM) in 1976 under Article 7 of the UNESCO Constitution, which aims to contribute to the development and preservation of peace, stability, and human solidarity in accordance with the charter of UNESCO through education, science, culture, and communication.

To enable the local implementation of UNESCO's activities, the Lao NATCOM presented 11 schools in the capital city of Vientiane for review and admission to ASPnet in 1995. The Lao NATCOM, as the national coordinator of Laos ASPnet, supports, liaises, monitors, and collaborates with school members by providing training and workshops to disseminate UNESCO concepts and activities. By 2001, there were 22 schools from Luang Prabang, Xieng Khuang, Huaphan, and Champasack provinces that had joined ASPnet, and today there are 33 ASPnet schools nationwide:

No	Capital/ Province	Number of Schools				Teacher Training College	Date Joined
		Primary	Secondary	Lower Secondary	Upper Secondary		
1	Vientiane Capital	5	4	1	1	-	1995
2	Luang Prabang	1	5	2	-	1	2001
3	Xieng Khuang	2	-	2	1	-	2001
4	Huaphan	-	4	-	-	-	2001
5	Champasack	-	3	-	-	1	2001
	Total	8	16	5	2	2	33

The purpose of ASPnet schools is to build peace in the minds of children and young people by applying new teachings and learning approaches to provide a platform for exchanging experiences, knowledge, and good practices with other schools, communities, and society around the world based on UNESCO's values and priorities. The schools aim to become role models in their communities through the practice of 4 pillars of teaching and learning: Learning to know, learning to do, learning to be, and learning to live together.



Figure 1: The planet that they want to see in the next 30 years



Figure 2: The planet that they do not want to see in the next 30 years

The Lao NATCOM has disseminated UNESCO's values from the center to the local level. In the 2010s, the school principals and teachers jointly developed capacity building workshops and made a school plan for new values, including Culture of Peace, Gender Equality (GE), Inclusive Education (IE), Education for Sustainable Development (ESD), Climate Change Education (CCE), Conventions, Capacity Development for Education for All (EFA), Sustainable Development Goals (SDGs), Global Citizenship Education (GCED), and the Whole Institution Approach (WIA). About 100 schools including the ASPnet schools have participated, with 600 principals and teachers having been trained.

In October 2020, the Lao NATCOM launched an event on the Future of Education at Vientiane Secondary School and invited other schools' principals and teachers, students, parents, and communities to participate. Other schools in different provinces participated online through various available platforms. The aim of this event was to spur people's imagination about how knowledge and learning can shape the future they want over the next 30 years.

The response from schools about what they want to see enabled by education over the next 30 years could be summarized as the civilization of the economy, respect of cultural diversity, environmental prevention, and the reduction of risks. On the other hand, the things that they did not want to see were violence, inequality, discrimination, drugs, human trafficking, abuse, air-polluted, and disasters. In the industrial era, it is of crucial importance to empower learners of all ages to understand these issues, which are not only local issues but the world's, and it is the role of everyone to promote more peaceful, tolerant, inclusive, secure and sustainable societies through the integration of Global Citizenship Education in schools. Therefore, the implementation of the Education for Sustainable Development and the Global Citizenship Education also supports the ASPnet Strategy for 2014-2021 and addresses what they want and do not want for the next 30 years.

In schools, the principals and teachers who participated in the training and dissemination workshops were able to pass along what they learned to their colleagues through reports, special meetings, and events. They collected the texts and videos from the training

workshops to make a book and stored them in the ASPnet corner where other teachers and students could take copies. The principals organized teachers to create teams, integrate these concepts into subject areas, apply critical thinking skills, empower young people, and create partnerships. The teachers used the ESD and GCED concepts in their lesson plans, instructing their students during learning sessions in class, five-minute discussions before class, meetings with groups of students in front of the school every Monday morning, special events, school activities, and the like.

The teachers and students developed school plans, assigning a variety of roles to students, including getting volunteers to set up and lead teams to implement such activities as reducing garbage in school, practicing the 4 Rs, separating rubbish, protecting the school environment, green growth, mushrooms, vegetables, and herb gardens. Furthermore, the schools also practiced traditional culture, like wearing traditional costumes to school once a week, learning to cook local food, engaging in school exchanges, and field visits. On some occasions, teachers and students went into the streets to do “Before and After” cleaning, like after local festivals. Through these activities, the students were able to build practical knowledge, skills, values, and attitudes that contribute to inclusivity, helping them to understand global issues and recognize their responsibilities as global citizens.

This year, the Lao NATCOM launched a survey to collect data on the future of education that people want. The survey consisted of 12 questions addressing the future they want and do not want, 10 questions on school activities, 4 questions on the result of those activities, and 2 questions about sustainability. The selection process for the best practice referred to 12 factors and scores based on their responses to the survey, such as understanding the linkage between what they want and do not want to the 3 pillars of ESD and GCED, their responses about the main activities at school, integration and dissemination, activity implementation, inclusivity, methodology, ability to be a school model, sustainable activities, and future plans. The results demonstrated that the Vientiane Secondary School achieved the best results, while the Vientiane-Ho Chi Minh Friendship Secondary School and Champasack Secondary school were the runners-up. (Case study selection results follow below).

II. The Future of Education that ASPnet Communities Want

This section focuses on presenting the opinions from the local ASPnet community: principal, teachers, students, and parents regarding their symptoms of the current malaise in their education, to find a possible solution to mitigate the problem and to move forward to the desired future of education.

Vientiane Secondary School

The researchers selected Vientiane Secondary School as the research site to conduct semi-structured interviews with people from school communities, including a school principal, a teacher, a student, and a parent. The school is one of the oldest schools in the country, located in the city center of Vientiane Capital City.

Our insightful informants

Four subjects were interviewed about their opinions regarding the Future of Education. Principal Pathoumphone Phimpaphay (52 years old), who has been working there since 1994, told us what the school was like then and now. Teacher Khampouthala Thepunya (39 years old), who started teaching in 2002, used her experience to give voice to the opinions of the teachers regarding their jobs and first-hand information about how the education at the school has changed over time. To represent the students, we talked to Ms. Soudaphone Sayavongsa (16 years old), who is in her final year at high school, and who helped shed some light on what students are looking for in their education. Lastly, we interviewed a mother of two, Ms. Khunthaly Chanthavong (47 years old), who through her story allowed us to understand more about the parents' opinions regarding their children's education.

The school in the past

In 1994, Ms. Pathoumphone graduated from teaching college and was recruited to teach physics at Vientiane Secondary School. At that time, one of the major issues at the school was dropouts - students who quit school to do something else, like helping parents to earn income, doing menial labor, or selling things at the market. "The concrete reasons behind the dropout issue had never been made clear", said Ms. Pathoumphone. Partly it was because that there was no interaction between parents and teachers, "there was no communication between teachers and parents" nevertheless, she said that "most parents did not understand the role of education", which has proven that there was no involvement from the parent at the school. As a result, the priority for the school

management team at that time was how to make sure students remained at school. Their solution was to create a culture where students felt the need to be there, so the rules became very strict: absenteeism would not be overlooked, and teachers would take action and visit the students' homes to talk to parents. That approach did not address student self-esteem, yet it worked, and the dropout rate decreased. Because of this, the school was then able to focus on improving other areas, including the quality of learning.

Given the situation, which the textbook is the main tool for teaching and learning, Ms. Pathoumphone said that "for delivering the lesson, we read the contents of the textbooks for students to write them down on their notebook". What this means is that the learning approach was not creative, teachers were afraid that they did not cover all the textbook contents. There was no technique in teaching from teachers to make the lesson become clearer to the students, "there was no activity, there was no example of what the students were learning". Incorporating the school environment or making the surroundings to support students' learning was therefore most likely didn't exist. "School environment was not designed for students to learn 'beyond their classroom'" (Ms. Pathoumphone).

The school and its improvement throughout time

Only recently, since the 2010s, have reforms begun to take place, as said by Ms. Pathoumphone. One outstanding example has been the change of textbooks, which have become more colorful, with more pictures and images to help students to understand the learning contents. Another major improvement has been in teachers growing more aware of the importance of teaching materials/tools, moving beyond textbooks to add a variety of teaching techniques. Moreover, the school's environment has become a tool to support learning. Different learning zones were created to impress students with the knowhow of the Lao people in the past, such as a Lao House Demo, to show the Lao traditional Lao way of living and various traditional cooking and farming tools. Likewise, there were more activities to make learning fun and comprehensive, e.g., group work, projects, and scientific quiz competition among different classes. These things have encouraged students to participate, to be more aware, and to have fun with their learning.

The 2010s were also a time when schools' management teams focused on debates about what education is for and what should be taught and how. By cooperating with external group, including the international agencies like UNESCO, education reforms were discussed to reach the regional standard as well as to become involved with global movements. One priority has been the integration of international issues/actions like ESD and GCED, bringing in various topics about social-economic development issues, as well as health issues through environment-related topics. Because of this, schools increasingly see the need to promote healthcare at the school, which will serve also as a tool to impact society. "If the students understand hygiene, for example, they will go home and observe their houses, talk to their parents and try to make changes it, try to

make them clean,” said Ms. Pathoumphone. Nevertheless, the shortage of resources and skillful teachers, many times, was reported to be the main challenge of the school to achieve this goal.

According to teacher Khampouthala Thepunya, “there have been improvements throughout time, however many challenges remain”. Although the school offer more learning activities at the school, they may not be up to date and appropriate for guiding students through the current challenged posed by digital and ICT. “Children are more up to date due to the information that is available on the internet” said teacher Khampouthala. “In one sense they are quite independent with their learning, but how critical they are and how able they are to process that information is a puzzle”. Most teachers at the school are from the older generation, so they lack digital skills, and because they rarely know foreign languages, that further limits their access to online information and new technology. Furthermore, school budget shortages mean there is no money for training on this matter.

The lack of budget allocation from the central government is a key problem for the school preventing them from investing in their education quality. Ms. Khampouthala hinted to us teachers cannot fully implement all activities they wish to because they cannot get the approval from the principal. “The principal should support the teachers, but she cannot because she has to manage so many other school expenses”, Ms. Khampouthala.

Regarding the involvement of parents in their children’s education, Ms. Pathoumphone and Ms. Khampouthala agreed that it has improved, thanks to the establishment of the Parents-Teachers Association. However, communications still focus on only the best and weakest performers, and meetings are held only once per academic year. “It would be best if we could find a way to communicate regularly with the teachers, and not just go over the best and the worst students”, said Khunthaly Chanthavong, the parent.

Regular communication between parents and teachers is necessary not only for the teachers and parents, but also for students. “It would be better if teachers and parents got to talk often to get the same direction regarding the students’ education so that students get support from both”, said Soudaphone Sayavongs, the high school senior.

Ms. Soudaphone explained that school for her is about more than just her studies, it’s also about her social life. She goes to school to have fun with friends while also developing her academic strength. Therefore, when the lessons get too overloaded, it becomes a real burden to her. In addition, she said that she wished teachers would pay attention to their students’ talents and interests, not just their grades in their main subjects. “Teachers should focus on what the students want and be more willing to understand” Ms. Soudaphone said. It’s a point of view that can be seen in UNESCO’s Happy School report, which was published in 2016 and called attention to the need for

balance between academics and happiness. “The crucial relationship between happiness and the quality of education means schools should embrace a diversity of talents and intelligence by recognizing values, strengths and competencies that contribute both to enhancing happiness and well-being in learners but also enabling them to thrive and celebrate their achievements” (UNESCO, 2016).

Ms. Soudaphone said she wants to become a lawyer one day because she saw that many foreign workers are coming to Laos, and she thinks that she could help them by knowing Lao law. She thinks the school could help her by giving her the foundation to pursue a higher degree, but at the same time, she also believes the school is lacking fun activities in the classroom, the teachers’ instructional styles are not up to date, and some teachers still over-rely on the textbooks. She wishes she could do more extra-curricular activities and help organize more school events. “I’d like to be an MC of a school ceremony, where I had to learn how to speak in public. I’d feel so proud to do such things, and I am sure that it would help me with my future career,” Ms. Soudaphone said.

To summarize, here are some common points we heard while talking to the interviewees. First, there is a need for all parties (principals, teachers, students, and parents) to be involved to achieve a quality educational system, for everyone to value children’s education, and to encourage them to be good people in the future. Moreover, to deliver good lessons to the students, teachers need to be constantly improving their teaching techniques. In addition, the learning environment is very important for shaping study habits and creating a place where students can socialize and learn by themselves and from each other. Moving forward, while all parties insisted, we achieve an international standard of education, it should also be a hybrid — meaning that the “international standard” we are seeking should be something the school community can follow and implement without losing what we had before. Joining ASPnet, therefore, is a tool to help schools be open-minded, more integrated and more up-to-date with international learning contents and techniques, helping them improve their curricula through the integration of ESD and GCED, enhance understanding among different countries, and train children to be good citizens. Last but not least, Covid-19 has raised awareness about the need for basic healthcare at schools, which can be considered a preventive measure for students, their parents, and society. Achieving this will not only help to improve education equality and the future of education, but also life balance, contributing to sustainable development and helping students be successful both in and outside of school.

The Future of Education

According to the three global online events related to our collaborative initiative with the Futures of Education, 479 participants from 87 countries joined us to discuss the overall outcomes from focus group discussions held in 25 countries and all regions. All told, more than 2,500 ASPnet school leaders, teachers, students, and their parents

participated, reflecting, and discussing together how education needs to be reimagined looking towards 2050 and beyond. Across these perspectives, three key trends were identified as the future of education:

- ① Education Beyond the Classroom: Educational approaches must include global-oriented issues, exposure, and actions, with learning environments spread across homes, schools, and communities.
- ② People-driven Learning: Encourage education stakeholders to challenge prescriptive policies and practices that discourage or prevent teachers from setting learning goals and methodologies, and/or equally constrain opportunities for students to set learning and meaning-making priorities.
- ③ Social and Emotional Well-being: Holistic, whole-student, whole-school, and whole-community approaches that move beyond academic progress and assessment. Educators and administrators need to prioritize socio-emotional skills strategies, resources, and opportunities for learning that empowers children to succeed both in and out of schools.

Interviewing different key stakeholders allowed us to understand more about their needs regarding the desired future of education. Three points are particularly true. First of all, for “Education Beyond the Classroom”, the approaches must include global-oriented issues, exposure, and actions, for example, with the integration of ESD and GCED. Also, the involvement and mutual support of all the stakeholders (Principals, Teachers, Students, Parents, and the community/ neighborhood) is needed for the ultimate goal of children’s education and participating/facilitating the participation of schools’ activities. The principal should have a good vision and should provide suitable support for the teachers, while also communicating more with parents and supporting all the students, not just the good ones. Teachers should be diligent in updating their understanding of educational content, be aware of new technology and up to date with the digital era, even though they are occupied with many other tasks. Therefore, teachers should not be asked to spend time with non-teaching roles, such as management, so that they can focus only on teaching. On the other hand, parents should communicate regularly to have a clear understanding of their children’s schools while also listening to the demands of their children. Students should not simply follow their teachers and parents but try to be independent and learn to enjoy learning by themselves. Learn from everything, even while trying to keep up their social life at the school, because that is how they learn — by doing and by doing things with others. To optimize children’s ability to learn, they need to be learning at home, school, and in the community.

Secondly, for “People-Driven Learning”, based on this fieldwork, we found that teachers are often occupied with many other tasks, therefore have less time to plan their lessons

or communicate with students and parents. Apart from this, one major change in the curricula people want to see is a lightening of the workload, as currently overloaded lessons are too heavy for teachers and especially for students. “Even with one subject, there are so many units, we can see how tired the students are, especially those who don’t like the subject — like with my subject, physics, not everyone is interested in it”, said Ms. Pathoumphone. One idea that might improve things would be if students could choose their subjects starting from high school, as is done in some countries, where students can choose early on whether to study natural or social sciences. “Children should not study all the subjects”, said Ms. Khampouthala, noting that overloaded students just get too tired. Instead, she suggested extra skills could be taught through small/short training programs.

Thirdly, the students strongly agreed that schools should focus on “Social and Emotional Well-being”, and that student-teacher relationships should be based on love, not fear. “We students want teachers who can listen to us and are willing to understand us, and who know how to encourage the students to work with heart and passion,” said Ms. Soudaphone. “We should be able to talk like friends, without fear”.

As said by Mr. Gwang-Jo Kim in the Happy School project: “I believe that all children are entitled to be happy and enjoy their life in school, whether through a genuine love of learning, through building positive friendships and relationships, or through feeling a sense of belonging in the community and wider society”. This is what the students desire when it comes to the future of education.

One finding discovered at the site was that the future of education needs to reflect what has been working in the education system and what has not. The environment is one key solution needed to enhance creative learning at the school, to help bring the learning content closer to the students, and to optimize the ability of students to learn. Moreover, lesson delivery approaches should be always adaptive and up-to-date with society. Education should also be able to respond to job market demands. The current challenge of education is that it is facing a paradigm shift caused by the digital era. How well the teachers are prepared for that is a question. Another finding is that we are all seeking to raise the quality of education, to reach the same level as ASEAN countries and to be more competitive with international standards. This puts real pressure on the teachers. Exchanging lessons and experiences among ASPnet schools helps teachers to learn and improve, noted Ms. Pathoumphone and Ms. Khampouthala. Exchanging information among ASPnet members inside and outside the country helps to enhance the schools’ ability to do suitable activities. However, due to the many challenges our school face, they cannot achieve all their ideal goals, but instead need to try to reach realistic goals. Having evaluation programs is a starting point, to review the past performance, what should be improved, and what should be continued. We need to focus on the most effective way to teach children, do more activities, rely on proven practices, encourage children

to love learning and know-how so they can learn by themselves, and keep exchanging knowledge with outside parties, especially with ASPnet members.

Apart from the quality of education, the integration of health information into the curriculum was a significant suggestion made by the school community. “The Covid-19 pandemic made us realize the need to be prepared, that children should receive basic healthcare, for the preventive measures, and to help stop the spread of dangerous diseases”, noted the principal, teachers, and parents. Ms. Soudaphone also commented on the importance of health, saying “students should learn about nutrition, so we know how to select what to eat and be healthy”. Therefore, according to the fieldwork, the future of education should incorporate basic health information for everyone, to enhance preventative health measures and be responsible to others in the society.

In summary, here are some common points we have found from talking to the interviewees. There is a need for the involvement of all parties (principals, teachers, students, and parents) to achieve a quality education system, for everyone to value children’s education, and to encourage them to contribute to society in the future. Additionally, in aiming to reach international standards, our interviewees agreed a “hybrid” approach is needed. International standards need to be pursued without harming our existing good practices. Joining ASPnet, therefore, is a tool for schools to explore paths and/or potentials and be more integrated and up-to-date with international educational content and activities, through improving curricula with the integration of ESD and GCED. Moreover, to deliver quality educational content to the students, teaching techniques should also be constantly refined. Finally, the learning environment is also very important for shaping learning habits, with a stimulating social environment helping students to learn by themselves and to learn from each other, and therefore meet the goal of independent learning. Achieving these things will not only help to improve education equality but also better life balance, contribute to sustainable development, help students be successful both in and outside of school, and help them become global citizens.

III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future

The Government of Lao PDR considers education a top priority, linking the country’s socio-economic development, culture, and global citizens. The Ministry of Education and Sports (MoES) has a mandate to develop short, medium, and long-term plans and to put

those plans into practice, from urban centers to local areas. While there are a number of projects that have been developed and implemented with assistance from various international organizations and donor agencies, the most important components that guarantee the success of a project's development and implementation are still a firm national policy framework, experienced teams, concrete plans of action, and financial support. However, all these components still have a lot of constraints and challenges for Lao PDR as a whole.

In the above-mentioned development plan and strategy, the MOES has set up the overall objective, strategy, specific objective, and targets with close links to Education for All (EFA), Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), and National Growth and Poverty Eradication Scheme (NGPES). In this regard, investments have been made in basic education programs, school construction, the establishment of Community Learning Centres (CLCs), and the production and distribution of textbooks, with results that improve access to basic education. However, education services are still insufficient to meet the needs of the population, especially in urban and rural areas. Therefore, a National Plan of Action has been developed in order to meet the goals of both domestic and global agendas for universal basic and primary education, reach disadvantaged population groups in rural and urban areas, promote the community participation of basic education and literacy at the grassroots level, and improve the relevance and quality of basic education through enhancing learning opportunities for children, young people, and adults.

Even though Laos does not have obvious policies related to ESD and GCED, in many of the government policy documents, such as the National Social-Economic Development Plan and the Party resolution, the government does try to balance the development of society and culture and the national economy. At the same time, the government tries its best to protect national resources, as seen in the development plan, decree, and regulations that have been released previously, such as the annual and five-year plans where each sector includes sustainable development strategies in their policy document. In addition, the MoES has committed to the achievement of the Berlin Declaration on the Education for Sustainable Development, and the five priorities have been discussed to develop the country initiative for the ESD roadmap to 2030.

The ESD and GCED are, however, only in the process of capacity developing, disseminating, and integrating into schools' teaching practices, like activities related to the 3 pillars, and providing information on the prevention and reduction of risk for primary and secondary schools (such as general information about disasters, landslides, floods, droughts, earthquakes, fires, pollution, road accidents, and social unrest). The main factors are local implementation and the engagement of young people and, according to the annual inspection for ASPnet of the Lao NATCOM, the main challenge they have encountered during the implementation of the activities have been:

- The concepts of ESD and GCED are not yet integrated into the national curriculum or added as a special course as others country do (for instance, the Philippines);
- At the school level, practitioners do not clearly understand the main ideas of ESD and GCED and cannot contextualize those ideas for their integration into the national curriculum;
- Some pre-service teachers and practitioners are not trained and can only access the sources online and in the library;
- Training workshops cannot cover all the targeted districts, and some training is dependent on support from the government and international donors;
- Schools have budget constraints and lack the human resources to implement the activities and keep them sustainable;
- Some students are from remote areas, and their knowledge is different from students in urban areas. Some of them are still young and do not understand the school rules and regulations, and litter and do not pay attention to the environmental policies;
- Some students, parents, and communities do not understand the objectives of these activities and their engagement is still limited.

IV. Suggestions from the ASPnet Community

The primary finding in the research was the momentum to implement these activities since the ESD is there to enable what they want to achieve over the next 30 years. In school, it is very important to conduct activities in accordance with the five-priority action areas, such as integrating ESD into the school plan, applying the whole-institution approach (especially its 4 pillars), providing training opportunities for teachers and students, enhancing the participation of the young people, and engaging the community for school activities. However, these things could be done from the center, while the MoES is developing the country initiative and ESD roadmap, which could be an umbrella initiative to foster synergies such as:

Education:

- Provide informal education as well as basic vocational skills to youth and adults who do not have the opportunity to enroll in the formal education system;
- Integrate ESD and GCED into the curriculum and learning and teaching process;
- The Ministry of Labor and Social Welfare also provides vocational skills to young people before they go into the workforce.

Health:

- Raising awareness among parents about the issue of malnutrition, especially for infants;
- Educate people about nutrition and quality foods, and provide information to people about healthcare and how to prevent diseases by themselves.

Environment:

- Focus on the development, management, and use of natural resources such as land, forests, minerals, water sources, and climate in order to maximize benefits and sustainability;
- Promote the use of environmental and social impact assessment processes, clean technologies, and systematically and continuously monitor the quality of the environment;
- Build and improve organizational capacity and technical capacity for environmental management and monitoring;
- Strengthen the capacity for teachers, students, and communities to mitigate and adapt to climate change conditions and practice the 4 Rs.

In the school community, the engagement of students is crucial as they are the key implementor to accelerating the desired future, and we need to get them involved in project-based learning, which provides them the opportunity to study complex topics based on global issues, such as climate change, natural disasters, social unrest, and much more. By using projects in school, the study could gain insights in more meaningful ways and students could demonstrate their capabilities by presenting to teachers, parents, and communities. Then, the schools could integrate the enablers for the student to achieve their desire futures, such as ESD. The integration could be the amplifier of knowledge for students to implement their project activities very well. Once their projects are operating well and getting good results, they could share the results with other students, schools, and communities in order to enhance their skills concerning collaboration, managing emotions, and resolving conflicts in groups so that the students can gain a valuable foundation for their lives as workers, family members, and good citizens. Finally, their project should be evaluated to expand their strengths and reduce weaknesses. The teachers, parents, and individual students can closely monitor academic progress and use the assessment to focus on areas that need improvement. This will help students to learn from their mistakes and improve their project's results.

However, the teachers should be the coach and guide students on the project-based learning and learning processes, giving special attention to nurturing the students' interests, self-confidence, empathy, positivity, and appreciation of diversity. Furthermore, the teachers should learn to prepare for a teaching career, follow the apprenticeship model, and continually sharpen their teaching skills, especially when new UNESCO concepts are needed to be integrated into the national curriculum. And school teachers should be proficient in the use of new technologies, which can transform and improve almost every aspect of school, modernizing the curriculum and student assignments. In addition, it is important to ensure teaching training is constantly happening whenever students cannot come to school.

In conclusion, the future of education for teachers, students, parents, and communities is related to social-economic, cultural, and environmental issues, and which can be achieved only with the support of national policy, funding, and opportunity. In short, everyone is connected, and it is important to collaborate with one another for a sustainable future and peaceful world.

Mongolian National Commission for UNESCO

Ms. Munkhdelger Urnaa

Foreword

- I. General Information on ASPnet in Mongolia
 - A. Introduction
 1. Overview
 2. Research methodology
 - B. General information
 1. The associated schools network of Mongolia
 2. Best practices
 - II. The Future of Education that ASPnet Communities Want
 - III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future
 - IV. Suggestions from the ASPnet Community
-

5

Foreword



First of all, I would like to express my sincere gratitude to Secretary-General Mr Kyung Koo Han and his team for initiating the 2021 Joint Case Study Project among ten National Commissions in East and Southeast Asia. The Project is very timely as it not only fosters cooperation within the subregion but also facilitates the sharing of experiences, knowledge, and best practices between the ASPnet communities in the participating countries during this difficult time.

In the present times of increasing uncertainty and adversity, education is both a concern and a solution. As the COVID-19 continues to disrupt education systems worldwide, we urgently need to transform the sector to ensure continued learning for all and address the negative impacts of the pandemic to prevent what has been called a “generational catastrophe.”

At the same time, the pandemic has shown us that we can overcome any obstacles through quality education. Therefore, it is crucial that we rethink education and deliberate on how we can make education truly inclusive and accessible. This calls for a global debate, and therein lies the significance of UNESCO’s Futures of Education initiative.

As we look toward the future, school communities, as the direct beneficiaries of education policies, are best suited to provide concrete suggestions within this initiative. The ASPnet schools have always informed decision-making on a national, regional, and international scale; and their insight will be as valuable as ever in shaping the future of the education sector.

The ASPnet community in Mongolia, albeit small, is full of desire and commitment to transform the world through education. It is evident from the case study that ASPnet schools in Mongolia have a rather holistic vision of education. School communities want a future where students are taught the values of sustainable development and global citizenship, with a specific focus on social and emotional learning. They’ve also emphasized the importance of equipping teachers with the necessary training, tools, and opportunities for continued development and have highlighted the need for stronger cooperation in the region to overcome the major challenges of our time.

The Mongolian National Commission for UNESCO greatly appreciates the Korean National Commission for UNESCO for creating a bridge between the ten countries, through which the ASPnet communities can collectively work towards the desired futures of education.

Mr. Boldsaikhan Sambuu
Secretary-General
Mongolian National Commission for UNESCO

I. General Information on ASPnet in Mongolia

A. Introduction

1. Overview

The Korean National Commission for UNESCO (KNCU) launched a Joint Project among ten National Commissions for UNESCO in the East and Southeast Asian regions to promote partnership and cooperation at the subregional level. Within the framework of the Joint Project, National Commissions conducted a preliminary survey to identify common goals and challenges in the region and gather suggestions for possible joint projects in 2021.

Following the 2020 Joint research project, the KNCU launched a Joint Case Study Project in collaboration with the same National Commissions for UNESCO to collect information about the common needs and aspirations for the Futures of Education from the perspectives of ASPnet schools in East and Southeast Asia. Each of the participating National Commissions conducted a case study to provide information about their ASPnet schools as well as their suggestions on realizing the common desired future.

The project is closely aligned with UNESCO's 2019 Futures of Education initiative, an ambitious undertaking to re-imagine how knowledge and learning can shape the future of humanity and the planet. In this regard, the long-term aim of the project is to contribute to the concrete realization of the Futures of Education initiative by providing subregional suggestions to the International Commission on the Futures of Education, and thus contribute to the establishment of the ASPnet Strategy beyond 2021.¹

In this report, the Mongolian National Commission for UNESCO (MNCU), recognizing the importance of subregional cooperation in identifying and realizing the ideal future of education, presents suggestions from ASPnet schools in Mongolia to contribute to the efforts of UNESCO and the ASPnet communities around the world.

2. Research methodology

The designated researcher of MNCU used a qualitative research methodology to conduct an online semi-structured interview, and also used online survey tools to gather further

1 Concept Note, 2021 Joint Case Study Project among National Commissions for UNESCO in East and Southeast Asia

information. The researcher compiled data from 1031 respondents from 12 schools based on the integrated guiding questions of MNCU and KNCU. The general information on ASPnet was collected from the report of the 2020 Joint Research Project.

No	Research method	Number of respondents		Teacher Training College
1	Semi- structured focus group interview	31 participants in total	16 teachers 15 students	Female: 621 (60.3%) Male: 410 (39.7%)
2	Online survey	1000 respondents in total	168 teachers (including principals and social workers) 828 students 4 parents	
Total		1031		

B. General information

1. The associated schools network of Mongolia

Understanding the importance of building peace in the minds of children and youth, Mongolia joined the Associated Schools Network in 1983 and has been working very actively ever since. For several years, there were only 12 member schools in Mongolia. Following the new membership of the School No.6 in 2018, Mongolia had a total of 13 ASPnet schools until 2020. However, one teacher training institute was deactivated and removed from the directory in 2020 due to its inactivity, bringing the total to 12 once again. There are 2 new applications currently pending with UNESCO HQ.

Of the current member schools, 8 are primary/secondary schools while 4 are secondary. In Ulaanbaatar, the capital city of Mongolia, there are 7 member schools, and each of the rest are situated in five soums in Uvurkhangai, Dornod, and Uvs provinces. Each school has established dedicated rooms called “UNESCO cabinet”, working in support of international understanding, peace, intercultural dialogue, sustainable development, and quality education.

Celebrating International Days observed by UNESCO is one of the main activities of ASPnet schools in Mongolia. Schools organize various activities for teachers, students, and

parents such as month-long campaigns promoting UNESCO's vision and objectives, and various types of competitions and debates. For instance, one-hour information and training activities were organized at provincial schools under the themes of "Water is our Wealth", "Green Decoration" and "Project Hour" in order to raise awareness of sustainable utilization of natural resources and increase understanding of biological and cultural diversity issues. Following the inscription of the Orkhon Valley Cultural Landscape on the World Heritage List, many provincial schools initiated projects on safeguarding this beautiful heritage site and developing domestic tourism. Several training workshops, meetings, and discussions for teachers in the provinces were organized at the Orkhon Valley Cultural Landscape World Heritage Site.

The students of ASPnet schools actively participate in creative art competitions, painting exhibitions and performing arts performances, which are organized annually. Members of the ASPnet community in Mongolia are frequently involved in lectures, trainings, and workshops on a wide range of topics such as tradition and culture, human rights, laws and regulations, health, ecology, and media education. As a whole, the ASPnet is recognized as an effective tool for work towards SDG4, especially target 4.7 on ensuring that all learners acquire the knowledge and skills needed to promote sustainable development through GCED and ESD. Activities of ASPnet schools are supported by enthusiastic scholars and teachers, for example by Mr Tuvshintugs. Ts, National Advisor of UNESCO's Clubs and Associations, and National Coordinator of ASPnet Schools in Mongolia for 2010-2012, who worked diligently to promote ASPnet activities and was the author of the first guidebook for teachers and social workers in 2005.

The ASPnet National Coordination of Mongolia recognizes that exchanging experiences, knowledge and good practices with schools, individuals and communities presents many opportunities to ASPnet schools. The exchange programme of teachers and students between Mongolia and the Republic of Korea, which commenced in 2001, is a very good example of exchanging and sharing information on education, culture, and traditions of different countries.

The ASPnet schools in Mongolia are making great efforts to disseminate innovative educational materials and promote new teaching and learning approaches based on UNESCO's core values and principles. However, according to Dr Dorj T, the first National Coordinator of ASPnet in Mongolia, the ASPnet schools in the country have not reached their full potential yet due to limited resources. The current number of ASPnet schools in Mongolia is too low considering there are 820 schools in the country as of 2019. Therefore, it is necessary to increase the number of ASPnet schools in Mongolia while also upgrading the quality of education in the schools².

2 Survey report on the Mongolian National Commission for UNESCO, Joint Research Project (2020), page 15-16

2. Best practices

Global citizenship and a culture of peace and non-violence: preventing bullying and cyberbullying at schools

To commemorate the first ever International Day for the Elimination of Violence, Bullying and Cyberbullying in 2020, the Mongolian National Commission for UNESCO organized a series of trainings for ASPnet students.

The trainings highlighted three topics: “Bullying in the school environment and its effects”, “Screen addiction and cyber discrimination”, and “Emotional management during school bullying and cyberbullying”. About 300 students in grades 8-9 of two UNESCO ASPnet schools, School No.2 and School No.31, were trained on understanding what bullying and cyberbullying at schools are, how to prevent them, and how to respond. In addition to distributing information leaflets to students, a survey was conducted to find out the current state of bullying and cyberbullying in the school environment. The training is set to be organized annually with the support of the relevant governmental and non-governmental organizations.

Sustainable development and sustainable lifestyles: Trash Hack campaign

Within the framework of UNESCO’s global and regional Trash Hack campaign, ASPnet member Complex School No.1 in Uvs Province organized their own Trash Hack campaign at the local/school-level in 2021. Using the whole-school approach, the campaign was implemented under the themes of SDG 4 (Quality education), SDG 11 (Sustainable cities and communities), SDG 12 (Responsible consumption and production), and SDG 15 (Life on land).

As a part of the campaign, the school created a dedicated social media page containing information on waste management, improved the green space around the school by planting over 200 trees, created multiple different types of trash bins for collecting waste batteries, plastic waste, and other recyclable waste, conducted trainings for the whole school community on how to sort, recycle, reuse and repurpose waste, as well as how to reduce household waste, and developed accessible handbooks, video content and TV programmes to raise public awareness. The school community also mobilized the local authorities, NGOs, and the public to clean local areas, sort and recycle the trash, and to promote education for sustainable development.

As a result of the campaign, the school community has a better knowledge and understanding of waste management, and the 6Rs of sustainability, especially reuse, repair and repurpose to reduce waste. They have also strengthened their skills and capacity to sort, reuse and repurpose waste, and ultimately became more responsible consumers who lead more sustainable lifestyles.

Intercultural learning and the appreciation of cultural diversity and heritage: Heritage in a Box toolkit

The “Heritage in a Box” toolkit, developed by Mongolian governmental and non-governmental partners and UNESCO Beijing Office in line with the UNESCO World Heritage Education Programme, aims to encourage young people to participate in the protection of our common cultural and natural heritage. The main goal of the toolkit is to educate and transmit knowledge and skills and raise awareness among youth about the importance of heritage, addressing the threats posed by environmental changes, globalization, urbanization, and modernization.

The toolkit, which includes a box containing examples of intangible cultural heritage (ICH) elements, traditional spring games, audiovisual materials, educational puzzle, and board games, as well as a teachers’ handbook, was piloted in ASPnet schools and local schools located on the territory of the World Heritage Site Orkhon Valley Cultural Landscape between 2013-2019 with a resounding success.

Participants strongly highlighted the importance of the “Heritage in a Box” toolkit, describing the toolkit as prompting an increased collaboration between teachers and students, enhanced opportunities for students’ creative development, increased knowledge of World Heritage and ICH, participatory learning for students, and more motivation to enrich the Box themselves and continue the training independently. Based on these results, the Recommendations for the Upscaling of the “Heritage in a Box” toolkit were adopted, and since 2019, the stakeholders are aiming to replicate this success story at the national level by incorporating heritage education into the formal curricula of secondary schools.

II. The Future of Education that ASPnet Communities Want

Based on the analysis of the qualitative information collected within the project framework, the future of education that ASPnet communities want can be defined by the following indicators:

- ① Assessments that take into account the age, mentality, developmental differences, and special educational needs (SEN) of the learners in order to motivate and encourage students to achieve progress;

- ② Opportunities to engage students in extracurricular activities, including physical education and sports activities;
- ③ Improved textbook contents and teaching tools that are more inclusive and sustainable, especially at public schools;
- ④ A more inclusive and accessible environment that allows students with SEN to learn and take part in daily activities, as well as more opportunities to play, interact with peers, and make friends;
- ⑤ Strengthened human resources and material bases at schools; with teachers who have been equipped with the necessary opportunities and tools to improve their pedagogy, skills, and ICT competencies.

The following testimonies have been selected by the researcher to illustrate and further expand on the above-mentioned points:

What will be the major changes in the future of education?

“When my teacher asked what I was learning for, I replied that I was studying to get a good grade. Today, most children study for grades. The current education system uses exam results to determine whether the student is good or bad. What if, on the day that the exam was given, the child was mentally unstable, physically ill, or had a difficult experience and could not concentrate and got bad grades? It’s necessary to reduce the number of exams and give more importance to students’ personal development and social skills rather than the exam results. The future of education that I want is one in which individuals are valued not only in terms of their General Graduation Exam score, but also in terms of the individual’s characters, potential and skills.”

— Ms Maralmaa D, 10th grade student, Mongeni Complex School, Ulaanbaatar

“It is necessary to increase the number of places for children to study and spend their free time at schools and make them accessible to everyone. For example, libraries, vocational classes, and gyms are always closed during non-school hours.”

— Ms Anudari Lkhagva, 12th grade student, Complex School No.1, Ulaangom Soum, Uvs Province

“Students often begin looking for their future profession starting in middle school. However, children don’t get enough opportunities to choose and learn more about the profession they

want to have. Other than reading and copying textbooks, or learning at the theoretical level, the opportunity to be creative and gain practical experience is almost non-existent in public schools.”

— Ms Erdene-Undaraa Batbold, 12th grade, School No.24, Ulaanbaatar

“Sending children with disabilities to a SEN school from an early age leads them to be socially isolated. That’s why we need to send them to ordinary schools to make friends and give them the opportunity to grow and develop together. There is a student who uses a wheelchair in our class. Like us, he is actively involved in all subjects except physical education. My classmates all help him move in and out of the school and to go to the bathroom.”

— Ms Nomin N, 10th grade, School No.2, Ulaanbaatar

What should be the purposes of education?

“The main goal of a country’s education policy is to prepare the next generation of the nation. However, the rapid changes in society, including poverty, climate change, and the rapid development of science and technology, have changed the purpose of education. Therefore, the biggest goal of education should be to prepare citizens who have the knowledge, skills, ethical values and the ability to coexist in a multicultural environment to overcome the challenges of society and the environment.”

— Mr Khutagsuren M, teacher, Mongeni Complex School, Ulaanbaatar

“A free and educated person can work, live, and do whatever he wants anywhere. So, education is a door that when you pass through it, makes life much more interesting, meaningful, and open. Education helps us to broaden our perspectives, think more creatively, and live together in harmony.”

— Ms Munguntsetseg M, 12th grade, Mongeni Complex School, Ulaanbaatar

“Being educated does not mean that you will be rich. The idea of education contains the concept of being humane. I think the biggest goal of education is to teach students about the morals of life in depth, and to inculcate human values.”

— Mr Adiya B, 11th grade, Complex School No.1, Ulaangom Soum, Uvs Province

“The purpose of education should be to prepare people. Technology has a negative impact on fundamental human development and socialization. It’s making people selfish and isolated. Therefore, education is not just about knowledge and skills, but it is also about behavioral development and learning to coexist with others.”

— Ms Nominjargal Sh, 11th grade student, Khan-Uul Complex School, Dornod Province

What should be the role of teachers/educators?

“The traditional perceptions of teachers have been changing. Due to the pandemic, many forms, and methods of teaching and learning need to be used to ensure the continuity of educational services. To do so, we need to improve the skills of teachers to lead and conduct online classes. Therefore, the role of the educator is to learn how to adapt to different situations and enhance their skills to deliver educational services continuously.”

— Mr Khutagsuren M, teacher, Mongeni Complex School, Ulaanbaatar

“Rather than being proud of having one or two talented, successful, and famous students in class, the teachers’ duty is to appreciate the progress of students who have made even small changes. They should treat each student equally regardless of their grades and develop them together without leaving anyone behind.”

— Ms OyunsuvdB, 11th grade student, School No.24, Ulaanbaatar

“Both the teachers and the students should recognize the differences of others and treat them equally and focus on students’ ethical development. The content of the Civics course, for example, should be presented in a simplified way to students in the form of real-life cases or role-play. Civics and ethics teachers themselves are often found to be behaving unethically, even though they are teaching ethics. In the future, the standards for students majoring in teaching and pre-service teachers should be set very high.”

— Mr Enkhtuvshin D, 11th grade student, School No.1, Khujirt Soum, Uvurkhangai Province

“Teachers need to change the way they teach children. Not knowing how to do my homework, I sometimes ask my teachers the things that I couldn’t grasp, but some teachers say, “Why don’t you understand while all the others have already understood?” Each child has a different learning style. There are many students who are falling behind in subjects because

they are afraid to ask what they don't understand due to teachers' attitudes and the lack of communication. As a result, they end up losing interest in their studies."

— Mr Togskhushlen Ts, 10th grade student, School No.45, Ulaanbaatar

"As a teacher, it's probably easier to work with an excellent student. Some inexperienced teachers even make children lose their self-confidence without even noticing. Therefore, it's a teacher's duty to prevent and avoid comparing students and making them feel inferior to others."

— Mr Tsetsbaatar T, 10th grade student, School No.31, Ulaanbaatar

"Though teachers' knowledge and teaching methods are important, having friendly communication is the most important. Students who are psychologically unstable, have experienced domestic or peer violence, and those who have faced troubles can get assistance if the teachers sincerely ask them to share what they're going through without reprimanding. It will help teachers gain their students' trust and the students realize that it's actually possible to share and discuss their burdens with their teachers. This will have a positive effect on children's development and learning."

— Ms Doljinsuren E, 10th grade student, School No.24, Ulaanbaatar

What should be the role of students?

"Globalization is affecting our education. With the rapid development of technology, we are living in an era where we can find the knowledge and information we want on the internet. I think that education depends not only on the lessons taught by the teacher in the classroom, but also on the individual's social life, online exploration, and hard work. There is a need for self-directed learning. It is a responsibility of the student to develop the ability to learn independently, as the traditional method of learning under the guidance of a teacher in the classroom is outdated."

— Mr ZunbilegG, 9th grade student, School No.2, Kharkhorum Soum, Uvurkhangai Province

What needs to change in our education system (national, regional, international level) today for the desired future of education?

"Due to the growing population of the capital city of Mongolia, the average class size is 40-45 students. When a teacher works in a classroom with too many children, they do not

have enough time to work with each child and are not able to provide quality education. In particular, keeping the class size between 20-25 in primary schools is important for the children's basic upbringing and socialization. For example, in our school, primary school children study in three shifts, while local schools do not have full classes. Moreover, the number of students per class in private schools is relatively low compared to public schools. Therefore, there is a need to increase the number of schools in the capital city and reduce the workload of teachers in the current education system."

— Mr Bayartogtoh Sh, teacher, School No.24, Ulaanbaatar

"In middle schools, one out of three teachers teach 2-4 subjects, which increases their workload significantly. Due to the shortage of professional teachers, some subjects are taught by non-professional teachers. Developing a participatory system that ensures the participation of government, non-governmental organizations, schools, and universities that offer open and selective online curricula and modules based on teachers' development needs, is essential for ensuring the quality of teacher training and professional development."

— Mr Unubat N, teacher, School No.31, Ulaanbaatar

"Although Mongolia approved a medium-term plan for the development of the education sector that states that bilingual education for children of minority groups such as Kazakhs and Tuva will be provided, their performance results in the entrance examination are still lower than average due to cultural differences. We need an assessment of existing plans and strategies on the education of minorities to improve the implementation of this policy."

— Ms Tserendulam G, principal, Complex School No.1, Ulaangom Soum, Uvs Province

"Public schools need to have extracurricular trainings and activities. Extracurriculars not only allow children to develop themselves by doing what they like, but also help discover their talents. Also, I hope that schools organize various competitions on a regular basis. Equal access to arts, sports, general education, and other types of opportunities for children to develop independently should be provided."

— Mr Enkhorchlon P, 10th grade, School No.2, Ulaanbaatar

"I am the new music teacher. Music is a compulsory class from elementary school to high school. Even though students spend 10 years in musical education, they are not skilled in playing any kind of musical instrument or reading musical notes. The class is mainly focused on music

history and the biographies of artists. The school does not have sufficient musical instruments and other tools due to the lack of budget and facilities. I wish to have a future of education which provides a more practical learning environment for the students.”

— Ms Ankhtuya Kh, teacher, School No.45, Ulaanbaatar

How can education help us to live in the desired future?

“Building my future with only theoretical education? It sounds like teaching me battle tactics and sending me out to war without weapons. Theoretical education teaches you how to be a good doctor and a good employee. However, social-emotional learning (SEL) teaches us how to be better humans in the future. So, a more comprehensive education that blends theory with SEL will help us live in our desired future.”

— Ms Unurjin N, 10th grade student, School No.31, Ulaanbaatar

“The best way to create the future you want is to train a large number of knowledgeable, skilled, and well-rounded people through education. We must increase the amount of investment in education in order to make it happen. Investing in education will always pay off many times over in the future”

— Mr Khutagsuren M, teacher, Mongeni Complex School, Ulaanbaatar

“Any imbalances and inequalities can be addressed through education. An educated person fully understands the problem and seeks a solution. The more educated the next generation is, the more positive reforms will be made in the education sector. Education has a direct impact on my life as I can keep up with social development, live and work on a local and international scale, and adapt to the rapidly changing environment.”

— Ms Ariunaa E, teacher, Mongeni Complex School, Ulaanbaatar

Schools shared the following experiences and suggestions for achieving the desired future of education and enhancing ASPnet activities:

“My school has a large sea buckthorn field next to it. We are proud of that. The future of education that I want is a future where every school has an eco-friendly environment surrounded by green lawns, where students can sit and read during breaks. In the future, I wish

all ASPnet schools to create a green environment.”

— Mr Tsenguunjargal B, 7th grade student, School No.2, Kharkhorin Soum, Uvurkhangai Province

“Since all classrooms removed their trash cans, students’ paper waste has been reduced by 80 percent. Students have become accustomed to sorting their waste in the special recycling bins placed around the school. In addition, students who participated in the waste repurposing training, decorated their surroundings with art pieces made from paper and plastic containers. We are pleased that our school is promoting an environmentally friendly lifestyle and encourage other schools to do the same.”

— Ms Enkhjargal L, teacher, Khan-Uul Complex School, Dornod Province

“I hope that ASPnet schools will be able to officially include at least 10 hours in their curriculum for UNESCO programmes. By doing so, I believe that each event will be more productive and engage more students.”

— Mr Bat-Erdene T, teacher, School No.45, Ulaanbaatar

“Within the framework of UNESCO’s goals and objectives, there is a need for ASPnet schools in the region to develop an online platform. The platform would allow them to learn from each other’s experiences and expand their cooperation. They will be able to share their online, distance and open learning methods in formal and informal environments. As a result, teachers and students in all countries in the region will be empowered.”

— Mr Lkhagva N, principal, Mongeni Complex School, Ulaanbaatar

“ASPnet schools should establish student-managed clubs, and peer groups for teachers with the same major to create opportunities to work with scientific organizations, theaters, museums, universities, social service organizations, and businesses. This will promote UNESCO’s activities to the public and other sectors, and it will increase teachers’ and students’ knowledge and understanding of the skills and competencies needed in both labor and education markets.”

— Ms Munkhtuya N, social worker, Unur Complex School, Ulaanbaatar

“In 2018, I participated in the Ethics Teachers Training Course (ETTC) organized by UNESCO. I used what I learnt from this course to teach. In my school, children with disabilities are

learning alongside ordinary students, and there is at least one student with disabilities studies in each class. I appreciate that other students understand and support students with disabilities in all situations at the school. I believe this was accomplished by teaching ethics and human rights. In the future, organizing ETTC for all ASPnet teachers will broaden horizons on ethical issues and cultivate their expertise in teaching.”

— Ms Myagmarsuren N, social worker, School No.45, Ulaanbaatar

“We need to organize annual international and regional conferences for UNESCO ASPnet schools. This should include not only the National Coordinators in charge of the ASPnet schools, but also school teachers, social workers and student representatives.”

— Ms Erdenechimeg J, social worker, School No.31, Ulaanbaatar

“Our school organized an event on “Stopping School Related Gender-Based Violence (GBV)” for the last three years. Students perform the act of bullying and gender discrimination as a role play to demonstrate the feelings of anxiety and fearfulness of being discriminated against in the school environment. As a result, we raised awareness on school related GBV among students and teachers. However, there are drawbacks to organizing the event, as bullying and harassment started to take place in hidden areas of school and some students tend to not inform others about cases of violence. We need to collaborate with other ASPnet schools in Mongolia as well as in the region to share experiences and best practices of educating students about GBV without inciting more hidden violence.”

— Mr Eroolt E, social worker, Khan Uul Complex School, Dornod province

“Nowadays, many students want to improve their second language, particularly English. Parents send their children to language courses outside the school. As a member school of the UNESCO Associated Schools Network, which has more than 10,000 members all over the world, we need to establish student connection and cooperation platforms in the subregion for them to share experience and practice English by discussing UNESCO’s goals and activities. Many high school students are good at speaking in English in my school, and they are always seeking to build friendships with students from other countries.”

— Ms Bayarmaa T, teacher, School No.24, Ulaanbaatar

III. Current Challenges that ASPnet Encounters in Realizing the Desired Future

What are the current challenges that the ASPnet encounters in realizing the desired future?

Based on the responses for the study, the ASPnet community in Mongolia encounters seven main challenges, as follows:

- ① The workload of teachers, especially at schools in the capital city, is extremely high. This often hinders the teaching and learning process and prevents both students and teachers from developing to their fullest potential.
- ② The capacity and skills of teachers' need to be strengthened to realize the desired future. Capacity-building and professional development strategies need to be creative and innovative.
- ③ The lack of extracurricular activities offered to students prevents them from developing their talents and honing their skills, which are necessary for them to become competent adults in the future.
- ④ The continued use of the traditional methods of teaching and learning is not sustainable. The traditional teaching and learning approach should be adjusted to a more community-based and collaborative one. Teachers need to use a wide variety of techniques including but not limited to technology-based, social network-based, virtual, and mobile training.
- ⑤ It is critical for the curricula, subject and textbook contents for all levels of education to be further enriched. In addition to providing quality academic knowledge, they should promote healthy and sustainable lifestyles, tolerance, and inclusion. SEL should also be fully incorporated into the curricula.
- ⑥ The current education system is not as inclusive and accessible as it should be. In order to reach the most vulnerable groups, including students from low-income households, children with disabilities, and ethnic minorities, more nuanced understanding, action, and support are necessary. Bilingual and multilingual education services need to be mainstreamed.
- ⑦ Schools are not equipped with adequate human and material resources to operate effectively. Students do not have the opportunity to obtain practical knowledge and

skills due to the lack of equipment, tools, and facilities, such as laboratories and musical instruments. Furthermore, schools should have professionally trained staff, including competent social workers, psychologists, and nurses, to deal with students' social and emotional issues, traumas and other types of problems encountered at home or in the school environment.

What are the top three challenges and obstacles?

“Though teachers are the ones who work closest with children on a daily basis, they are not the ones who are able to provide professional help on child abuse. Teachers do not know how to manage and prevent gender-based violence and peer bullying in the school environment, and they don't know how to communicate with victims. There is a need for basic training for teachers, social workers, and psychologists to enable them in this field.”

— Mr Altanshagai A, teacher, School No.2, Ulaanbaatar

“ICT competency trainings and manuals need to be provided to teachers. Most of the older teachers, and some younger ones are unable to prepare and deliver lessons to students online. In my opinion, installing devices such as projectors and loudspeakers in each classroom, and teaching ICT-based lessons in an innovative and creative way would be the most suitable method for modern students and their development.”

— Ms Munguntuya U, teacher, School No.2, Kharkhorum Soum, Uvurkhangai Province

“In my opinion, there three main problems in our school. First is teachers' development. Teachers continue to teach in a limited and outdated way, with their old methods with limited outcomes. They do not even know what they need to teach and how to make students understand. Secondly, students don't know their responsibilities. Students end up not making any effort because they do not realize the actual importance of their lessons. Lastly, the school environment and equipment are inadequate. There are no chemistry and physics laboratories. Even when there is a lab, there are no teaching materials for practical experiments, not enough access to textbooks, no classrooms and desks designated for self-study, and not enough equipment available for students.

— Mr Zolbayar S, teacher, Complex School No.1, Ulaangom Soum, Uvs Province

“There are no funds budgeted to exchange experiences or cooperate with schools in other countries. Our school's social worker is also responsible for the ASPnet activities but is often

busy with other school activities and responsibilities. Teachers and students need to be made aware of the differences between ASPnet schools and other schools, and they need to be actively involved in UNESCO's activities and comprehend their importance. For example, it will be important to organize an annual "UNESCO Week" at the school to raise awareness."

— Mr Nanjid D, teacher, School No.24, Ulaanbaatar

"There are many teachers who cannot teach. Students are also less interested in studying nowadays. There is a need to develop new methodologies to increase students' desire to learn and to train and empower teachers. Some teachers do not have access to international educational documents, and information on concepts such as education for sustainable development and global citizenship education."

— Ms Gantsetseg A, 11th grade student, School No.2, Ulaanbaatar

IV. Suggestions from the ASPnet Community

DRAFT PROPOSAL FOR A JOINT PROJECT ON FOSTERING SCHOOL TO SCHOOL COLLABORATION IN THE REGION

Brief background

In 2020, UNESCO published its new "The World in 2030" Survey Report. The global survey, which was carried out by UNESCO, collected over 15,000 responses from around the world.

Within the survey, respondents identified 11 global challenges such as climate change, inequality, violence, and discrimination, with the majority agreeing that the most efficient way to address those challenges would be to use education-based solutions. Furthermore, the survey highlighted education as the area of society most needing to be rethought in light of the pandemic, with 95% of respondents agreeing that cooperation between countries is crucial in doing so and overcoming the identified challenges.

Similarly, the respondents of this case study on the Futures of Education expressed

their wishes to strengthen their cooperation with ASPnet schools in the region to tackle common challenges. According to the results of the case study, the ASPnet community in Mongolia is eager to share best practices and experiences on online and blended methods of teaching and learning that are ICT and social network based, addressing violence, discrimination, and exclusion at schools, and building person-to-person, school-to-school relationships in the region.

Main activities

- Creating an online platform for ASPnet schools in the region to foster the sharing of knowledge, experience, and best practices.
- Organizing joint capacity building trainings for teachers on specific topics such as GCED, ESD, SEL, media literacy, non-violence, tolerance, and inclusion.
- Organizing regional student forums.

Target group

Teachers and students of ASPnet schools in East and Southeast Asia.

Expected results

- An online knowledge bank containing a variety of open-source information, including tried and tested practices, innovative and creative teaching and learning methods, strategies etc. From the region.
- Increased cooperation and communication between ASPnet schools, especially person-to-person relations between students and teachers in the region.
- Strengthened capacity and skills of teachers.
- Enhanced awareness of ASPnet and its member schools in the region.

Myanmar National Commission for UNESCO

Dr. Kyi Shwin | Ms. Aye Sandar Tun | Ms. Mya Ei Ei

Foreword

- I. General Information on ASPnet in Myanmar
 - A. Introduction
 - B. UNESCO Associated Schools Network in Myanmar
 - C. Findings on current status of implementation of student-centered learning YUFL
 - 1. Questionnaire on institutional arrangement
 - 2. Qualities of faculty members in pedagogical skills
 - 3. Key inputs from institutional leadership
-

II. Future Plan of Student-Centered Learning at YUFL

III. Future Myanmar ASPnet Schools Collaboration

IV. Conclusion

References

6

Foreword



The British Council held an English Language Teaching conference in Bologna in 1983 with the title “Focus on the Learner”. It might be the earliest and the first-ever gathering of scholars and practitioners in teaching internationally with a focus on students. Since then, there happened to be a paradigm shift from teaching to learning on a worldwide scale. Most people remember only 20% of what they hear.

The longer the lecture, the less of the information ended up in students’ notes. Evidence indicates that students learn and retain more information when they are more actively involved in the learning process. But learning is not just for retaining information. Students must create new ideas or new things out of discussion or collaborative learning. Therefore, Student-Centered Learning is essential for the future generations of our world.

Myanmar is pursuing student-centered learning with a complete set of principles to start with. An opportunity was created for us to take firm steps in Student-Centered Learning by Korean National Commission for UNESCO with an invitation to Asia-Pacific regional partners to develop projects in the area of UNESCO Associated Schools Network. Yangon University of Foreign Languages (YUFL) is a very active higher education institution in Myanmar with an agenda for creating a Student-Centered Blended Learning environment. This year project will not only benefit Yangon University of Foreign Languages in Myanmar but also other associated member schools and potential schools who will strive for success in Student-Centered Learning. Therefore, we look forward to next year working together and creating a better future together.

Dr. Kyi SHWIN

Secretary-General

Myanmar National Commission for UNESCO

I. General Information on ASPnet in Myanmar

A. Introduction

Student-Centered Learning remains a debated concept with no clear definition available, since multiple interpretations co-exist which exclude each other. However, the following concepts are generally considered as integral components of student-centered learning:

- Flexibility and freedom in terms of the time and structure of learning
- More and better-quality teachers who strive to share their knowledge
- A clear understanding of students by teachers

The concept of SCL was at first a hypothetical model characterized as such by instructional method and instruction analysts, in spite of the fact that endeavors at enabling learners to improve the instructional experience have likely existed wherever teachers have strived to progress and change. Student-Centered Learning can also be described in the following chart:

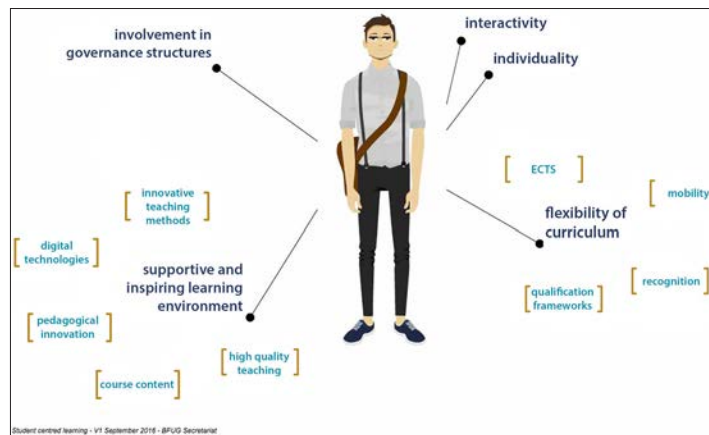


Figure 1: Student-Centered Learning. Ref: <https://ehea.info/page-student-centred-learning>

Student-centered learning (SCL) is an approach to instruction which aims at overcoming some of the problems created by more conventional instruction approaches, by centering on the learner and their needs instead of being centered around the teacher. This approach has numerous implications for the planning and adaptability of educational programs, course substance, and interactivity of learning techniques, and is being increasingly utilized at universities across Europe. However, successful practices of student-centered learning depend on institutional arrangements and the involvement

of leadership at faculty and institutional levels. (European Higher Education Area and Bologna Process, 2015).

B. UNESCO Associated Schools Network in Myanmar

Four schools participated in the UNESCO Associated Schools Network in Myanmar – the Elementary State Training College for Teachers from Moulmein, Elementary Teachers' Training Institution from Bassein, Elementary Teachers' Training Institution from Kyaukphyu and Elementary Teachers' Training Institution from Meikhtila. All of these schools have been upgraded into Education Degree Colleges. Although they all are no longer active in the activities of UNESCO Associated Schools Network, there is a plan by the Myanmar National Commission for UNESCO to revive the project in 2022 started with holding online workshops on Student-Centered Learning.

C. Findings on current status of implementation of student-centered learning YUFL

Student-Centered Learning is an approach that covers the values and practices for teachers, students and administrators in an institution, and is closely related to the constructivist theory of learning. Teaching methods used in student-centered learning are mostly individualistic and very innovative to promote learning in communication with teachers and other learners, with students becoming active participants in their own learning through improvements in transferable skills such as problem solving, critical thinking and reflective thinking.

Yangon University of Foreign Languages has been preparing for a student-centered learning approach to be implemented in the campus, with quite a number of activities being conducted around the campus. The rector himself went to Central European University four times during 2017-2020 and sought briefing sessions on Student Centered Learning. Back on the campus, there were several discussion sessions, including the Senate Committee on Outcome-Based Curriculum, Outcome-Based Assessment and Supporting Student Learning.

Today is the right time for the institution to focus on the full implementation of student-centered learning. YUFL will first deal with contextual conditions for Student-Centered Learning in the following areas:

- ① Systems for Continuous Improvement Support SCL
- ② People, policies, and Infrastructure Support SCL
- ③ Learning Environments Support SCL

Then YUFL will develop strategies that will lead to changing current practices in the classroom and adopting new practices for better outcomes of the performance of our students.

To be able to do that, YUFL conducted a survey on the current status of student-centered learning on the campus. The survey included a questionnaire for all faculty members on the requirements for institutional arrangements. The responses will assist leadership in strengthening the policy landscape of the institution. The second questionnaire is for senior faculty members to evaluate the qualities of the teaching staff. The outcomes of this questionnaire will help decision makers of the institutions to design a more effective plan of institutional training for upskilling pedagogy. The third part of the survey is interviewing the leadership of the institution. The purpose is to seek their opinions for better implementation of SCL projects around the campus.

1. Questionnaire on institutional arrangements

We conducted a survey featuring 32 questions designed for the successful implementation of the SCL approach. These questions are based on seven sectors: Consultations with Students, Quality Assurance, The Social Dimension, Teaching and Learning Methods, Students Assessment Methods, Learning Environment and Professional Academic Development. We distributed this survey to 83 teachers from our university, YUFL, and analyzed the results. The following are the findings on the implementation of the SCL approach.

For questionnaires concerned with Consultations with Students, most of the teachers said that there are transparent procedures in place for students to give back feedback on the quality of the educational process, but it still needs to improve in regard to student consultations on the curriculum content and the methods used in teaching and evaluations. They also said that it is important to enhance student involvement in periodic programme quality reviews. Some of them said they thought that there are full and equal members of students in committees where issues relating to the student experience are discussed at all levels, but some do not.

When it comes to Quality Assurance, over 80 percent of teachers thought our institutional quality assurance reviews and guidelines consider the overall elements of teaching and learning, programme quality reviews give consideration to the use of learning outcomes and programme quality reviews consider the assessment methods. Half of the teachers accept that the external quality assurance evaluations of our university refer to the teaching and learning process and both representatives of teachers and students are not involved as full and equal members in the panels undertaking institutional quality assurance reviews.

For the Social Dimension, over 40 percent of teachers agreed that special support measures to help students are still needed in our institution, and over 50 percent of them think learning paths are flexible enough so as to permit combining work/family-life and studies.

For teaching and learning methods, nearly all of the teachers accepted that group-work is useful in the learning process at our institution and the development of transversal skills by students is one of the objectives of the learning process in our institution. Three-fourths of them say that our institution uses peer assessment and peer learning and also has programmes which use activity-based learning and extra-curricular activities of students are accepted and recognized as an essential part of the learning experience.

In the Student Assessment Methods part, according to the participants, our institution uses projects, simulations of tasks and real-life situations in the assessment of students. It also allows students to access appropriate research and study facilities both on and off campus. However, two-thirds of the participants revealed that the goals of the learning process are not agreed upon between teachers and students. Besides, they also think that peer- and self-assessments are not used as a method in the student assessment process.

For the point of Learning Environment, our institution has guidelines on teaching and learning and uses information technology within the learning process and contributes to promoting a national/regional culture of student-centered learning. Librarians also collaborate with teachers in order to enhance students' learning experience in our university.

For Professional Academic Development, nearly one hundred percent of the participants agreed that our institution has a regular professional development programme which includes a constructive discussion on the application of teaching methods for teaching staff and uses an SCL approach in providing training on the use of innovative teaching methods and student-centered curriculum development.

2. Qualities of faculty members in pedagogical skills

Universities are supposed to be repositories of knowledge and skills, translating the obligations for higher education institutions to provide specialized training, to disseminate information and finally to produce a workforce capable of thinking critically, discerning connections, and making analyses.

Although the individual settings of educational institutions dictate the skills and abilities of educators, it is undeniable that the quality of teaching is essential in providing not only the necessary skills for employment after graduation but also in equipping graduates with the

mental capacity to expand their intellectual horizons.

To investigate the abilities of the teachers at Yangon University of Foreign Languages, a questionnaire was drawn up (partially benchmarked from the concepts at the website www.instituteforapprenticeships.org) and distributed to all department heads. The department heads were asked to judge the teachers in their respective departments based on three categories: 1) “Knowledge of Teaching Practices”, 2) “Skills to be Applied in Teaching”, and 3) “Values and Behaviours.”

Section One: Knowledge of Teaching Practices

It was found that nearly nine out of ten department heads (87.1 %) believe that the teachers from their departments own a range of teaching assessment and feedback methods used in higher education to support learning and achievement, while almost seven out of ten department heads (67.7%) maintained that the teachers understand how students learn and how to adapt delivery methods to support a range of students’ needs.

However, just over half of all department heads (51.6%) believed that teachers should strive to possess the principles of reflective practice and the methods for applying reflective practice to their own professional development. They thought that teachers at the institution need to adopt innovative approaches to undertaking their work to create interest, understanding and enthusiasm among their students, funders, or stakeholders.

On the part of the department, over two-fifths of all the participants (41.9%) agreed that the departments need to provide teachers with methods for evaluating the effectiveness of academic activities, such as teaching and the quality and impact of research and how to engage with relevant professional bodies and other external organizations to support their work.

At the same time, many participants (64.5%) suggested that university-wide training programs are needed for teachers to develop in such areas as regulatory, administrative, financial, planning procedures, risk management, quality assurance and quality enhancement, and how they are related to their role in higher education. Moreover, approximately half (48.4%) of all participants commented that the institution should also equip teachers with the technological processes associated with effectiveness in their role within the HE sector.

Section Two: Skills to be Applied in Teaching

Around four-fifths (80.6 %) of department heads believed that the skills most teachers fully possess are how to deliver quality, higher education teaching through lectures, tutorials, practical training, or seminars. Additionally, nearly three quarters (74.2%) said

that teachers use a variety of teaching styles depending on the learning environment and student needs.

Regarding the skills most of the teachers need to upgrade by themselves, well over half of the heads of the departments (61.3%) noted that teachers should need to learn how to analyze, synthesize and use critical thinking in the conduct of research. Furthermore, around half (48.4%) of the heads observed that teachers should learn to manage their own time through preparation and prioritization, time management, responsiveness to change, and achieving a work-life balance.

As for the skills most of the teachers from the various department need to be upgraded by the department, just under a third (29%) of all department heads noted that the department needs to train teachers to be able to implement approaches to their teaching that are informed by equality and diversity. In addition, over a third of all the department heads (32.3%) mentioned that teachers should be educated by the department on how to communicate orally and in writing and collaborate effectively, to manage people, processes, or teams.

With regard to what the institutions should provide, slightly over half (51.6%) of the supervisors commented that institutions should provide training for teachers on how to use digital technologies effectively to develop and disseminate knowledge and understand the subject disciplines. Plus, considerably more than two fifths (45.2%) of them pointed out that the university should upskill teachers to be able to manage their own continuing professional development (CPD) in subject disciplines and pedagogy, incorporating research, scholarship, and professional practices.

Section Three: Values and Behaviours

In consideration of the values and behaviours most of the teachers have, over three quarters (76.7%) of the department supervisors noted that teachers in their departments have developed their knowledge and insights in relation to their career management, responsiveness to opportunities, networking, reputation, and self-esteem. Likewise, more than half (60%) of the department heads commented that teachers have perseverance, integrity, and are prepared to take responsibility, to lead, mentor and supervise.

However, a large proportion of department supervisors (67.9%) stated that teachers need to improve in such areas as seeking opportunities to network, practicing public engagement and effective communications. Furthermore, just over half of the heads of the department (53.6%) said that teachers should commit to CPD in relation to relevant contemporary issues like student employability and graduate employment destinations, ethics and sustainability, academic integrity, legal compliance and intellectual property, respect and confidentiality, and health and safety.

3. Key inputs from institutional leadership

The institutional leadership gave interviews covering five guided questions, plus one free unguided response. The five guided areas covered the challenges of YUFL beyond and within the management of the institution, areas YUFL should pay attention to and words of advice for academic leadership. Four Pro-Rectors gave their input, which truly reflected the status of SCL implementation and the actions YUFL needs to take regarding policy and implementation. This is the interviewer's account of those discussions.

Feedback from Pro Rector #001:

- ① first challenge, which is beyond the management of YUFL, has to do with the student selection system. The current system was not designed by the institution. Therefore, the institution “needs aptitude tests for university enrollment, not based on matriculation marks.”
- ② The second challenge, which is under the management capacity of the institution, regards staff qualities and capacity building projects. The institution is advised to conduct training programs for “empowering the pedagogical qualities of teachers to lead students to become independent learners”.
- ③ She pointed out a new area still untouched by the institution is to create “active learning spaces and technology-based learning infrastructure.”
- ④ Although the institution has conducted much training, it is suggested that the institution should encourage “more self-study.”
- ⑤ Words of advice for academic leadership: “There should be monitoring of the self-regulated learning activities of students to trace how student-centered learning can be organized and achieved”.
- ⑥ Unguided suggestion: “To enhance student-centered learning, first and foremost YUFL has to set/ adjust its respective policies to fulfill the multiple, simultaneous goals of students. At the same time, YUFL has to encourage the faculty to develop aligning sets of resources, activities, and tools that both teachers and students want to engage with. YUFL also needs to allow flexibility in learning paths and study choices that students will want to follow in accordance with their interests, needs, learning styles and performance. Last but not least, through extensive and ongoing discussions with internal and external stakeholders about methods and procedures being or to be integrated into learning and teaching strategies will definitely support student-centered learning at YUFL.”

Feedback from Pro-Rector #002

- ① The challenge which is under the management capacity of the institution has to do with staff teaching practices. It is the teachers' "feedback for effective assessment due to the teacher-student ratio."
- ② She pointed out a new area still untouched by the institution is to create an "online library-based teaching for self-studying."
- ③ Although the institution has conducted much training, she suggested that the institution should encourage "more self-study."
- ④ Words of advice for academic leadership: "Improve assessment and feedback methods".
- ⑤ Unguided suggestion: "In this uncertain, post-COVID-19 world, faculty members should have access to online libraries so that they can guide students for self-study. In order to do so, all faculty members should be well-trained with IT skills (using Google classroom, Microsoft Teams, etc.), and well trained for online assessment methods. In drafting the curriculum development or lesson plans, students should be invited so that their voices can be included. More simulation methods or role-play should be included in the lesson plan so that this will contribute to their career development."

Feedback from Pro-Rector #003

- ① The first challenge, which is beyond the management of YUFL, is to do something with the rotational staff transfer system every year.
- ② The second challenge, which is under the management capacity of the institution, is to improve staff value, referring to the faculty's integrity and mind-set.
- ③ She suggested that there should be "a clear policy of authority and responsibility for department heads and faculty members."
- ④ Although the institution has conducted many training programs, she suggested that the institution should encourage "more self-study."
- ⑤ Words of advice for academic leadership: "Faculty members should be organized well, with group discussions about pedagogy for each lesson."
- ⑥ Unguided suggestion: "Organizing the department well requires many things. Building a belief in each other. The need for discussions about teaching methods lesson by lesson. Consider adjusting CEFR qualifications. Life-long learning. Developing self-study. Encouraging people to conduct research. Cultivating a research-oriented

mindset. Developing self-consciousness and self-evaluation. Those are my own opinions, and they are only based on my experience. Most of the faculty members are originally good nature but they gradually change according to the interference of working environment, which later become habits.”

Feedback from Pro-Rector #004

- ① She pointed out a list of challenges faced by the institution: Facility requirements (internet, uninterrupted electricity), human resources requirements (technicians, teaching staff); Challenges for teachers - Limited knowledge & practice on SCL, teaching methodology & educational technology; and Challenge for students - Limited facilities and limited practice on SCL.
- ② She pointed out that there is a new area for the institution to “conduct comprehensive employability research for better academic planning.”
- ③ Although the institution has conducted much training, she suggested that the institution should “give more training.”
- ④ Words of advice for academic leadership: Pay attention to “management skills, teaching qualities and the effectiveness of the academic activities of their teaching staff.”
- ⑤ Unguided suggestion: “Decisive policy, systematic planning and implementation play a vital role in the transformation from the present system to SCL. Changing mindsets and motivations are essential for the successful implementation of this innovative change. Intensive and comprehensive trainings are also required.”

II. Future Plan of Student-Centered Learning at YUFL

1. Systems for the continuous improvement of support for student-centered learning

Yangon University of Foreign Languages has already worked on plans to set up an institutional quality management system since 2020 and planned to develop its University Quality Handbook since July 2020. Although the university set up a senate committee

named the “Institutional Assessment and Quality Assurance Committee (IAQA)” in 2018, the committee faced a lot of difficulties in solving the challenges and moving forward. The IAQA Committee had to work not just to carry out its terms of reference, but also help other committees to be able to keep on track. However, in 2020, committees formed by the University’s Senate became capable of working independently and matured, so the IAQA Committee could focus on its own agenda. The IAQA Committee developed its “quality policy” in March 2021, paving the way to further develop its “institutional quality management system (YUFL IQMS)” in the future.

There are six sections in the “YUFL Quality Policy”:

- ① Purpose
- ② Scope
- ③ External Reference Points
- ④ Quality Policy of YUFL
- ⑤ Procedures of the Stated Policies
- ⑥ Responsibilities

The YUFL Quality Policy takes “Quality Assurance Principles for Universities”, the third quadrant of ASEAN Quality Assurance Framework, as its external reference point. The quality policy of the university is as follows:

- ① The University aims for excellence and is committed to ensuring the quality of all its activities.
- ② The University uses a continuous quality improvement cycle, Plan-Do-Check-Act (PDCA), as a conceptual model to assure the quality of its inputs, processes, and outcomes, and to identify potential improvements. All members of the University community are encouraged to adopt “PDCA” thinking.
- ③ Quality assurance and enhancement at the University is evidence based.
- ④ Internal quality assurance is a participatory and cooperative process across all levels, involving academic and administrative staff, students, and other stakeholders.

YUFL further developed its institutional quality management system (YUFL IQMS) in July 2021. There are eight sections in the YUFL IQMS:

- ① Section One: Definitions of Qualities
- ② Section Two: Quality Principles of YUFL
- ③ Section Three: Statements, Rationales, Key Benefits and Possible Actions of Quality Principles of YUFL

- ④ Section Four: Understanding Risks and Conducting Risk Management at YUFL
- ⑤ Section Five: Quality Standards
- ⑥ Section Six: Indicators of Input, Process, Output, Outcome, and Impact Dimensions
- ⑦ Section Seven: Stages of YUFL IQMS
- ⑧ Section Eight: Documentation Structure of the YUFL Internal Quality Management System

There are four broad types of quality standards perceived by YUFL:

- ① Academic standards, which relate to the intellectual abilities of students [Level Descriptors of Myanmar National Qualifications Framework, University Learning Outcomes, Programme Level Learning Outcomes]
- ② Standards of competence, which relate to the technical abilities of students [Graduate Qualities, Graduate Attributes and CEFR Levels]
- ③ Service standards, which refer to the service provided by the institution to the students [to be set by YUFL]
- ④ Organizational standards, which are principles and procedures by which the institution assures that it is providing an appropriate learning and research environment (Harvey 2012, 8) [YUFL Quality Handbook]

Therefore, the future plan for developing a full quality management system is to develop these quality standards. The following will be a part of the YUFL Future Plan:

	Section	Task	Target of Completion
1	Systems for Continuous Improvement Support SCL	University Learning Outcomes	December 2021
2	Systems for Continuous Improvement Support SCL	Programme Level Learning Outcomes	December 2021
3	Systems for Continuous Improvement Support SCL	Graduate Qualities, Graduate Attributes and CEFR Levels	January 2022
4	Systems for Continuous Improvement Support SCL	YUFL Service Standards	January 2022
5	Systems for Continuous Improvement Support SCL	YUFL Quality Handbook	June 2022

2. People, policies, and infrastructure for supporting student-centered learning

There are two main governing bodies in YUFL, the Administrative Board and the Senate, which cover both administration and academic matters. There are full members in those bodies. Apart from them, there are also committees under those bodies. The tasks of those bodies are to implement or to facilitate implementation of target objectives in the area of administration and academic matters. Those committees are as follows:

- ① Institutional Assessment and Quality Assurance Administrative Committee
- ② Campus Planning and Maintenance Administrative Committee
- ③ Strategic Planning Administrative Committee
- ④ Budgeting and Procurement Supervision Administrative Committee
- ⑤ Senate Committee for Curriculum Review
- ⑥ Senate International Relations Committee
- ⑦ Senate Committee for Effective Teaching and Learning
- ⑧ Senate Committee for Student Assessment Review
- ⑨ Senate Committee for Research and Ethics

The capacity and performance of these committees vary depending on the leadership, expertise of members and the nature of their tasks to carry out. Leadership recently conducted an evaluation of their capacity and accomplishment of these committees, which are summarized as follows:

YUFL Committees which Promote Institutional Strength						
	Committee	Supervised by	December 2021 Sufficiency of policies, procedures, and objectives	Performance capacity	Level of Independence	Impact on Community
1	Institutional Assessment and Quality Assurance Administrative Committee	Administrative Body	****	****	***	****
2	Campus Planning and Maintenance Administrative Committee	Administrative Body	*****	*****	****	****
3	Strategic Planning Administrative Committee	Administrative Body	**	-	-	***
4	Budgeting and Procurement Supervision Administrative Committee	Administrative Body	**	*	-	***

5	Senate Committee for Curriculum Review	Senate	****	**	**	**
6	Senate International Relations Committee	Senate	*****	*****	***	*
7	Senate Committee for Effective Teaching and Learning	Senate	***	***	*	**
8	Senate Committee for Student Assessment Review	Senate	****	**	***	***
9	Senate Committee for Research and Ethics	Senate	*****	*****	***	****
The best is never the best. The best means the highest performance under various circumstances.						

According to these results, there are two committees that need to be facilitated with policies and procedures for better performance. Similarly, there are two more committees whose policies and procedures are functional, however, their performance is still under the satisfactory level. Therefore, upgrading these committees into fully capable ones will be a major task of the University.

	Section	Task	Target for Completion
1	People, Policies, and Infrastructure Support for SCL	Facilitating Strategic Planning Administrative Committee Budgeting and Procurement Supervision Administrative Committee with policies and procedures	November 2021
2	People, Policies, and Infrastructure Support for SCL	Supporting Senate Committee for Curriculum Review Senate Committee for Student Assessment Review for better performance	December 2021

3. Learning environment support student-centered learning at YUFL

The physical learning environment is maintained and upgraded continuously by the Campus Planning and Maintenance Administrative Committee and the Senate Committee for Effective Teaching and Learning. They have their own agenda for 2021 and 2022. However, YUFL needs to pay full attention to its online learning environment, too. YUFL set up the YUFL E-Campus, a Moodle-based learning management system, in June 2020. All the full-time and part-time programmes are transferred to YUFL E-Campus in October

2020. However, the university cannot guarantee the student centeredness of its online programmes, even though the teaching materials and teachers are there. The University needs to institute some kind of monitoring and assessment system for its online courses so that the current teaching learning practices can be transformed into a better position that can guarantee student-centeredness in teaching and learning.

	Section	Task	Target for Completion
1	Learning Environment Support SCL	Setting up a system to monitor and assess student-centeredness of YUFL E-Campus	April 2022
2	Learning Environment Support SCL	Setting up a system to monitor and assess student-centeredness of YUFL Classrooms	April 2022

4. Applying student-centered learning strategies to the teaching learning process

Student-Centered Learning (SCL) is used at our university to enhance students' independent learning, critical thinking, and their ability to understand in-depth concepts and solve the problems in real-life situations. To support the implementation of SCL, five strategies have been adopted as key strategies:

Strategy 1: Learning is personalized to align with student needs, interests, and pace.

Strategy 2: Learning is challenging, engaging, and meets students where they are in a competency-based system.

Strategy 3: Learning happens anytime, anywhere.

Strategy 4: Learning opportunities promote student agency and ownership.

Strategy 5: Learning is informed by data.

Strategy 1: Learning is personalized to align with student needs, interests, and pace.

To be able to implement real SCL, customized learning based on student needs, interests, and pace is essential for personalizing the learning system and being student-centered (Vrasidas, 2003; Patrick, Kennedy, and Powell, 2013; Pane et al., 2015). Learning pathways are one of the ways to personalize students' learning, through courses, content, and tasks. A learning pathway could be the set of courses that a student takes throughout the academic year or, more concretely, it might describe the specific tasks students accomplishes within a course or unit (Cole, Kemple, and Segeritz, 2012; Miller Lieber, 2014; Ready, 2014). Apart from that, a personalized learning pathway can vary based on timing, pacing, and teaching delivery methods. It can also include a range of modes of delivery. Furthermore, a variety of assessments (e.g., projects, presentations,

tests) can support student learning needs, interests, and pace. Additionally, using learner plans or learner profiles can make students and teachers plan multiple pathways to lay out the scope and sequence of student learning careers or, more narrowly, pivot on the material needed to master a certain competency and the goals for the assessment. These can also keep track of the students' and adults' progress throughout their learning process.

Strategy 2: Learning is challenging, engaging, and meets students where they are in a competency-based system

Competency-based systems (also known as mastery-based systems) can lead to more efficient student outcomes as they allow students to advance based on their ability to master a skill or competency at their own pace regardless of environment. The student's mastery of a set of content and skills determines the student's progression and award of credit, rather than whether they sat through courses or grades. The key practices for this system are clear, measurable competency-based learning targets; courses, learning tasks, materials, and assessments aligned to competencies; assessments available when students are ready to demonstrate mastery; learning opportunities and assessments that reflect high expectations and provide appropriate challenges for each student; and, student engagement in meaningful, cognitively challenging learning tasks (Sturgis, 2012; Book, 2014; Le, Wolfe, and Steinberg, 2014; Steele et al., 2014; Domaleski, 2015; Pane et al., 2015; Scheopner Torres, Brett, and Cox, 2015).

In a competency-based system, clear and measurable competencies that include the content and skills learned are essential for students to comprehend what they are supposed to learn and how they will be assessed. In addition, teachers can also accurately and consistently assess student progress and provide appropriate support (e.g., Worthen and Pace, 2014; Lampert, 2015; Pearson and Flory, 2015). Furthermore, assessments must be regarded as vital, and students should be assessed when they are ready to give a demonstration of their learning in the content and skills. Students need to apply their knowledge and demonstrate their learning rather than learning by memorization (JFF and CCSSO, undated; Brown and Mevs, 2012; Domaleski et al., 2015). According to related outlines, students may retake an assessment or revise their work until they have achieved mastery (Sturgis, 2012; Pearson and Flory, 2015).

Strategy 3: Learning happens anytime, anywhere

Creating effective learning opportunities both within and outside the classroom, which enable students to engage in their learning anytime and anywhere, is a key aspect of SCL. A learning system which can be accessed anytime and anywhere should include activities, tasks, and courses that take place outside school hours and outside the classroom. This system can be implemented through various forms, such as granting

students access to course contents and materials online, field trips or experiential learning, dual enrollment, or internships, jobs, or volunteer work. These experiences could be initiated by students (e.g., National Service-Learning Cooperative, 1998) or organized by educators. Credit units should be allowed for students' learning outside of school. In fact, the National Youth Leadership Council's standards for high-quality service learning (Billig, 2008) points out that curricula should be linked with the learning outside the classroom and these tasks should be assumed as learning activity.

Strategy 4: Learning opportunities promote student agency and ownership

To create “student-centered” learning opportunities, students must be able to take the initiative and self-regulate in their learning and they must be able to monitor and reflect on their own learning progress — in other words, student agency and ownership. To accomplish student agency and ownership, approaches to self-regulation, collaboration, metacognition, and communication should be practiced. Furthermore, students should be able to make well-informed choices for their learning, put effort into meaningful input concerning what, how, when and where they learn and also should be take part in challenging assignments and activities with suitable support (Cervone and Cushman, 2012; Shubilla and Sturgis, 2012; Bertrand, Allen, and Steinberg, 2013; Mehta and Fine, 2015).

The outcomes of the strategies we have practiced will be noticeable when the students are demonstrating engagement. It is important to ensure that these strategies are able to encourage students to practice agency and ownership over their training and to examine the extent to which students demonstrate agency and ownership. According to Bitter et al. (2014), this work can be referred as teaching students “metacognitive strategies,” or learning about learning.

Strategy 5: Learning is informed by data

Data about the students' academic and non-academic goals, learning needs, interests and progress toward learning targets is necessarily needed to implement “student-centered learning.” Teachers and students should work together to update the students' data regularly. It would be difficult to individualize learning pathways in a competency-based system without collecting student data and using that data in designing learning pathways. A range of formal and informal assessments, such as student responses to questions or their contributions to class discussions (Ruiz-Primo, 2011; Hoover and Abrams, 2013; Datnow and Hubbard, 2015) should be applied with the aim of tracking their progress. Such assessments must be regularly administered, aligned with the students' learning needs and key competencies, and the results should be regularly incorporated into the set of data that informs the students' learning plans (Friedlaender et al., 2014; Conley, 2015) in order to support the data effectively. In addition, in

involving teachers and students in the use of data, schools must ensure that teachers and students, along with parents/guardians, have access to this information and work together to use it to inform learning pathways and monitor progress.

Area of Implementation	SCL Strategy	Related Practices
1 Teaching and Learning	<p>Strategy 1:</p> <p>Learning is personalized to align with student needs, interests, and pace.</p>	<ul style="list-style-type: none"> · Personalized learning pathways through contents and courses are implemented together with teachers and students. · Timing, pacing, teaching delivery methods and assessments support learning systems.
2 Teaching and Learning	<p>Strategy 2:</p> <p>Learning is challenging, engaging, and meets students where they are in a competency-based system.</p>	<ul style="list-style-type: none"> · Learning targets and pathways are clear, measurable, and competency based. · Courses, assignments, activities, materials, and assessments are aligned to competencies. · Teachers assess student progress accurately and consistently. · Assessments are determined when students are ready to give a demonstration of their learning in the content and skills.
3 Teaching and Learning	<p>Strategy 3:</p> <p>Learning happens anytime, anywhere.</p>	<ul style="list-style-type: none"> · Students engage in activities which earn credit-units within and outside of the classroom. · Students engage in curricula and assessments which are related with real world situations.
4 Teaching and Learning	<p>Strategy 4:</p> <p>Learning opportunities promote student agency and ownership.</p>	<ul style="list-style-type: none"> · Students participate in activities that promote self-regulation, collaboration, metacognition, and communication strategies. · Students are encouraged to make well-informed choices about their learning and practice agency and ownership over their learning with appropriate support
5 Teaching and Learning	<p>Strategy 5:</p> <p>Learning is informed by data.</p>	<ul style="list-style-type: none"> · Teachers and students work together to get data on student needs, interests, goals and learning progress. · Teachers and students use data to inform learning pathways and monitor progress.

5. Improving teacher practices to support student-centered learning

In teacher-centered education, knowledge is imparted by teachers to students who receive the information being presented to them. A teacher's role is solely to provide knowledge and is the primary evaluator of learning. Learning is only for students while the teachers hold the authority to make decisions on the learning environment and instructions that are deemed appropriate for their students.

When testing students, assessments are a separate task from teaching and are utilized to rank and give grades. Getting the correct answers is prioritized over "asking questions and directing their own learning by taking responsibility as a learner". Moreover, learning is mainly assessed indirectly by utilizing objective scoring. Teacher-centered learning emphasizes a single discipline where individualism and competition is encouraged. Therefore, education is ineffective in preparing students for their careers.

In contrast, student-centered education is characterized by students gathering and synthesizing information to construct knowledge using the general skills of inquiry, communication, critical thinking, problem solving and so on.

Teachers take on the role of mentors and facilitate learning, which is evaluated by both the teacher and students. Instead of teachers being a mere presenter of information, they become facilitators, with a focus on the learners' needs, motivating and engaging students in activities. In this approach, learning is done by both the teacher and students, and students learn not only from teachers but from one another.

Instead of passively absorbing knowledge, students learn by building knowledge through integration of their prior experiences, thoughts, feelings, beliefs, and ideas they bring to their classroom about what they learn in the classroom. Learning occurs as students interpret their own meaning about the content they are exposed to and cooperate with other students. It is the cooperative and collaborative nature of the activities that enhances self-directed learning.

The definition of effective teaching also changes in the SCL approach. In student-centered learning, effective teaching doesn't only mean giving a perfect lecture. It also involves sharing the power to make decisions. As teachers and learners work together on planning the content and on assessment methods, students are placed at the center of their own knowledge acquisition.

Teaching goals in SCL is not just for students to learn the discipline itself but also how to solve intricate problems and issues utilizing the disciplines and when compulsory, thinking across boundaries integrating two or more different academic disciplines.

The curriculum is organized in a cohesive way that the program as a whole is aligned with across learning standards, giving students opportunities to practice and to sharpen their skills synthesizing and developing complex concepts, skills, and principles. In structuring a course, the acquisition of desired knowledge and skills from learning objectives is superior to the completion of the content materials within a given time, as the focus shifts from “how much of the topics to cover” towards “what students are able to do”.

Assessments occur as part of regular teaching and are used to promote a student’s growth in learning primarily for formative purposes. Learning is assessed directly through such practices as papers, projects, performances, portfolios assessments. Students are encouraged to ask questions and learn from their errors.

Shifting from TCL to SCL cannot be materialized in an instantaneous manner. It has to be a gradual process. Teachers cannot be forced into adopting this method over the traditional one. First, they must be exposed to the ideas related to SCL. Then there has to be systematic implementation. Over time, teachers will be progressively supportive of related practices and start to utilize them. To promote student-centered practices and to better address students’ needs, the following improvement strategies will be eventuated in the future.

	Area of Implementation	Task for Implementation
1	Targeted Professional Development	Workshops and training programmes for faculty on topics that are related to SCL, to establish a direction towards student-centered education and sharpen their pedagogical knowledge.
2	Professional learning communities	A group of educators led by instructional coaches or facilitators (whose workload has been reduced to support their colleagues) with the purpose of broadening their expertise, collaboratively working on improvements in educational quality for students and re-evaluating and refining their own teaching practices.
3	Teaming	Pairing a teacher or a group of teachers to a group of students to improve teacher-students relationship, to enable a better understanding of different students’ learning needs, and to ensure that students receive not only academic but also emotional support.
4	Common Planning Time	Allocation of specific time affords opportunities for teachers to collaboratively plan teaching-related work.
5	Evidence-based educational practice	Such as peer review, assessments, and observations to provide feedback on teaching effectiveness.
6	Distributed Leadership	The utilization of mega-departments to avail the fostering of faculty alignment and exchange of insights and concepts among teachers from various departments.
7	External partnerships	Partnerships with a broad range of external organizations to enhance the implementation of robust SCL practices.

As SCL relies on a more hands-on approach to deliver a course, students are actively engaged in the learning process. They are assigned tasks to be completed and problems to be solved, either synchronously or in the form of asynchronous or online learning. Grades will be just an indicator of student achievement in learning objectives. As learning is authentic, education is effective in addressing real-world issues and problems.

III. Future Myanmar ASPnet Schools Collaboration

There are two objectives the Myanmar National Commission for UNESCO aims to implement in 2022:

- ① To organize schools in Myanmar to become ASPnet member schools
- ② To promote Student-Centered Learning Practices among ASPnet schools

The following is a planned timeline of the Myanmar National Commission for UNESCO regarding its ASPnet activities.

No.	Activity	Location	Month & Year
1	Meeting with potential schools from upper Myanmar to apply for membership in ASPnet	Zoom Online Meeting	January – March 2022
2	Meeting with potential schools from lower Myanmar to apply for membership of ASPnet	Zoom Online Meeting	January – March 2022
3	Conducting three-day workshops for promoting practices of student-centered learning (participants from potential ASPnet member schools from Upper Myanmar)	Mandalay University	May 2022
4	Conducting three-day workshops for promoting practices of student-centered learning (participants from potential ASPnet member schools from Lower Myanmar)	Yangon University of Foreign Languages	July 2022

As SCL relies on a more hands-on approach to deliver a course, students are actively engaged in the learning process. They are assigned tasks to be completed and problems to be solved, either synchronously or in the form of asynchronous or online learning. Grades will be just an indicator of student achievement in learning objectives. As learning is authentic, education is effective in addressing real-world issues and problems.

IV. Conclusion

The Myanmar National Commission for UNESCO is an active facilitator promoting teaching practices and develop autonomous learning for students in Myanmar, carrying out several tasks in the areas of education and culture. MNCU firmly believes that it will be able to work together with national commission offices within the region more effectively in the future.

References

- Bertrand, Clare, Lili Allen, and Adria Steinberg, *Using Educational Technology to Help Students Get Back on Track*, Boston: Jobs for the Future, 2013.
- Billig, Shelley H., "Research on K-12 school-based service learning: The evidence builds," *Phi Delta Kappan*, Vol. 81, No. 9, 2000, pp. 658. *K-12 Service-Learning Standards for Quality Practice*, St. Paul, Minn.: National Youth Leadership Council, 2008.
- Book, Patricia A., *All Hands on Deck: Ten Lessons from Early Adopters of Competency-Based Education*, Boulder, Colo.: WICHE Cooperative for Educational Technologies (WCET), May 2014.
- Brown, Christina, and Pascale Mevs, *Quality Performance Assessment: Harnessing the Power of Teacher and Student Learning*, Quincy, Mass.: Nellie Mae Education Foundation, February 2012.
- Cervone, Barbara, and Kathleen Cushman, *Teachers at Work—Six Exemplars of Everyday Practice, The Students at the Center Series*, Boston: Jobs for the Future, March 2012.
- Cole, Rachel, James J. Kemple, and Micha D. Segeritz, *Assessing the Early Impact of School of One: Evidence from Three School-Wide Pilots*, New York: New York University, Steinhardt School of Culture, Education, and Human Development, June 2012.
- Conley, David, "A New Era for Educational Assessment," *Education Policy Analysis Archives*, Vol. 23, No. 8, February 2015, pp. 1–41.
- Datnow, Amanda, and Lea Hubbard, "Teachers' Use of Assessment Data to Inform Instruction: Lessons from the Past and Prospects for the Future," *Teachers College Record*, Vol. 117, No. 4, 2015, pp. 1–26.
- Domaleski, Chris, Brian Gong, Karin Hess, Scott Marion, Cory Curl, and Alissa Peltzman, *Assessment to Support Competency-Based Pathways*, Washington, D.C.: Achieve, 2015.
- Friedlaender, Diane, Dion Burns, Heather Lewis-Charp, Channa Mae Cook-Harvey, and Linda Darling-Hammond, *Student-Centered Schools: Closing the Opportunity Gap*, Stanford, Calif.: Stanford Center for Opportunity Policy in Education, June 2014.
- Hoover, Nancy R., and Lisa M. Abrams, "Teachers' Instructional Use of Summative Student Assessment Data," *Applied Measurement in Education*, Vol. 26, 2013, pp. 219–231.
- Le, Cecilia, Rebecca E. Wolfe, and Adria Steinberg, *The Past and the Promise: Today's Competency Education Movement*, Competency Education Research Series, Boston: Jobs for the Future, September 2014.
- Mehta, Jal, and Sarah Fine, *The Why, What Where and How of Deeper Learning in American Secondary Schools*, Deeper Learning Research Series, Boston: Jobs for the Future, December 2015.
- Miller Lieber, Carol, *Personal Opportunity Plans: Conditions and Considerations for Effective Development and Implementation of POPs by the Commonwealth, Schools and Districts*, Cambridge, Mass.: Engaging Schools, 2014.

- National Service Learning Cooperative, Essential Elements of Service Learning, St. Paul, Minn.: National Youth Leadership Council, April 1998.
- Pane, John F., Elizabeth D. Steiner, Matthew Baird, and Laura S. Hamilton, Continued Progress: Promising Evidence on Personalized Learning, Santa Monica, Calif.: RAND Corporation, RR-1365-BMGF, 2015.
- Patrick, Susan, Kathryn Kennedy, and Allison Powell, Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education, Vienna, Va.: International Association for K-12 Online Learning, October 2013.
- Pearson, Juliana, and Michael Flory, Beyond Proficient: How Three High Schools in Kentucky Implement Mastery Learning, Alexandria, Va.: CNA Corporation, 2015.
- Ready, Douglas D., Student Mathematics Performance in the First Two Years of Teach to One: Math, New York: Teachers College, Columbia University, December 2014.
- Scheopner Torres, Aubrey, Jessica Brett, and Joshua Cox, Competency-Based Learning: Definitions, Policies, and Implementation, Waltham, Mass.: Regional Educational Laboratory Northeast and Islands at Education Development Center, Inc., 2015.
- Shubilla, Laura, and Chris Sturgis, The Learning Edge: Supporting Student Success in a Competency-Based Learning Environment, Vienna, Va.: International Association for K-12 Online Learning, December 2012.
- Student-Centred Learning: Toolkit for Students, Staff and Higher Education Institutions, European Students' Union Last Retrieved: 25 September 2021 from <https://www.esu-online.org/?publication=student-centred-learning-toolkit-students-staff-higher-education-institutions>
- Sturgis, Chris, "Boston Day and Evening Academy: Where Competency Education Is Good Teaching Practice," Competency Works blog, 21 June 2012.
- Vrasidas, Charalambos, "The Design, Development, and Implementation of LUDA Virtual High School," Computers in the Schools, Vol. 20, No. 3, 2003, pp. 15–25.
- Worthen, Maria, and Lillian Pace, A K-12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change, Competency Works Issue Brief, Vienna, Va.: International Association for K-12 Online Learning, February 2014.
- Yerevan Communique, Ministerial Conference, Yerevan, Armenia, European Higher Education Area and Bologna Process, (2015) Last Retrieved: 25 September 2021 from https://ehea.info/media.ehea.info/file/2015_Yerevan/70/7/YerevanCommuniqueFinal_613707.pdf

Philippine National Commission for UNESCO

Ms. Joana Rizza Bagano-Nuque

Foreword

I. Introduction

II. General Information on ASPnet in the Philippines

A. ASPnet within the Philippine education system

B. UNESCO and ASPnet in the Philippines

III. The Future of Education that ASPnet Communities Want

IV. Current Challenges that the ASPnet Encounters in Realizing the Desired Future

V. Suggestions from the ASPnet Community

VI. Recommendations and Conclusions

References

Appendix

7

Foreword



The world is fast moving into a future that requires sweeping transformational changes in the education sector.

In the Philippine context, schools and education institutions are rapidly adapting to changing circumstances, primarily brought about by COVID-19, climate change, and economic challenges.

Now is an opportune time to further the adoption of new approaches to education. ASPnet plays an important role in sowing the seeds of change and resilience, as we have seen in the ASPnet member schools that have been successful in raising awareness and building knowledge among educators and students.

The ASPnet community, through UNESCO, the Philippine National Commission for UNESCO, and various partners especially national government agencies, has been successful in the Philippines by:

- Providing avenues where educators can share experiences with key educational challenges related to COVID-19, global citizenship education (GCED), sustainable development, and climate change, among others;
- Engaging learners as they deepen understanding of their role as global citizens,
- Sharing opportunities for local and international exchange and collaboration; and
- Developing frameworks that help members implement emerging education concepts and integrate these into formal learning setups.

With these points come this question: How will ASPnet continue to grow and become relevant in our future landscape?

Moving forward, we believe it is important for ASPnet member schools to work alongside the greater ASPnet community in developing practical, scalable, and sustainable solutions for education.

While commonalities among educational institutions exist, there are also some fundamental differences across localities and communities which need to be considered. For example: how does using different teaching methods empower students in rural areas vs urban centers? What kinds of language interventions can best serve students from various linguistic and cultural backgrounds? Is it possible for teachers to achieve the aims we set out without the necessary support and resources?

These are just some of the issues that current and future practitioners need to address to ensure better learning outcomes for all. Ultimately, we must be mindful that success is not merely measured by the numbers, as educators all know, but also by how well our students can apply what they have learned in real-life settings.

This report leans into how ASPnet can play an even bigger role in the Philippine education system to achieve holistic education for all. We at PH NatCom stand ready to provide support and help ensure that ASPnet member schools maximize the opportunities and learnings available through ASPnet.

Ms. Lindsay A. Barrientos
Deputy Executive Director
Philippine National Commission for UNESCO

I. Introduction

Driven by rapidly advancing technology, increasing globalization, and emerging challenges such as climate change, the Philippine education system underwent a series of major reforms and developments over the last decade.

More recently, the COVID-19 pandemic has further encouraged Philippine educators, government officials, and learners to reimagine education and explore various ways of equipping learners, enhancing delivery, and improving access in the “new normal.”

The latest update of the Philippine Development Plan (PDP) 2017-2022, which serves as the main development framework of the Philippine government, highlights learning continuity as the big challenge for education post-pandemic. This means prioritizing safety while building 21st-century knowledge, skills, and competencies, and filling the digital divide to bring quality education closer to all types of learners.

Along these lines, UNESCO and the Associated Schools Network (ASPnet) have made strides in the Philippines to equip educators and learners for the “futures of education.” Even before the pandemic, ASPnet schools were already central to the local dissemination and promotion of Global Citizenship Education (GCED), Digital Citizenship Education, and Education for Sustainable Development (ESD), among others.

II. General Information on ASPnet in the Philippines

The Philippines joined ASPnet in 1955 with four pilot secondary schools. At these schools, the Department of Education (DepEd) administered programs on preparing prototype instructional materials about world understanding, development, and peaceful learning throughout the 1960s and 1970s (Romero, 2003).

From the 1980s onwards, DepEd in partnership with the Philippine National Commission for UNESCO (PH NatCom) led ASPnet engagement in the Philippines. Romero (2003) noted that during the 1990s, in particular, efforts of ASPnet schools focused on education for peace, human rights, and sustainable development.

Today, 168 accredited ASPnet schools in the Philippines strive to align with the fourfold focus of ASPnet: intercultural learning; peace and human rights education; sustainable development programs; and United Nations priorities, such as the Sustainable Development Goals (SDGs).

ASPnet member schools and their representative teachers, students, and administrators regularly participate in a wide range of collaborative activities organized by UNESCO, PH NatCom, and national education agencies. From time to time, ASPnet schools and aspiring member schools also receive the opportunity to attend international training programs, seminars, and exchanges organized by UNESCO and its partners.

A. ASPnet within the Philippine education system

Basic education

DepEd is responsible for basic education as mandated by the Philippine Constitution. It implements policies for pre-primary, primary, and secondary levels of education, ensuring that all children have access to quality education that is holistic and relevant.

Currently, there are 73 official Philippine ASPnet member schools in primary education, eight in primary and secondary education (schools with primary and secondary levels), and 68 in secondary education.

Higher education

The higher education system in the Philippines is supervised by the Commission on Higher Education (CHED). In the last decade, CHED has been working towards improving tertiary education through several initiatives, such as strengthening the research and technology programs of universities and colleges, enhancing mobility among students in different institutions, providing scholarships to top students coming from poor families, and establishing quality assurance mechanisms against poor-performing programs or campuses.

As of 2020, the Philippines has a total of 2,396 HEIs nationwide. This number includes SUCs, LUCs, and sectarian and non-sectarian private institutions. There are 16 official Philippine ASPnet member schools in higher education, all of which are teacher training institutions.

Technical and vocational education

The Technical Education And Skills Development Authority, or TESDA, is the Philippines' government agency mandated to manage and supervise technical education in all its

forms. As a premier technical vocational education authority, TESDA sets the direction for how technical education evolves, with programs aimed at skills training and competency assessments of students' abilities, as well as recognized certifications that can be granted upon their successful completion.

A March 2021 study by the Asian Development Bank (ADB) highlights the crucial role of technical and vocational education and training (TVET) in providing an opportunity to adapt and respond to anticipated changes in light of COVID-19. At present, there are three official Philippine ASPnet member schools in technical and vocational education.

B. UNESCO and ASPnet in the Philippines

As one of UNESCO's founding members, the Philippines has been an active global partner in the field of international cooperation for education. This commitment has resulted in a wealth of contributions from Filipino experts and researchers to the global repository of knowledge, as well as in the implementation of several UNESCO programs in the country, including:

Futures of education

Having established the Center for Engaged Foresight (CEF), the Philippines is considered a frontrunner in futures thinking in the Asia-Pacific region. UNESCO and the PH NatCom have been active partners of CEF since the latter's inception, participating in dialogues and providing guidance and direction around collaborative futures thinking.

GCED

In recent years, the Philippines has been a prime mover in UNESCO's GCED program, which aims at promoting global citizenship values among learners from all backgrounds. In the Philippines, GCED efforts included embedding the program concepts in the new teacher education curriculum, as well as conducting conferences, training programs, and webinars across a wide network of ASPnet schools, the National Coordinating Body for UNESCO Clubs of the Philippines or UNESCO Clubs, and GCED-trained educators.

ESD

The Philippines has been implementing ESD programs since 2009, with a focus on teacher capacity building and institutional reforms. The country was among the first to identify priority goals under this initiative. It is currently working to improve school curricula through the integration of environmental studies into all disciplines.

Previously, PH NatCom worked with a number of schools at the basic and tertiary levels on the topics of disaster risk reduction and management as well as on the importance of the SDGs in holistic education.

Lifelong learning

Philippine education agencies, PH NatCom, and the country's National Economic and Development Authority (NEDA) are active in international lifelong learning efforts and local policy discussions to create an enabling environment and map out strategies for lifelong learning in the country.

Furthermore, UNESCO and its partners have played a crucial role in bringing these emerging education concepts and values to the Philippines, particularly through ASPnet member schools. In the last decade, representatives from these schools have participated in robust training and learning programs organized by the following:

- UNESCO Asia-Pacific Network for International Education and Values Education (APNIEVE)
- Asia-Pacific Centre of Education for International Understanding Under the Auspices of UNESCO (APCEIU)
- UNESCO Bangkok
- Korean National Commission for UNESCO

Local partners have also become instrumental in bringing together ASPnet schools to discuss education concepts and map out the futures of education in the country. Some of these partners are Miriam College, Bicol University, Philippine Normal University, UNESCO Clubs, and Northwestern University.

ASPnet membership and accreditation process

ASPnet in the Philippines follows the prescribed two-step accreditation process by UNESCO, which begins with a national pre-selection and ends with a review for formal admission and international certification by UNESCO.

In recent years, PH NatCom has observed increased interest among schools to join the network. As such, PH NatCom has opened its doors to aspiring ASPnet members, inviting them to participate in awareness-raising and capacity-building activities as part of the formal pre-selection process.

To ensure balanced representation in the network, PH NatCom encourages membership from all over the Philippines, focusing on the islands of Visayas and Mindanao, and less popular locations and communities in Luzon.

Visayas has become of particular interest for PH NatCom, given emerging climate and disaster threats to the island. In 2019, PH NatCom invited schools, both existing and aspiring ASPnet members, in the disaster-prone province of Leyte, Visayas to participate in a Climate Change Adaptation and Disaster Risk Reduction Training.

Furthermore, from 28 to 29 October 2019, PH NatCom collaborated with several stakeholders to promote ASPnet and GCED in HEIs in the MIMAROPA region in Southern Luzon. Complementary with the GCED Roadshow goals, the event was attended by more than 200 excellent tertiary teachers and students all over the region who are committed to the mission of GCED.

III. The Future of Education that ASPnet Communities Want

To identify the futures of education that ASPnet communities in the Philippines want, the researcher conducted one-on-one interviews with the following stakeholders:

Interviewee	Current role and relation to Philippine education/ASPnet
1 secondary school principal	School representative to ASPnet activities
1 secondary school teacher in the social sciences	School representative to ASPnet activities
1 HEI professor and administrator	Former ASPnet National Coordinator (1990s to 2000s)
1 HEI professor and administrator	Former ASPnet National Coordinator (late 2000s to early 2010s)
1 Department of Education representative	Head of international cooperation
1 PH NatCom employee	Concurrent ASPnet National Coordinator
1 PH NatCom official	Oversight on ASPnet and PH NatCom activities

The interview revolved around a questionnaire, tailored to fit the interviewees, and with the following basic structure:

- Introduction
 - Name
 - Role
 - Involvement in ASPnet
- Understanding motivations
 - Goals
- Methods to achieving goals
- Challenges and opportunities
- Futures of education
 - Learning post-COVID
 - Country perspective
 - ASPnet and UNESCO

The researcher also disseminated a survey form on the PH NatCom and ASPnet Facebook pages, with six responses from:

Survey respondent	Current role and relation to Philippine education/ASPnet
1 primary school administrator	Not from an ASPnet member school
1 secondary school administrator	School representative to ASPnet activities
1 secondary school administrator	School representative to ASPnet activities
1 secondary school principal (also an interviewee)	School representative to ASPnet activities
1 secondary school teacher (also an interviewee)	School representative to ASPnet activities
1 HEI outreach coordinator/teacher	School representative to ASPnet activities

The survey form included the following questions:

- What are some of the major challenges with learning and education that you have encountered in the “new normal”?
- What types of support are/should be present in response to these challenges?
- In one sentence, what do you think about when you see the phrase, “Futures of Education?”

- What is your understanding of ASPNet’s role in its member countries?
- What are some ASPnet-related projects that have been implemented in your school?
- Do you have any additional insights on ASPnet engagement in the Philippines?

Basic education

The Philippines is one of several countries that have joined efforts towards economic growth and global leadership as part of the 2030 Agenda for Sustainable Development. The education sector has been at the forefront of this movement, with President Duterte spearheading reforms such as R.A. 10533 which aims to provide equal access to high-quality basic education.

As the Philippines continues aligning itself with global trends and policies set forth by the United Nations, it will remain important for educational stakeholders to sustain funding and initiatives that bring quality basic education even closer to marginalized communities.

One interviewee from the basic education level mentioned that amidst all of the education trends and the pressure to adjust to new developments, teachers must never forget the importance of providing basic, quality education to primary students. Fundamentally, teachers must remember these two skills are important for learners: literacy and numeracy.

In addition to this, the interviewee mentioned that teachers must be prepared to pivot to online learning and explore new and various methods to develop these two fundamental skills in their students.

Both interviewees from the basic education sector agreed that ultimately, the goal is to develop well-rounded individuals who are equipped with the necessary life skills to solve problems on their own. One survey respondent agreed with this aim, highlighting the importance of education as a “formidable tool to enhance human living and social interactions.”

The following word cloud, generated through the machine learning platform MonkeyLearn, summarizes the keywords and phrases mentioned by interviewees and respondents from the basic education sector when asked about the futures of education. Word clouds are a popular tool to explore text and identify words that appear frequently. They also give an idea of how often certain phrases or concepts pop up in research materials, in this case, interviews, which may help with communicating key points.

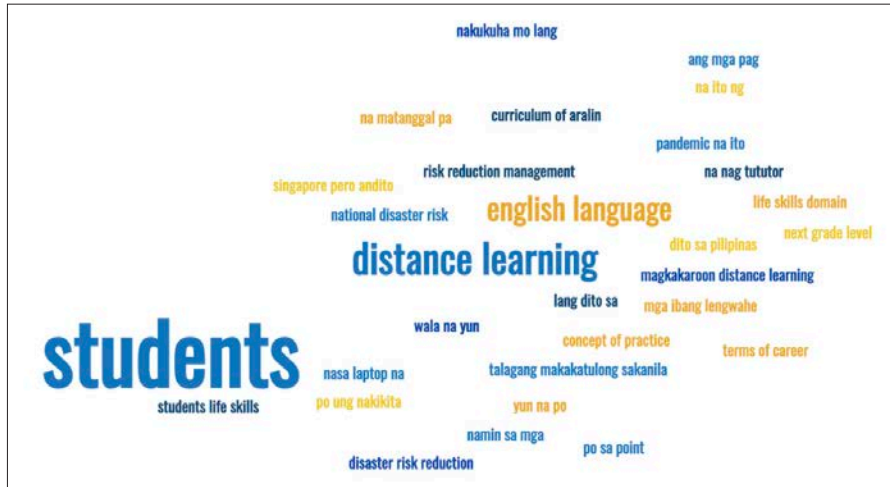


Figure 1. Futures of education, as imagined by basic education interviewees and respondents

From this word cloud, we can see that interviewees and respondents consider the following as part of the futures of education in the Philippines:

- distance learning (6 mentions),
- English language (4 mentions),
- disaster risk reduction and management (4 mentions), and
- life skills (4 mentions).

Higher Education

CHED has repeatedly emphasized that HEIs must adjust to the needs of the times by incorporating innovation, entrepreneurship, life skills, and global awareness into their curricula. On top of preparing students academically, HEIs should also help develop skills that will keep students relevant locally and globally—a vision that makes sense given that many domestically trained graduates end up working abroad.

Two interviewees from HEIs, who have also been appointed as ASPnet National Coordinators in the past, recognize the potential of ASPnet and similar networks in developing forward-thinking and future-ready tertiary graduates. The following word cloud illustrates the futures of education that these interviewees imagine, with international education concepts in mind:



Figure 2. Futures of education, as imagined by interviewees from HEIs

From this word cloud, interviewees and respondents consider the following as part of the futures of education in the Philippines:

- Global citizenship education (8 mentions),
- Flexible learning (7 mentions),
- Global education (5 mentions), and
- Digital citizenship education (3 mentions).

Technical education and other types of education

In a country that is highly dependent on the services industry, the human capital available for these industries must be qualified to make them competitive in today's global market.

It is for this reason that TVET becomes not only a crucial tool to develop human capital but also an essential endeavor for a more competitive workforce. Among the industries that are dependent on high-skilled workers are ICT, tourism, construction, and medical services.

As the Philippines continues to diversify its economy by shifting from exporting labor towards promoting local businesses, there will be a greater need for local professionals with world-class expertise in these key industries.

PH NatCom's evolving and important role

Undoubtedly, PH NatCom has a major role to play in the futures of education in the country, particularly for ASPnet schools.

Interviewees agreed that PH NatCom is in a strategic position to bring the ASPnet community together and provide avenues for learning and exchange. According to them, PH NatCom has been instrumental in connecting them with the greater international ASPnet community and introducing education concepts that will be truly useful for the futures of education.

Following the term completion of the previous ASPnet National Coordinator in the mid-2010s and alongside discussions on membership, PH NatCom appointed one of its employees to be the concurrent ASPnet National Coordinator.

The National Coordinator, to date, has cascaded relevant UNESCO projects and programs to ASPnet member schools, organized local initiatives to raise awareness on ASPnet, served as the national focal point for inquiries and information, and facilitated requests for ASPnet members to participate in national and international activities, among others. With the help of the National Coordinator, PH NatCom has successfully integrated ASPnet member schools in its annual programming plans.

IV. Current Challenges that the ASPnet Encounters in Realizing the Desired Future

Consistent engagement of ASPnet members and stakeholders

The ASPnet community has seen an influx of membership and aspiring members over the past years. Interviewees, including those from PH NatCom, highlight that ASPnet members are in fact enthusiastic about their membership and the opportunities it presents.

In response to this, PH NatCom has opened doors for ASPnet member schools to participate in capacity-building and training on emerging education concepts such as GCED and ESD, often ensuring that events related to these concepts involve ASPnet member schools and their representatives.

One interviewee mentioned that currently, schools are working in silos and implementing projects on their own when they can work together to share best practices and expertise for greater impact and reach. PH NatCom has established foundations for this type of collaboration, even extending ASPnet support systems to include local government units and UNESCO partners.

While it has been a challenge for ASPnet schools to sustain participation due to the regular turnover of principals and teachers, ASPnet schools have somehow retained valuable information on GCED and ESD concepts and continue to implement relevant activities. The main challenge is cementing national and local coordination to reactivate schools and sustain “organic” momentum.

The shift to online learning

Many students in the Philippines are fortunate enough to live in homes where computers and internet connections are available, but many more aren't in this privileged position. Oftentimes, the challenge is not that students do not have a device to use, such as a smartphone, but that the internet data allocation they need for classes eats into their family's budget.

In response to this, one school led by an interviewee had to look for external support and donors to provide not just the data allocation, but also try to provide children with the necessary devices, such as second-hand laptops from private companies, so they can fully maximize online learning.

There is also the challenge of training teachers on how to use digital technologies and tools that can help them engage with their students. One of the interviewees shared that many teachers lack training on how to use computers and were forced to learn quickly during the pandemic. In response, their school partnered with a private HEI to provide basic training for teachers, beginning with simple tasks such as turning on a computer.

The same interviewee explained how online learning tends to blur the boundaries that make learning truly productive for both teachers and learners. According to this interviewee, students think that they have untethered access to their teachers, which made it difficult for students, especially at the start of the pandemic when there were no set rules on communication. Furthermore, the boundaries between parents and students have also broken down, as parents find themselves fully involved in completing their children's online modules.

Students need to learn how digital technologies can be used as the connecting bridges that will help them achieve their desired futures, which is why it's important for schools to utilize technology and demonstrate its potential for students' future success.

These challenges, according to the interviewee, have pushed them to develop regular interventions to monitor their students' progress, identify learning challenges, and implement workable solutions.

The HEI administrator interviewee said that prior to the pandemic, they had called on CHED to revisit its policies on fully online programs. According to this interviewee, HEIs

had to secure authority from CHED to offer flexible learning programs. This process required plenty of documentary requirements and took time and resources from the hands of administrators already burdened with managing their HEIs. When COVID-19 hit the education system, CHED finally released a memo allowing schools to go online and offer flexible learning options.

Even before the pandemic, PH NatCom and previous National Coordinators had actively prepared member schools for the inevitable and gradual shift to online modes of learning. In the last decade, PH NatCom has invited ASPnet representatives to participate in discussions on Digital Citizenship Education, media information literacy, and open educational resources (OER), which are all major facets of online and hybrid learning.

Developing future-ready, well-rounded learners

The goal of creating future-ready learning environments is to help students learn creative problem-solving skills, the ability to thrive in a more globalized society, and an entrepreneurial mindset of creativity and innovation.

However, some members of the ASPnet community are concerned about how digital technologies may impair rather than improve creative problem-solving skills. The use of technology has resulted in many distractions that hinder students' focus during classes.

In the Philippines, future-ready learners are also expected to understand the unique challenges that the country faces. This includes, among other things, climate change, which requires students to have a thorough understanding of disaster risk reduction and management in the context of ESD.

To help respond to this challenge, PH NatCom has been working with UNESCO and ASPnet member schools to integrate ESD, GCED, and DCE into basic education school curricula and specific programs in higher education.

Furthermore, ASPnet also presents an opportunity to integrate new teaching pedagogies and principles during the pre-service training of aspiring teachers, so that early on, student teachers in education programs will have sufficient preparation and orientation to undertake methods and approaches that are responsive to current and future circumstances and needs.

V. Suggestions from the ASPnet Community

ASPnet schools and communities: Institutionalizing ASPnet in Philippine education

Through one-on-one interviews, several ASPnet stakeholders agreed that it is important to institutionalize ASPnet in the Philippine education system, either by appointing national, regional, and local representatives and allocating a budget for these representatives, or by forming a strong network of teachers and ASPnet advocates and incentivizing them through continuous training and networking.

ASPnet stakeholders highlighted that it is time for teachers to take on the role of change agents in their learning communities. While it is important for students to understand how they can make contributions locally and globally, teachers should be capable of facilitating discussions about real-world issues using content-based lessons taught through inquiry-based learning.

One example of this is a 2019 project titled Regional Conference on Transforming Teacher Development, organized by UNESCO Bangkok, with support from Korean Funds-in-Trust and Japan Funds-in-Trust. In this Conference, key education stakeholders from eight countries, including the Philippines, gathered with local and international education stakeholders to explore ways to effectively implement and integrate ICT Competency Standards for Teachers (ICT-CST) within selected countries' overall teacher professional development (TPD) structures.

To operationalize similar projects and general ASPnet goals, interviewees agreed that ASPnet must be effectively integrated into the Philippine education system. One interviewee, from an HEI, suggested working closely with local government units (LGUs), who have emerged as a key player in helping communities respond to COVID-19 and its impact.

“Empowerment of the school leaders at the local level is also important. It has been proven by empowering the leaders of the schools, the local community leaders, including the school leaders, and having that collaboration,” the interviewee said.

Some interviewees noted that for these efforts to succeed, it is imperative for national stakeholders to act as facilitators between the Philippines and the international ASPnet community. One interviewee noted that due to the crucial role of the National ASPnet Coordinator, it may necessitate a permanent or regular position in PH NatCom.

In addition to a National Coordinator, one interviewee from basic education mentioned the

possibility of appointing school- and division-level ASPnet officers who can help mobilize the schools in implementing and cascading ASPnet projects. She said that it may also be helpful for the national ASPnet coordinator to have their own set of national officers who can help facilitate discussions with the greater ASPnet community.

Empowering schools through networking, knowledge exchange, and formal and informal learning and capacity-building opportunities

ASPnet membership among Philippine schools has grown considerably over the past two decades. More recently, an increasing number of educational institutions have expressed interest in joining the network, primarily to learn more about the globalized world and its implications for education.

Interviewees and respondents agree that there are several opportunities to increase ASPnet engagement, tap on the network's "strength in numbers", and create more avenues for collaboration and exchange, in addition to PH NatCom's initiatives on the ground. These include:

- Holding ASPnet events (such as for international orientation and observation days) in member schools; exchanging ideas with other members; sharing information about good practices; hosting more conferences; and expanding the network's focus to students (rather than just faculty);
- Capacitating educators to create localized learning modules on challenging topics such as global citizenship education, climate change, and education for sustainable development, for easier dissemination; using case studies based on the news and relevant media to help students understand issues; training teacher- and student-ambassadors who can talk about global issues; and strengthening faculty training.

In particular, localized learning modules or instructional materials have the potential to bring new concepts closer to an educator or a student's immediate realities. In contrast to general instructional materials that are not adapted to specific contexts and cultures, localized materials help readers understand the implications of specific issues, challenges, and situations so that they can make better informed decisions. These types of materials may be useful in engaging ASPnet member schools and aspiring members, and further, as a tool to scale the impact of ASPnet initiatives.

Global Citizenship Education, Digital Citizenship Education, and Education for Sustainable Development

Interviewees are aware of the increasing need to equip teachers and learners with the concepts of GCED, Digital Citizenship Education (DCE), and ESD.

According to a former National Coordinator, these concepts are not new and have

stemmed from ASPnet priorities that were set during its inception. This interviewee argued that the only difference today is that these concepts are being applied in a rapidly changing society that calls for embedding these concepts not just in specific projects, but within the education system as a whole.

Another former National Coordinator raised the challenge of a holistic, whole-of-society, and whole-of-government approach to emerging challenges. This resonates with one interviewee's personal objective as an educator, which is to ensure that his classes develop students to become empowered, inclusive thinkers who are open to different perspectives.

In the last few years, PH NatCom, through the appointed national ASPnet coordinator, allocated funding for the publication and distribution of information, education, and communication (IEC) materials pertaining to ASPnet and its potential in cascading climate change and disaster risk reduction concepts for the futures of education.

An interviewee from DepEd also raised the idea of developing a “Handbook of ASPnet Best Practices”, similar to what has been developed for ESD. This way, ASPnet members and even the general education community, which includes teachers-in-training, will have a main reference for quality learning.

Finally, educators are called on to integrate their learnings from previous ASPnet activities and prioritize raising students' consciousness about climate change and the environment, in line with the government's increased focus on climate and disaster resilience.

The “new normal”

One of the most significant opportunities post-COVID is the possibility to create endless learning and sharing spaces for teachers and students.

The rise of MOOCs and online learning platforms over the last decade has also changed how people teach and learn, not only in formal education but in informal settings as well. Among the recommendations from ASPnet stakeholders was to develop a framework and provide a platform where learners could share their learnings with other learners, especially those who are part of different learning communities.

ASPnet stakeholders also suggested partnering with other private and non-profit organizations that—while they share the same general focus on education, entrepreneurship, and youth development—operate in different regions. This would mean that learners in different parts of the Philippines could also develop their own content and create activities for each other. This is also aligned with PH NatCom's objective to ensure balanced representation from Philippine regions and ensure multi-stakeholder relations and partnerships in ASPnet.

VI. Recommendations and Conclusions

ASPnet has been proven as a main driver of progressive and transformative education in the Philippines. The insights yielded by this case study are relevant for ASPnet stakeholders—and especially DepEd, which has oversight over most of the ASPnet schools—to support learning communities at both national and local levels, as well as orient the work of partners and stakeholders.

PH NatCom has helped lay the groundwork for capacity-building and advocacy efforts both in terms of communities where partnerships are possible and types of educational content. As challenges evolve and circumstances change, the bigger ASPnet community is faced with the task of deepening its understanding of key education concepts and principles and how these may be tailored to address local realities.

Of primary concern for ASPnet stakeholders going forward are the following questions: How can ASPnet communities develop serious learning for real-world problems like climate change? How can we research and validate best practices for future reference? What mechanisms will ensure the development of high-quality outputs?

More than ever before, educators in ASPnet schools must explore opportunities to bring together their knowledge and practices through critical reflection and collaborative action. The complexities of climate change and globalization, along with new pedagogies that address these challenges, call for education stakeholders to re-examine their roles and strengthen cross-sectoral and sector-wide engagement using principles of community participation.

Some immediate next steps include exploring how to map out the futures of education in relation to ASPnet schools' priorities, developing a comprehensive plan on how to strengthen the existing ASPnet community, and building an integrated approach to evaluate the effectiveness of ASPnet initiatives, both at the school and community levels.

In a globalizing and digitalizing world, ASPnet communities have greater latitude to explore bilateral and multilateral cooperation, as part of the network's general aim to be an avenue for intercultural learning and collaboration. Digital platforms, when leveraged to bridge the digital gaps, will play the important role of capacity and knowledge equalizers across all types of ASPnet communities.

As demonstrated by ASPnet schools in the past, they can strengthen existing participatory approaches and engage in meaningful dialogue on how best to face future challenges despite limited resources and with the endless opportunities brought about by the “new normal.”

References

- Asian Development Bank. (2021, March). Technical and Vocational Education and Training in the Philippines in the Age of Industry 4.0. <https://doi.org/10.22617/TCS210084>
- Cho, Y., Kataoka, S., Piza, S., & World Bank. (2021, May). Philippine Basic Education System: Strengthening Effective Learning During the COVID-19 Pandemic and beyond. World Bank. <http://hdl.handle.net/10986/35649>
- License: CC BY 3.0 IGO
- Duterte, R. (2016, July 26). State of the Nation Address of
- Rodrigo Roa Duterte, President of the Philippines to the Congress of the Philippines. <https://www.officialgazette.gov.ph/2021/07/26/rodrigo-roa-duterte-sixth-state-of-the-nation-address-july-26-2021/>
- Education reform in the Philippines aims for better quality and more access. (2017, July 23). Oxford Business Group. <https://oxfordbusinessgroup.com/overview/thorough-examination-substantial-reform-has-brought-it-variety-challenges>
- Enhanced Basic Education Act of 2013, Rep. Act. No. 10533, (2013). <https://www.officialgazette.gov.ph/2013/09/04/irr-republic-act-no-10533/>. (Phil.).
- Luna, E., Bautista, M., & de Guzman, M. (2008, April). Mainstreaming Disaster Risk Reduction in the Education Sector in the Philippines. Centre for Disaster Preparedness Philippines. https://www.preventionweb.net/files/8625_8625Philippines1.pdf
- National Economic Development Authority. (2022, February). Updated Philippine Development Plan 2017–2022. <https://pdp.neda.gov.ph/wp-content/uploads/2021/02/20210218-Pre-publication-copy-Updated-Philippine-Development-Plan-2017-2022.pdf>
- Romero, R. (2003). The UNESCO Associated Schools Project Network (ASPnet) in the Philippines. *The PNU Lights*, 2(1), 10–15.
- Unemployment Rate in June 2021 is Estimated at 7.7 percent | Philippine Statistics Authority. (2021, August 3). Philippine Statistics Authority. <https://psa.gov.ph/content/unemployment-rate-june-2021-estimated-77-percent>
- United Nations. (2020, August). Policy Brief: Education during COVID-19 and beyond. https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf
- Universal Access to Quality Tertiary Education Act, Rep. Act. 10931, (2016). https://www.lawphil.net/statutes/repacts/ra2017/ra_10931_2017.html. (Phil.).

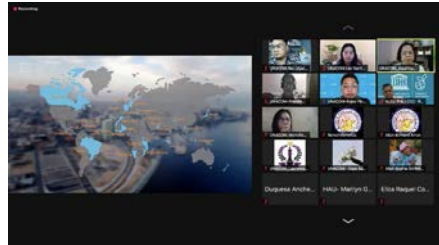
Appendix

UNESCO ASPnet Consultation Seminar on GCED and ESD, Prepared by the Philippine National Coordinator Ms. Josefina Escueta

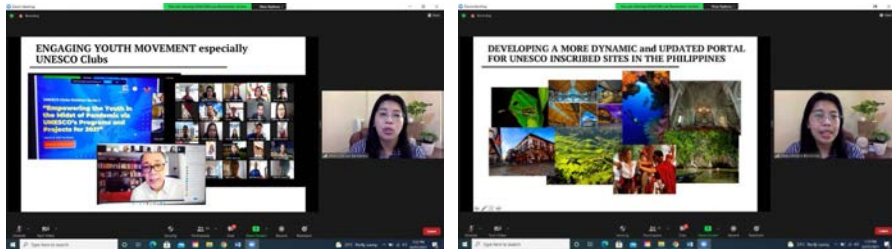
UNESCO ASPnet Consultation Seminar on GCED and ESD

2 July 2021

On 2 July 2021, a virtual Consultation Seminar on the Associated Schools Network was organized by the UNESCO National Commission of the Philippines. School Principals and Teachers served as resource persons to share their creative and effective teaching approaches in integrating Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) in the school curricula. Most of those invited were able to participate while others, though confirmed, was not present due to urgent matters or unforeseen circumstances.



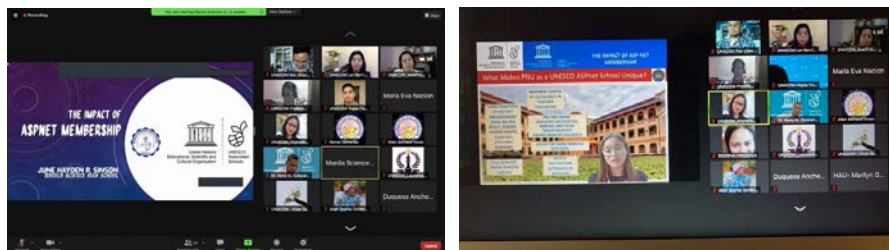
Ms. Lindsay Barrientos, UNACOM Deputy Executive Director opened the session with a discussion on the roles of UNESCO and the UNACOM.



Ms. Josefina Escueta, ASPnet Focal Person gave an updates on the ASPnet, its role and the new guidelines on the application of new members.



Ms. Maria Eva Nacion of Araullo High School, Mr. June Hayden Sinson from Manila Science High School and Dr. Rowena Hibanada gave their testimonials on they what they gained/benefitted from being a UNESCO ASPnet-member. This was followed by a consultation among the participants from the different schools.



Every participant, as resource person, provided relevant information in the status of their schools and activities that are aligned with UNESCO thrusts. They engaged in meaningful knowledge exchange and brainstorming during the consultation meeting. Among their contributed inputs are the following:

- ① Need for capacity building especially in cascading the programmes and activities of UNESCO and ASPNet
- ② Need for revisiting the processes in membership as well as in sustaining membership as members of the Associated Schools Network
- ③ Need to institutionalize the benchmarks and measures of impact of programmes and projects
- ④ Commitment to pursue more active role as members and as aspiring members of the network

Participants from UNACOM also shared insights especially on possible collaborations on ongoing and upcoming happenings in their respective sectors.

Ample time was also allotted for questions and answers as the consultation became an opportunity for aspiring members to clarify the requirements, processes and expectations from the schools and its representatives.

Among the highlights of the discussion are the following:

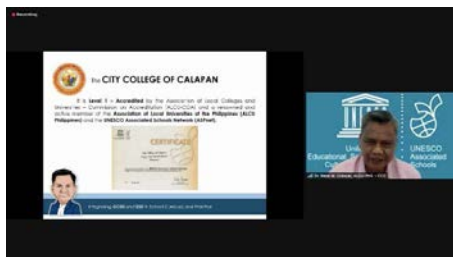
Dr. Wilma Olive Manio, Principal of Maligaya Elementary School, shared how the core concept of ESD are being integrated in their school system. She highlighted the critical role of the multi-stakeholder collaboration in pursuing the objectives of ESD.



Another Focal Person for ASPnet and Programme Officer for Social and Human Sciences, Mr. Rex Ubac, presented and discussed the conceptual framework for GCED. He further discussed how it can be used as a tool for students to fully comprehend the changes brought about by globalization and critical realities of the time.



Dr. Rene Colocar, College Administrator of Calapan City College and Former ASP National Coordinator shared how GCED has been integrated in the school curricula. He emphasized that ASPnet can be an effective platform for teachers and students to share and learn good practices on mainstreaming GCED and UNESCO's thrusts not only in school curricula but also in doing community services.



In conclusion, UNACOM expressed gratitude to all the resource persons/participants in the Consultation Seminar. Ms. Barrientos noted that the consultation seminar is part of a series of activities for ASPnet in line with UNACOM's effort to expand the membership and involvement of schools by institutionalizing a UNACOM-school network and platform for project coordination and collaboration.

Prepared by:

MS. JOSEFINA V. ESCUETA

Focal Person for ASPnet

MR. REX A. UBAC, JR

Programme Office for Social and Human Sciences

Noted:

MS. LINDSAY A. BARRIENTOS

Deputy Executive Director

Thai National Commission for UNESCO

Ms. Duriya Amatavivat | Mrs. Kaniittha Hanirattisai

Foreword

- I. General Information on ASPnet in Thailand
 - A. Background
 - B. Achievements and problems encountered
 - II. Futures of Education of ASPnet Communities
 - III. Current Thai Education Situation and Challenges
 - A. Current situation
 - B. Challenges in inclusive and quality education
 - IV. How to Move Forward to Achieve the Desired Education?
 - A. Legislation and policy
 - B. Curriculum and assessment revision
 - C. Recommendations for the desired future of education: the way forward
 - V. Conclusion
-

Annexes

8

Foreword



The Thai National Commission for UNESCO has implemented this Case Study Project with the objective of making recommendations on the Futures of Education as part of a wider 2021 Joint Case Study Project in cooperation with the Korean National Commission for UNESCO and other National Commissions in the East and Southeast Asia region. To achieve the objective of the project, the Thai National Commission for UNESCO has conducted a survey to gather the opinions of education administrators, teachers, students and parents of ASPnet schools in Thailand to give their perspective on the desired future of education.

The recommendations take into account the challenges the world is facing and envision an education system that is compatible with the future world. Thailand hopes that the outcome of the 2021 Joint Case Study Project will ignite and strengthen the cooperation between the National Commissions for UNESCO in the region to improve education in the future so that it can create a better, equitable, peaceful and sustainable world.

Looking ahead, the Thai National Commission for UNESCO remains committed to working closely with the National Commissions for UNESCO in East and Southeast Asia by jointly addressing challenges towards sustainable development through collaborative approaches and cooperation that is inclusive, recipient-driven and mutually reinforcing. Most importantly, we are pleased to act together with the global community to make the futures of education we want for our people.

Mr. Wira Khaengkasikarn

Secretary-General

Thai National Commission for UNESCO

I.

General Information on ASPnet in Thailand

A. Background

Thailand became a member of UNESCO in 1949 and since then it has played an active role in UNESCO activities and initiatives. In 1958, Thailand joined the UNESCO Associated Schools Project in Education for International Understanding and Cooperation, which was initiated by UNESCO in 1953. Two teacher's colleges enrolled as Thailand's first members of the Associated Schools network (ASPnet), later joined by a number of other schools and colleges, both in Bangkok and other provinces. The number of Associated Schools Project (ASP) schools remained small in those early years because it was considered a pilot project. If the project was successful, the activities could be extended to other non-member schools and educational institutions. In Thailand, the ASP is under the responsibility of the Bureau of International Cooperation, in the Ministry of Education. The Bureau also serves as the Secretariat of the Thai National Commission for UNESCO (TNCU) and acts as the coordinator of all ASP activities. At present, there are 128 schools and colleges participating in ASPnet, ranging from primary and secondary schools to technical institutes and teachers' colleges. A list of ASPnet members in Thailand is attached in ANNEX I. TNCU conducts an annual seminar/workshop for its members every year to provide a platform for members to exchange views and practices and information on their activities and recommend future activities to TNCU.

B. Achievements and problems encountered

At its inception, the ASP aimed to promote the teaching and learning of the world and stimulate mutual understanding among peoples in member countries. The topics suggested by UNESCO, namely the United Nations and its agencies, human rights, and other countries, were introduced to schools and other educational institutions. The three topics appeared both in school curricular and extra-curricular activities. Major subjects such as Thai literature, English language, sciences, social science, and arts integrated the suggested topics into their activities. Examples of extra-curricular activities included exhibitions, debates, role play, exchange of letters and documents, special programmes to celebrate important days such as UN Day, and so on.

In 1973, UNESCO adopted the content of the ASP to include global issues that affect human beings in general, including education on environmental problems and population issues. At the 18th Session of the UNESCO General Conference in 1977, the "Recommendation on Education for International Understanding, Cooperation and Peace

including Human Rights Education”, was adopted. In 1983, UNESCO held an important meeting, titled the “Intergovernmental Conference on Education for International Understanding Cooperation and Peace, Human Rights Education and Fundamental Freedoms,” in Paris with the participation of a Thai delegation. When UNESCO launched an Interregional Project in 1988, a four-year pilot to promote the multiplier effect among member countries across the region, Thailand was invited to attend the meeting and participate in the project. In 1989, as the result of a meeting in Thailand on international consultation to design an international project to ensure and improve the multiplier effect of results obtained through the Associated Schools Project, Thailand proposed the organization of a national workshop on the “Production of a Teachers’ Manual: A Unit Approach on International Understanding”. The Ministry of Education’s Department of Curriculum and Instruction Development was assigned as the core agency to be responsible for the workshop organization, with cooperation from the Secretariat of the Thai National Commission for UNESCO. The workshop was held in 1991 and the content of the teacher’s manual was based on the subjects suggested by UNESCO, covering relevant global issues. Teachers representing 45 ASP schools participated in the workshop, which was a successful step forward in Thailand’s activities to promote UNESCO’s themes.

Environmental-Related Activities

After that, the Thai National Commission for UNESCO initiated a project on environmental education for ASP schools and requested support from the UNESCO 1992-1993 Participation Programme. The project comprised the following components:

- ① An International Youth Camp for Environmental Preservation was held in 1992 at Pattaya, Chonburi. It allowed representatives from ASP schools in Thailand and schools from other member countries, namely, the Republic of Korea, the Philippines, Germany, Bulgaria, Malaysia and People’s Republic of China, to share and exchange ideas on the preservation of the environment, including field visits to local ASP schools in order to observe efforts made in Thailand to promote a good atmosphere for study by conserving the natural surroundings of schools.
- ② A national seminar to design a teachers’ handbook on environmental conservation was organized in 1993 in Bangkok as a follow up to the International Youth Camp. The participants, who were teachers responsible for ASP activities in their schools, discussed ways and means of designing a teachers’ handbook on environmental conservation in their schools and communities at the national level.
- ③ A study visit by teachers from ASP schools in Thailand to the Republic of Korea and Japan was conducted in 1993 aiming to observe learning methods employed by schools and communities regarding environmental pollution and environmental

conservation and share the Thai experience in teaching and learning methods on environmental conservation in Thai schools.

Natural and Cultural Heritage Conservation Activities

Positive results from the above activities prompted the Thai National Commission for UNESCO to submit a project entitled Regional Participation Activities for Students and Teachers from ASP Schools in Asia and the Pacific under the 1994-1995 UNESCO Participation Programme, with co-funding from the Office of Environmental Policy and Planning, part of the Secretariat of the National World Heritage Committee of Thailand. The activities for the project, which dealt with environmental and heritage conservation themes, were as follows:

- ① An International Youth Seminar for the Conservation of Cultural and Natural Heritage was held in 1994 in Bangkok and in Sukhothai, where a World Heritage site was located. Around 150 students and teachers from Lao PDR, Malaysia, the Philippines, Vietnam, the Republic of Korea, Kyrgyzstan, and Thailand participated in the seminar.
- ② A national seminar for ASP schools in Thailand on the topic of Education for International Understanding was held in 1995 in Bangkok and Prachuab Kirikhan, located south of Bangkok. The seminar aimed to bring together administrators and teachers from ASP schools and schools that were not yet members of the project to exchange views and experiences in order to promote ASP and to prompt the participants to jointly design guidelines for activities on the conservation of cultural and natural heritage.
- ③ A study visit to Sri Lanka by teachers from Thai ASP schools was conducted to give an opportunity to exchange ideas on teaching and learning on World Heritage conservation in schools.
- ④ Apart from this, the Thai National Commission for UNESCO has cooperated with UNESCO Headquarters in Paris and the UNESCO Bangkok Office, as well as the other UNESCO Member States, to jointly implement activities related to World Heritage conservation, such as the “World Heritage Course for Young People” in 1994 to sensitize young people to the concerns expressed in the Convention concerning the Protection of the World Cultural and Natural Heritage as well as to select two outstanding students to participate in the “Young People’s World Heritage Forum” in Bergen, Norway in 1995.

Human Rights and Non-Violence Advocacy Activities

Thailand has also participated in activities to commemorate special UN Anniversaries

relating to human rights and non-violence. For example, an international activity titled “Culture of Peace Festival for Children” was held in 1995 to contribute to the 50th anniversary of UNESCO and the UN Year for Tolerance. An “English Quiz Program” to commemorate UNESCO’s 50th Anniversary was also organized for secondary school students across the country. The winners of the quiz (1 female and 1 male) were supported to visit UNESCO Headquarters in Paris. In 1997, when the world celebrated the 50th anniversary of the Universal Declaration of Human Rights, Thailand highlighted human rights education in school and conducted a “National Campaign to Promote Human Rights Education and Democracy” in December 1997. Four seminars were held, in each region of the country, through which the ASPnet family demonstrated the integration of Human Rights education in the secondary school curriculum. The ASPnet in Thailand also joined the celebration of the International Year for a Culture of Peace in 2000 and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). A students’ drawing contest, students’ motto contest and a seminar for administrators and teachers of ASPnet educational institutions were held from October to December 2000, and a “Workshop on the Peace Package for Promoting Peace Education in Educational Institutions” was held on 13 -14 December 2001.

2030 Global Agenda Activities

Currently, TNCU highlights the importance of the 17 Sustainable Development Goals (SDGs) and is expending strong efforts on integrating awareness of the SDGs into schools. We seek to embed education for sustainable development and global citizenship education in school to equip young people with skills, values, and attitudes required in facing and resolving global challenges, giving them a more well-rounded development and eventually contributing to a better future. Therefore, the national ASPnet annual seminar/workshop currently emphasizes SDGs-related issues.

- ① In 2018, a workshop on the UN Sustainable Development Agenda 2030 was held in Bangkok, in cooperation with UNESCO Bangkok, aiming to enhance member schools’ awareness and understanding about the SDGs. Exhibitions and showcases by ASPnet schools on their students’ activities to achieve the SDGs were displayed and shared among the school network.
- ② A Workshop on the role of ASPnet schools in achieving the SDGs was organized during 20-22 September 2019 in Bangkok aiming to raise awareness of teachers and students in ASPnet schools on SDG4, particularly 4.7 on ESD and GECD. The participating schools shared their activities and best practices in achieving SDG4. The workshop also involved group work by school principals and teachers to design future ASPnet activities.

- ③ A workshop on sharing practices on integration of the SDGs into schools during the COVID-19 pandemic was held online on 28 September 2021 to enable ASPnet schools to share their good practices in adopting methods of teaching and learning on the SDGs in the critical situation of the pandemic.

II. Futures of Education of ASPnet Communities

Thailand is facing unprecedented social, economic, and environmental challenges driven by accelerating globalization and a faster rate of technological developments. These challenges include changes in demographics and climate, growing inequalities, and diminishing resources – factors that have negatively impacted the social, cultural, and ecological dimensions of the world. These challenges put our future at risk since they will undermine our capacity to achieve many of the goals in the 2030 Agenda for Sustainable Development.

The current policy of Thailand is helping learners to cope with such global challenges. It focuses on helping each learner develop as a whole person, fulfill his or her potential and help shape a shared future built on the well-being of individuals, communities, and the planet. In addition, over the long-term, Thailand will continue to move forward and grow with a transformation plan known as Thailand 4.0. It will be characterized by a digitized integrated business and social system and advanced infrastructure. The Thailand 4.0 policy aims to establish a sustainable Thai society, with social equality and a low level of inequality. Our people must learn new, specific skills that tomorrow's workers will require, and learn to continually adapt as new occupations emerge.

Methodology for the Case Study

This Case Study Project is a cooperation between TNCU and selected ASPnet members, under an initiative of the Korean National Commission for UNESCO. To start the project, internal consultation meetings were held to decide on the criteria for selection of schools to participate in the study. Finally, 8 schools were selected with a view to their representing different geographical regions of the country, levels of education, and public and private schools. The selected schools are listed below.

- ① Muangkraabi, Kraabi School, public secondary school, representing the southern region.

- ② Benchama Maharat School, public secondary school, representing the north-eastern region.
- ③ Chalermkwansatree School, public secondary school, representing the lower northern region.
- ④ Phyathai School, public primary school, representing Bangkok.
- ⑤ Wat Parinayok School, public primary school, representing Bangkok.
- ⑥ Suksa Songkhroh Chiangmai School, public primary and secondary school, representing the upper northern region.
- ⑦ Jirasart School, private primary and secondary school, representing the central region.
- ⑧ Mater Dei College, private school, representing Bangkok.

Questionnaires were sent to the participating schools targeting four groups of respondents: administrators, teachers, students, and parents. The questionnaires are attached in ANNEX II. Respondents' views on the futures of education can be summarized as follows:

School Administrators' perspective

In the view of school administrators, education administration and management for the future should be **more decentralized**. School administrators should be delegated authority and decision-making power to independently decide on their projects for the ultimate benefit of learners since they are best aware of their own context.

Regarding the budget, they were of the opinion that the government should allocate **appropriate educational resources** to cover the cost of personnel, operation costs and teaching equipment.

In terms of quality education provision, administrators suggested that learners must be educated in an all-round education to become good and smart citizens. The development of learners' competency should be given focus, putting greater emphasis on practical work, teamwork and diligence. Learners need to be provided with a growth mindset so that they consistently look for opportunities to develop their job skills. A **participatory approach** should be adopted to include the role of family and community in educational management, including the increased use of local wisdom and learning resources in the community to help improve learning achievement.

According to the suggestions, the government should put greater efforts into strengthening all levels of education by providing **more flexible learning pathways** to ensure a more responsive approach to evolving learning environments. The education system should underline the coexistence between human beings, the world and the environment. A key element should be to promote a culture of peace, human rights, appreciation for cultural diversity and the role of culture in sustainable development.

This includes preparing the people of the future with **Global Citizenship Education** to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.

As the education ecosystem worldwide was heavily impacted by the COVID-19 pandemic, the system needs to be redesigned to adapt to the post-COVID era. The respondents confirmed that the traditional education system and its one-size-fits-all learning approach is not relevant to the new normal and the 21st century. Education must be adjusted to a blended learning model involving online, onsite, and on-air learning.

In the future, all people will be connected to the internet, using digital devices and services for work and for all aspects of their life. Students may be affected by cyber-risks such as bullying, technology addiction, and misinformation and these challenges should be solved.

Teachers' perspective

The analysis from teachers in ASPnet indicated that in the next 30 years, knowledge on science, technology and communication will be more advanced. Therefore, education should adopt **learners-centered approaches** since education is seen as a learning path towards more just and sustainable futures for all. Education should be provided lifelong so that learners can choose subjects based on their aptitudes and preferences. Thai education should be **more internationalized** since the world is interconnected and more interdependent. Learners should be able to access content and knowledge relevant to their own interests. Students can learn anywhere, therefore, **more non-classroom activities** should be designed. Various learning sources should be made more open to provide accessibility to learners. In this regard, teachers should be equipped with multiple skills to enable them to facilitate their learners to learn how to be self-directed learners. Teachers should be able to use digital skills in their teaching-learning methods so that they can keep pace with this fast-changing landscape and able to minimize risks in the digital world.

Learning institutes for professional development should be diversified, with a particular focus on professional development skills. With more **open learning environments**, learners can gain more confidence to show their abilities, ask more questions, and learn how to share their opinions and respect other opinions. **Project-based learning management and/or problem-based learning management** must be utilized more in schools by creating space to organize learning activities together with parents and other people in the community. To achieve this, teachers will need to become facilitators, to lead learners towards their learning objectives and prepare them for their career paths. Regarding teacher development, the government should provide the budget for teachers to update their knowledge to keep pace with growing trends in blended learning. This

should include providing trainings for teachers on the preparation of online teaching materials, creating learning materials online, etc.

Future education should enable learners to develop awareness of being a part of the world, to develop their empathy and enable them to live together in harmony with nature and other living beings. Future education should make students more socially responsible and ensure that they realize their importance in solving global problems. Accordingly, schools should place more emphasis on education for sustainable development, promoting a culture of peace and appreciating cultural diversity. Learners should be equipped with knowledge and skills on how to be good citizens and global citizens.

Students' perspective

The survey showed that students would like to have **more creative and positive classroom environments** so that they feel secure, respected, welcomed, and supported. The learning atmosphere should create mutual respect, where students feel relaxed and more engaged in the classroom activities. They are confident that this atmosphere would enable them to feel more comfortable to share their thoughts and feelings.

The content of what they learn should ensure that they are knowledgeable while keeping them happy to learn. Moreover, education should enable learners to develop **leadership skills**, allow them to practice those skills, and give them opportunities to voice their opinions. Students should also be provided with opportunities to work with community and society to familiarize themselves on how to work with a team, to socialize and live with others happily and properly. Extracurricular activities such as sports, community service, arts, hobbies, and educational clubs should be promoted to enable students to develop skills for future careers. Learners should be engaged in education reform so that they can participate in shaping their future careers and play a vital role in proposing changes that fulfil their interests and needs.

The school curriculum should be revised to focus more on practice than theoretical knowledge. School hours should be reduced, and education should allow learners to learn more from the real world. The government should support **scholarships for underprivileged people** to give them more access to education. Online learning should be more supportive in terms of the infrastructure and learning materials.

Parents' perspective

Parents from participating schools would like to see education that can help guide their children to become good citizens. Future education should be able to contribute to the **development of students' socialization**. They should be provided with skills to adapt themselves to live with others from the beginning of school to working age. In the future,

education should put more emphasis on life skills, so that students can gain knowledge and skills to achieve their career paths and have wisdom to live happily in society. To achieve this, parents should engage and support education to develop learners' skills so that learners can solve problems and adapt to the changing world. Parents expect to entrust teachers not only to teach their children to be competent but also contribute to assisting the students beyond teaching. They also called for the government to reduce the workload of teachers on administrative work and focus more on teaching so that **future generations will be equipped with essential skills, knowledge, attitudes and values** that young people need.

Most importantly, Thai education should be modernized to keep up with the world and should support students to be ready to adjust themselves with rapid changes. Schools must develop and utilize digital technology in order to make education more effective.

III. Current Thai Education Situation and Challenges

A. Current situation (Curriculum, pedagogies and assessment)

Education is a powerful driver for national development and one of the strongest instruments for reducing poverty and improving health, gender equality, peace and stability. In Thailand, education is the most effective tool for improving sustainable development. With this in mind, Thailand is committed to ensuring universal access to inclusive and equitable quality education and lifelong learning, in line with the SDG4-Education 2030 agenda. To ensure no one is left behind, the country is creating and expanding educational opportunities in Thai society to bring about equity and fairness among those in every group. This includes enabling those with physical and learning disabilities, ethnic minority groups, and other disadvantaged people to receive a quality education.

In addition to this, Thailand has announced policies and plans to lead Thai education into a new era with a focus on developing a robust infrastructure to enhance human capital. Thailand's long-term vision to develop all Thai people's happiness and well-being by 2037 has been stipulated by the first 20-year National Strategy in accordance with the Sufficiency Economy Philosophy, a home-grown concept to achieve the SDGs. In alignment with the National Strategy, education is one of the key factors to develop

the country's citizens into more competent manpower in order to move Thailand into a valued-based economy or digital-based economy, also known as "Thailand 4.0". Moreover, Thailand's national core curriculum provides a common direction for learners to cope with rapid economic and social changes together with scientific and technological advancement. Based on the curriculum, teaching-learning activities at basic education level are aimed at enhancing learners' essential knowledge and skills required for their lives in an ever-changing society. Learners' capacities will be enhanced so as to attain balanced development in all respects – physical strength, knowledge and morality. They will fully realize their commitments and responsibilities as Thai citizens as well as members of the world community. Learners will be endowed with basic knowledge and essential skills and desired attitudes towards future education, livelihood and lifelong learning. The learner-centred approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality.

Thailand's implementation of SDG4 has achieved some good success, especially with regard to the provision of inclusive and equitable quality education, the improvement of the capacities of the education system and teachers, and application of technology in the education system. In recent years, Thailand has experienced increasing success in ensuring that students complete their education, as illustrated by the increasing admission and education completion rates at primary and secondary level. At the primary school level, the admission rate increased from 84.7 per cent in 2016 to 86.3 per cent in 2019. At the primary and early secondary school levels (which are considered compulsory school levels in Thailand), the education completion rates increased from 91.8 per cent and 90.1 per cent in 2016 to 98.2 per cent and 96.9 per cent in 2019 respectively¹.

In terms of quality education, Thailand's education system is clearly focused on ensuring that its citizens develop the necessary skills for 21st century living and embraces a lifelong learning philosophy. It aims to strengthen the capacity of all people to cope with the continuing challenges and unpredictable problems they inevitably encounter in their lives. To achieve this, Thailand has focused on improving learning systems, pedagogies, and quality curricula. This has also involved revisions of the basic education curriculum in 2018 in line with international standards in order to raise students' achievement according to their competencies and capacities. The systems for teaching in science labs and computer sciences have been revised in order to boost STEM education in the country. Lifelong learning has also been promoted in order to raise the capacities of the population as a whole and to develop human resources that respond to the needs of the 21st century as a means to advance the economy. Vocational education and training has

1 Thailand's Voluntary National Review on the Implementation of the 2030 Agenda for Sustainable Development, 2021, page 25.

increasingly involved the private and industrial sectors, in order to develop suitable and qualified skilled workers in response to the needs of industry.

Thailand also highlights the importance of teacher development by empowering teachers to attain the necessary skills to reach their full potential by delivering a remote and blended learning model. The Ministry of Education is currently speeding up pursuit of its core missions in education development in allowing every student to become part of a national digital learning platform. The current education policy is focusing on building “TRUST” among educators, students, their parents and other members of the public, through improving transparency, responsibility, unity, student-centricity and technology. The policy also highlights the development of the quality and efficiency of teachers, at both basic and vocational levels, to increase their international language and digital competences.

Most importantly, Thailand is committed to achieving SDG goal 4.7 to ensure all learners acquire the knowledge and skills needed to promote education for sustainable development, gender equality, and the promotion of a culture of peace and global citizenship. Moreover, to achieve harmony and stability in people’s life, Thailand follows His Majesty the King’s Sufficiency Economy Philosophy, based on the three guiding principles of moderation, reasonableness, and self-immunity. This philosophy promotes a middle path, leading to more resilient and sustainable development at individual, family, community, and country levels. This solid foundation has enabled Thailand to stand ready to achieve the Sustainable Development Goals for a true learning society.

B. Challenges in inclusive and quality education

Thailand continues to focus its educational policy on inclusive and quality education, as well as promoting lifelong learning. We are strongly committed to realizing the right to education for all people in the country by developing and expanding quality education to facilitate universal access to diverse sources of learning and knowledge consistent with learners’ interests and priorities. Education in Thailand mandates the provision of quality education for all to enable all people equal access to high-standard quality education, especially the inhabitants of remote areas and those who need special care. The government aims to provide measures to reduce educational disparity; to support cooperative mechanisms of all sectors for educational development at the provincial level; to use technology for the promotion of learning and access to information, knowledge, and innovation for all people; and to provide for a supportive follow-up and evaluation system that ensures people’s right to quality education.

The Educational Equality Fund was set up to reduce disparity of educational opportunity among the underprivileged as prescribed by the Constitution of the Kingdom of Thailand

B.E.2560 (2017). Consequently, the Act for Educational Equality B.E.2561 (2018) was promulgated, aiming to promote educational equality, support people who have fund shortages, reduce educational disparity, as well as promote and develop the quality and efficiency of teachers. For these purposes, the government allocates an amount of budget to a fund which is under the supervision of the Prime Minister, and autonomously administered.

Though Thailand has put great efforts into education development, challenges remain in terms of the results gained from the Thai education system. The rapid changes that have taken place in society in the new century, along with developments in technology and communications, and tensions related to ethnic and cultural diversity, have had an impact on children of school age. Children and young people have had to adapt and adjust to these changes, both emotionally and physically, and to respond appropriately to the complex challenges the world is facing.

Thailand's Ministry of Education is thus obliged to promote the development of appropriate life skills at each age level as a shield against the negative impacts of changes that occur. The aim is to produce learners who are able to think and analyze, solve problems, and learn independently on an ongoing basis, and to raise their achievement level and knowledge commensurate with international standards, beginning with science, math, technology, and foreign languages, as well as analytic thinking. Analysis of the Ordinary National Education Test (ONET) results at each level in 2019 showed that the average scores of sixth year primary school students and third year secondary school students were lower than 50 per cent in each of the key education areas². The policy to raise learners' achievements in all schools has spurred relevant agencies to focus continually on quality improvement. Nonetheless, much effort is still required to raise the standards of learners, teachers, instructors, education personnel, and education establishments throughout the country, in rural as well as urban areas. Producing high-quality individuals and improving the skills of the workforce to meet the needs of the country's development and competitiveness is a priority requirement of education and will require joint efforts of all sectors of society. The country has therefore placed emphasis on a "dual education system", which combines apprenticeships in a company with vocational education. In so doing, various workplaces will be encouraged to join workforce planning and provide practical learning for vocational students. This will help develop their skills in line with the demands of workplaces and transform Thai people, in line with the transformation plan known as Thailand 4.0, into first world citizens with 21st century competencies.

2 Thailand's Voluntary National Review on the Implementation of the 2030 Agenda for Sustainable Development, 2021, page 25

The COVID-19 pandemic, however, has caused immense disruption to education. The crisis is exacerbating education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults – those living in poor or rural areas – to continue their learning. Thailand has made consistent efforts to mitigate the immediate impact of school closures. Several initiatives have been undertaken to bring about an online learning platform to ensure that all students will continue to access quality learning effectively and efficiently. ICT has been integrated with teaching and learning to enable learners to utilize digital technology to obtain relevant skills and competences as required in this digital age. Notwithstanding the many efforts made to give students access to education, virtual learning might not, however, be available or accessible for all students in remote areas. Efforts also still need to be made to keep teachers and school leadership engaged and working during the COVID-19 crisis to ensure continuity of education services, and to ensure that learning never stops and no one is left behind.

IV. How to Move Forward to Achieve the Desired Education?

A. Legislation and policy

In terms of moving forward to the desired education, the Ministry of Education of Thailand has announced urgent priorities in education policy as follows:

- ① Developing the National Scheme of Education 2017-2036, which aims to provide all people with quality education and promote their engagement in lifelong learning as well as their ability to live happy lives on the basis of the principles of a sufficiency economy and global changes in the 21st century.
- ② Developing the capacity of administration and educational management to become more flexible and resilient by using the province as the base. The revision of the structure is in line with Thailand's National Scheme of Education and aims to facilitate and improve quality learning management by improving administration and education management to be more independent and flexible. Moreover, the structure, roles and systems of educational management should be clearer, more flexible and verifiable. The policy underlines the development and unification of central and provincial administration so that it will be more consistent with the regional contexts and the principles of good governance.

- ③ Transforming learning with a national digital learning platform and promoting students' digital skills in daily life. Relevant education institutions must be encouraged to develop learning platforms to help in the development of teaching and learning. Students must be provided opportunities to access a wide range of learning resources online. Moreover, the Ministry is developing so called "Big Data" to support education officials and schools to be able to obtain an accurate overview of Thai education so that they can analyze it appropriately.
- ④ Allocating and distributing educational resources to all target groups equally and fairly, including budget allocation and education resource materials.
- ⑤ Enabling participation of every social group in educational administration to serve the needs of people in the regions. Public sector and partnership networks will be encouraged to support education.
- ⑥ Developing the quality and efficiency of teachers in language and digital skills, both in basic education and at the vocational education level. With this development, teachers will be able to adjust their pedagogies, and thus increase learning outcomes of students.

B. Curriculum and assessment revision

As the world is changing so rapidly, the curriculum is one of the keys to success in making education more relevant. Therefore, the curriculum should be flexibly designed so that it can keep up with the changing situation. This will enable learners at all education levels to acquire relevant knowledge and skills and so contribute to society. The revised curriculum will be in line with global developments and new technologies. The curriculum should be more competency-based to ensure relevancy. This should enhance students' competency in six areas, including healthy self-management, language communication skills, management and teamwork, advanced thinking and learning, strong citizenship, and sustainable co-existence with nature and science. Emphasis will also be placed on the moral, and ethical dimensions, as well as the values of history, to enhance international understanding of differences in cultures and values. Special attention should be focused on promoting a learning environment for students to be able to acquire their knowledge from diverse sources of learning.

Developing a roadmap and indicators for the assessment of progress towards achieving the Education 2030 goals is essential to ensure that all Thai learners can access inclusive and quality education and lifelong learning. Moreover, the Ministry is speeding up efforts to raise awareness and take concrete actions to realize the achievement of SDG 4 at the central and provincial level.

C. Recommendations for the desired future of education: the way forward

In recent years, Thailand has been accelerating efforts in education reform to deliver a real benefit to teaching and learning. However, the country is also facing contemporary global challenges. They include extreme poverty and growing inequalities, unequal access to quality education and sustained learning opportunities, effects of climate change on the environment and society at large, as well as the degradation of biodiversity, impact of frontier technologies in all areas of life, and digital divides.

Moreover, the COVID-19 pandemic has had a substantial impact on education. Distance learning is essential to maintaining education. Schools have to adjust themselves to change their traditional learning environment, to redesign and to adapt to the new normal and the 21st century. Therefore, we need to rethink and redesign education systems to prepare students for the new journey in the next decades and ensure that people can live well together as follows:

- ① Education should be inclusive, with diverse more flexible learning pathways. Education policy should be focused more on bottom-up approaches where local communities and families are involved in school management. Education must provide a broad public sphere of discussion, engagement, and action around education. The educational ecosystem must be adjusted to students' needs, so that students can study work and learn together, and so that they encounter difference. Education administration and management must be more decentralized. Schools must be given more power to develop their education curricula corresponding to their students' needs and the local context.
- ② International cooperation must be enhanced while all education stakeholders must work together to strengthen the resilience and equity of national education systems. All nations must work together to ensure that all children are properly provided educational resources. Learners need to be provided with relevant skills to meet individual, labour market and societal demands through TVET, STEM etc. Learners also need to be equipped with digital skills sets for industries that will drive innovation in the future.
- ③ Education must prepare learners for living in harmony with life on earth and not harming the environment. Education should redesign how to build a peaceful world, and emphasize the importance of coexistence between human beings, the planet, nature and technology. Education must unleash the creativity of students to combat climate changes, and great damage to the environment, property, wildlife and human health, to put the world on a sustainable path. Collaboration between ministries in providing interdisciplinary education can help educate students to cope with problems and work towards a future in which the people of the world can live together in harmony, peacefully and happily.

- ④ Educational efforts must be more focused on empowering learners to assume their active roles, both local and globally, in building more peaceful, tolerant, inclusive and secure societies. Education must prepare individuals to be responsible citizens to help address the systemic social, political and economic problems the world is facing. Appropriate knowledge and learning are at the core of transformation in human minds and societies. The educational ecosystem must be adjusted to enable students to study and learn together.
- ⑤ As the world turns to rebuilding after COVID-19, it is important for learners to prepare for the world they want. Education and lifelong learning must be provided to individuals of all ages and background and empower them with the knowledge, skills, value and attitudes to be creative and take action to build a more equal, peaceful, healthy and sustainable world. In so doing, the education and health sectors must be brought together to better meet the needs and realities of learners, and help them acquire the knowledge, skills, values, attitudes and behaviours they need to live healthy and fulfilled lives.
- ⑥ Education policy must underline the key role of teachers in fostering the all-round development of students. The importance of the teaching profession must be reinforced, and teacher education and professional development should be paid more attention. Teachers must be given support to access different technologies and receive training on how to utilize them in their teaching, to improve students' learning outcomes.

V. Conclusion

Future generations will live in a world that is more connected in almost every way. All countries must cooperate and work together to solve global problems caused by natural disasters and human action. Education plays an important role in preparing people to address such problems. International cooperation in education, both regionally and globally, should focus on developing people across regions, equipping students with appropriate skills, wisdom and responsibility to jointly address global challenges. Thailand looks forward to working with the global community to jointly develop our people with the right skills to contribute to a sustainable world, a world where people live together happily, and peacefully. Thailand will strengthen the role of UNESCO ASPnet schools as a mechanism to ensure that youth can, and do, voice their needs, and take part in developing education in the future.

Annexes

Annex I: List of the UNESCO Associated Schools Network in Thailand

Level	No.	Year	School/Institution	Address
Office of Rajabhat Institute Council	1	1958	Rajabhat Institute Suan Sunandha	Dusit, Bangkok
	2	1958	Rajabhat Institute Ubon Ratchathani	Ubon Ratchathani
	3	1963	Rajabhat Institute Ubon Ratchathani	Nakhon Ratchasima
	4	1963	Rajabhat Institute Tepsatri	Lop buri
	5	1963	Rajabhat Institute Pranakorn	Bang Khen, Bangkok
	6	1963	Rajabhat Institute Thonburi	Thonburi, Bangkok
	7	1963	Rajabhat Institute Phetburivithayalongkorn	Pathum Thani
	8	1963	Rajabhat Institute Chandrakasem	Ratchadapisek, Bangkok
	9	1969	Rajabhat Institute Suan Dusit	Dusit, Bangkok
	10	1969	Rajabhat Institute Nakhon Pathom	Nakhon Pathom
	11	1970	Rajabhat Institute Pibulsongkram	Phitsanulok
	12	1996	Rajabhat Institute Loei	Loei
	13	1999	Rajabhat Institute Chiangmai	Chiang Mai
Rajamangala Institute	1	1969	Bangkok Technical College	Yannawa, Bangkok
Vocational Institution	1	1968	Chetupon Commerce College	Rat Burana, Bangkok
	2	1968	Patumwan Vocational College	Pathum Wan, Bangkok
	3	1994	Agricultural Engineering Training Center	Pathum Thani
	4	1994	Sisaket Agricultural College	Sisaket
	5	1994	Pathumthani Technical College	Pathum Thani
	6	1994	Ubonratchathani Vocational College	Ubonratchathani
	7	1994	Khonkean Industrial and Community Education College	Khonkean
	8	1995	Ratchaburi Polytechnic College	Ratchaburi
	9	1995	Trang Industrial and Community College	Trang
	10	1995	Buriram Polytechnic College	Buriram
	11	1995	Loei Vocational College	Loei
	12	1995	Don Muang Technical College	Don Muang, Bangkok
	13	1995	Photharam Technical College	Ratchaburi
	14	1997	Maehongsorn Industrial and Community Education College	Maehongsorn

Level	No.	Year	School/Institution	Address
Vocational Institution	15	1998	Bungphra Phitsanulok Commercial College	Phitsanulok
	16	1999	Phanthong Industrial & Community College	Chon Buri
	17	1999	Phra Nakhon Si Ayutthaya Vocational College	Phra Nakhon Si Ayutthaya
	18	2000	Thonburi Polytechnic College	Khlong San, Bangkok
	19	2000	Saowabha Vocational College	Pra Nakhon, Bangkok
	20	2000	Roi Et Industrial and Community Education College	Roi Et
	21	2000	Nakhonsawan Vocational College	Nakhon Sawan
	22	2000	Lampang Vocational College	Lampang
	23	2000	Kanchanaburi Polytechnic College	Kanchanaburi
	24	2001	Rayong Polytechnic College	Rayong
	25	2001	Banpong Industrial Community Education College	Ratchaburi
Secondary Schools	1	1963	Suksanari School	Thonburi, Bangkok
	2	1963	Satri Wittaya School	Bangkok
	3	1963	Satri Watapsornsawan School	Phasi Charoen, Bangkok
	4	1963	Nareenukul High School	Ubonratchathani
	5	1963	Benjama Maharaj High School	Ubonratchathani
	6	1963	Rachinee Burana School	Nakhon Pathom
	7	1963	Sai Thama Chadra School	Ratchaburi
	8	1964	Mahaprutaram Girls' School	Bangrak, Bangkok
	9	1964	Trimitr Vidhyalai School	Bangkok
	10	1964	Suan Kularb Wittayalai School	Bangkok
	11	1964	Debsirin School	Pom Prab, Bangkok
	12	1968	Chinoros Wittayalai School	Isaraparb, Bangkok
	13	1968	Wat Sraket School	Pom Prab, Bangkok
	14	1968	Sri Ayudhaya School	Rat Thevi, Bangkok
	15	1968	Yothin Burana School	Dusit, Bangkok
	16	1968	Sirintorn School	Surin
	17	1969	Panyaworakun School	Nong Kham, Bangkok
	18	1969	Samsen Wittayalai School	Phya Thai, Bangkok
	19	1969	Wat Noi Nai School	Talingchan, Bangkok
	20	1969	Sai Panya School	Pom Prab, Bangkok
	21	1969	Bangkapi School	Bang Kapi, Bangkok
	22	1969	Wat Khemampirataram School	Nonthaburi
	23	1970	Benjamrachalai School	Bangkok

Level	No.	Year	School/Institution	Address
Secondary Schools	24	1972	Pibulwittayalai School	Lop Buri
	25	1972	Ratanaratbamrung School	Ratchaburi
	26	1972	Piyamaharachalai High School	Nakhon Phanom
	27	1972	Hadyai Wittayalai School	Songkhla
	28	1972	Chanhoonbumpen School	Huai Kwang, Bangkok
	29	1972	Kanarasdornbamroong School	Yala
	30	1972	Sakolrajwittayanukul School	Sakon Nakhon
	31	1972	Kalayanawat School	Khon kaen
	32	1973	Sena "Senaprasit" School	Phra Nakhon si Ayutthaya
	33	1973	Pakkred School	Nonthaburi
	34	1982	Piboonprachasun School	Huai Kwang, Bangkok
	35	1982	Horwang School	Jatujak, Bangkok
	36	1984	Strividhaya II School	Bang Kapi, Bangkok
	37	1994	Satri Chaiyaphum School	Chaiyaphum
	38	1994	Sai Nam Peung School	Khong Toei, Bangkok
	39	1994	Ratchadamri School	Pravet, Bangkok
	40	1994	Santirat Wittayalai School	Phaya Thai, Bangkok
	41	1994	Ammartpanichnukul School	Krabi
	42	1994	Kanaratbumrung School	Pathum Thani
	43	1994	Wat Suthiwararam School	Sathon, Bangkok
	44	1994	Suwannaram Wittayakorn School	Bangkok Noi, Bangkok
	45	1995	Ayuthaya Witthayalai School	Phra Nakhon Si Ayutthaya
	46	1995	Wisutharangi School	Kanchanaburi
	47	1995	Pracharat Uppatham Schoom	Bangkok
	48	1995	Phitsanulok Phitthayakhom School	Phitsanulok
	49	1997	Silajarapipat School	Bang Sue, Bangkok
	50	1997	Rajprajanukroh 21 School	Mae Hong Son
	51	1997	Triamudomsuksa Phattanakarn School	Suan Luang, Bangkok
	52	1997	Sapphawittayakhom School	Tak
	53	1997	Sriboonyanon School	Nonthaburi
	54	1997	Suwanplabplapittayakhom School	Taling Chan, Bangkok
	55	1998	Chalermkhwan Stree Schoo	Phitsanulok
	56	1998	Muangkrabi School	Krabi
	57	1998	Udomdarnee School	Sukhothai

Level	No.	Year	School/Institution	Address
Secondary School	58	1998	Suankularb Witthayalai Nonthaburi	Nonthaburi
	59	1998	Nawaminthrachinuthit Striwithaya Phuthamonthon School	Taling Chan, Bangkok
	60	1998	Rajavinit Mathayom School	Dusit, Bangkok
	61	1998	Wat Rajabopit School	Pra Nakhon, Bangkok
	62	1998	Khonburi Secondary School	Nakhon Ratchasima
	63	1998	Chiangkhan School	Loei
	64	1998	Nuaklong Prachabamrung School	Krabi
	65	1999	Sadao Khanchai Kamplanont Anuson School	Songkhla
	66	1999	Chomsurang Uppatham School	Phra Nakhon Si Ayutthaya
	67	1999	Mathayom Wat Nongchok School	Kratumrai, Bangkok
	68	1999	Satri Si Suriyotha School	Sathon, Bangkok
	69	1999	Wathanothaiphayap School	Chiang Mai
	70	1999	Piriyalai School	Phrae
	71	1999	Prayaopittaykhom School	Prayao
	72	1999	Campson Wittayakom School	Phetchabun
	73	1999	Woranari Chaloem School	Songkhla
	74	1999	Dechapattanayanukul School	Pattani
	75	1999	Mahavajiravudh School	Songkhla
	76	1999	Phokirirat Suksa School	Pattani
	77	1999	Saohai Wimolwittayanukool School	Saraburi
	78	1999	Wangnoi Phanomyong Witaya School	Phra Nakhon Si Ayutthaya
	79	1999	Nakhon Nayok Witthayakhom School	Nakhon Nayok
	80	1999	Pichitphittayakom School	Phichit
	81	1999	Lampaimat School	Buri Ram
	82	1999	Banchiang Witthaya School	Udon Thani
	83	1999	Padung Naree School	Maha Sarakham
	84	1999	Anukoolnaree School	Kalasin
	85	2000	Chaing Mai Education Welfare School	Chiang Mai
	86	2000	Nongchangwittaya School	Uthai Thani
	87	2000	Satri Wat Rakhang School	Bangkok Noi, Bangkok
	88	2001	Saparachinee School	Trang
	89	2001	Vichitrapittaya School	Ubon Ratchathani
	90	2001	Kalayanee Sithammarat School	Nakhon Si Thammarat
	91	2003	Theplila School	Bang Kapi, Bangkok

Level	No.	Year	School/Institution	Address
Secondary School	92	2003	Nawamintrachinuthit Satri Witthaya 2 School	Klong Samwa, Bangkok
	93	2005	Kanchanadit Witthayakhom School	Surat Thani
	94	2005	Mathayom Wat Susitraram School	Bangkok Noi, Bangkok
	95	2005	Udon Phittayanukul Schools	Udonthani
Primary School	1	1965	Wat Pryuravongsavas School	Bangkok
	2	1965	Wat Plubplachai School	Pom Prap, Bangkok
	3	1969	Rachawinit Elementary School	Samsen, Bangkok
	4	1967	Darakarm School	Sukhumvit, Bangkok
	5	1969	Wat Nangsao School	Samut Sakhon
Private Institution	1	1966	Charaspichakorn School	Kakhon Si Thammarat
	2	1969	Sirithonsuksa School	Bangkok
	3	1994	Rajdamnern Commercial School	Bangkok Yai, Bangkok
	4	1994	Bangkok Business College	Bangkok
	5	1994	Srivikorn Schools	Prakanong, Bangkok
	6	1994	Ruamrudee International School	Minburi, Bangkok
	7	1997	Mater Dei School	Pathum Wan, Bangkok
	8	1994	Sattaya Sai School	Lop Buri
	9	2000	Saint John.s School of Technology	Jatujak, Bangkok
	10	2000	Teeratada School	Phitsanulok

Annex II: The Introduction of the Survey for the 2021 Joint Case Study Project

The 2021 Joint Case Study Project, entitled Futures of Education Initiative and ASPnet in the Region, is a joint project between the National Commissions for UNESCO in Southeast Asia, totaling 10 countries, namely the Republic of Korea. (host country) Cambodia, Indonesia, Laos, Mongolia, Myanmar, Philippines, Thailand, Timor-Leste and Vietnam.

The purpose of this project is to explore the perspectives of ASPnet schools in shaping education that will respond to problems and challenges of this world. Currently, UNESCO has initiated the Futures of Education Initiative by establishing an International Commission on the Futures of Education to conduct studies and suggest guidelines for appropriate education in the future. Therefore, ASPnet schools are encouraged to participate in the design of education for the future.

To provide cooperation on this Project, the Thai National Commission for UNESCO is conducting a survey to gather opinions on future education models that are appropriate for the global context. The results of this survey will be used to compile and analyze an overview of Thailand's education management and will be used in case studies on future education initiatives, as well as for the development of ASPnet schools.

Therefore, your school's cooperation in providing this information will be of great benefit in reflecting its views on the future of education in the world as a whole. The Thai National Commission for UNESCO hopes that your school will provide your support in the preparation of the survey data and appreciates your cooperation on this matter.

A Survey for Educational Administrators

1. What do you think are the main obstacles to managing education in your school?

2. Please give feedback on how to solve the problem in item 1.

3. Do you think the current model of education management responds to problems in the community? Please give details.

4. In regards to education, what do you think is appropriate in the context of Thailand in the next 30 years?

5. Please give examples of successful case studies that you have used in your teaching (up to 2 projects).

A Survey for Teachers

1. What do you think are the main obstacles to your current teaching and learning management?

2. Please give feedback on how to solve the problem in item 1.

3. What role do you think teachers should play in teaching and learning in the future?

4. In regards to education, what do you think is appropriate in the context of Thailand in the next 30 years?

5. Please give examples of successful case studies that you have used in your teaching (up to 2 projects).

A Survey for Students

1. What do you think motivates you the most to come to school?

2. What do you expect from going to school?

3. As you will move into the world of work 10 to 30 years from now, do you think the current education model will provide you with enough skills you require to pursue your career? Please describe in detail.

4. If you were Minister of Education of Thailand, how would you formulate policies for the country to improve education to enable young people to develop the skills they need for future careers?

Annex III: Current Policy of the Thai Minister of Education

“TRUST”

“TRUST” means “the belief that you can trust someone or something”. It is the work style that will make teachers, educational personnel, parents, learners and the people regain the trust in the work of the Ministry of Education.

T stands for Transparency.

R stands for Responsibility.

U stands for Unity.

S stands for Student-Centricity.

T stands for Technology.

The “TRUST” model is a further development from the “MOE ONE TEAM” model or the “Unified Cooperation of the Ministry of Education” that the Ministry of Education has always carried out. “TRUST” will supplement to the transparency, both in the process of work and audit from various sectors. It will encourage all the personnel to carry out their mission with responsibility for themselves, the organization, the people and the nation. The new model will put emphasis on the participation from all sectors through listening to the opinions of the people to support various operations that will be beneficial to upgrading the quality of education. The Ministry of Education is the place for everyone. There should be a unity among teachers, educational personnel, parents, learners, and the people who all have a common goal of having learners as a goal of development. This can be achieved by enabling learners to obtain universal thinking and skills that are in line with the dynamics of the 21st century, along with a sense and understanding of Thainess through the availability of technology both in terms of infrastructure, that is the access to all educational facilities in order to reduce the inequality in educational opportunities, and in terms of learning, that is the source of information, various learning resources that are up-to-date and will help all learners to achieve all the desirable qualifications.

Education Management Policy

- ① Update curriculum and learning process to keep up with the changes of the world in the 21st century by aiming to develop learners at all levels of education to gain knowledge, skills and qualifications that are appropriate for the social context of Thailand.
- ② Develop the quality and efficiency of teachers and lecturers in basic and vocational education to be competent in language and digital skills so that teachers and

lecturers will have competencies in education management with their language and digital skills. They can adjust teaching methods and use modern media and are held responsible for the educational outcomes of the learners.

- ③ **Transform learning by digital technology through the National Digital Learning Platform (NDLP) and promoting the practice of digital skills in daily life** in order to have an agency that is responsible for developing a national digital learning platform that can be used in the modern education management processes and can be accessed to a wide range of learning resources through the online systems and the use of the central educational database for the development of the efficiency of educational management.
- ④ **Develop the efficiency of educational management by promoting the educational institutions to be more independent and flexible, decentralization of administrative powers and educational management on the basis of provinces** by exercising power provided in the National Education Act to establish an administrative and management system, this includes organizing the organizational structure to facilitate quality teaching and learning, organizing the structure of educational institutions to be more independent and flexible, the administrative and educational management on the basis of provinces, and a human resource management system to be based on good governance principles.
- ⑤ **Adjust the educational evaluation and quality assurance systems and the testing for knowledge and skills that are necessary for higher education both in the academic and vocational fields** to provide the educational evaluation system at all levels and the educational quality assurance system that are updated and appropriately corresponding to educational outcomes.
- ⑥ **Allocate and distribute resources to all target groups including the mobilization of educational resources from all sectors** to provide the fair allocation of educational resources and create opportunities for the target groups to have the access to the quality education on par with the other groups, distribute resources such as personnel, budget and technological media thoroughly.
- ⑦ **Implement the National Qualifications Framework (NQF) and the ASEAN Qualifications Reference Framework (AQRf)** by producing and developing the manpower for the development of the country using the national qualifications framework, linking education and career systems by transferring experiences with bank of credit system and establishing the professional standards in the referable fields with ASEAN.
- ⑧ **Develop care and development for children in the early childhood stage prior**

to their enrollment in schools in order to promote physical, mental, discipline, emotional, social and intellectual development according to their age to implement the integrated plan for early childhood development under the Early Childhood Development Act B.E. 2562. The relevant agencies will create the framework for the action plans for early childhood development and there will be a periodical progress monitoring system.

- ⑨ **Provide education for careers and create competitiveness for the country** to provide university and vocational college graduates to obtain the professions and income that are suitable for their livelihood and quality of life. This will help to increase the competitiveness in the global level.
- ⑩ **Transform the Thai education system through the introduction of innovation and modern technology in education management at all levels** to enable all educational institutions to bring innovation and modern technology into the education management through the digital system.
- ⑪ **Increase the opportunities and access to quality education among educationally disadvantaged groups and learners with special needs** in order to increase the opportunity and access to quality education among the educationally disadvantaged groups and learners with special needs.
- ⑫ **Provide formal, non-formal and informal education based on the principles of lifelong learning and involvement of stakeholders** to increase opportunities and access to quality education among the educationally disadvantaged groups and learners with special needs.

Quick Win Agenda of the Ministry of Education

Agenda 1: Learner Safety by providing a form, method or process for caring and helping students to enable learners to get quality learning and happiness and to be protected both physically and mentally, including building skills for learners to be able to take care of themselves from various dangers in the midst of a social environment.

Agenda 2: Competency Based Curriculum by focusing on providing a variety of learning based on the abilities of the learners and develop learners to achieve the desired competencies.

Agenda 3: Big Data by developing systematic and non-redundant storage system to obtain an overview of the education in the country that is complete, accurate and up-to-date and can be practical.

Agenda 4: Promote the Excellence Center in Vocational Education by supporting the operation of the Excellence Center in Vocational Education in accordance to the excellence of each school and the context of the areas in line with the current and future needs of the country as well as provide teaching and learning with modern equipment in line with current technology.

Agenda 5: Develop career skills by promoting the education management that focuses on the development of learners' professional skills to improve the quality of life, build the suitable careers and income and increase the competitiveness of the country.

Agenda 6: Lifelong Learning by providing lifelong learning for people of all ages to ensure quality and standards, ensuring people in each age group, from childhood to age, receive the standardized education according to their needs and suitable to their full potential and developing the appropriate curriculum to prepare them for entering an aging society.

Agenda 7: Education for people with special needs by promoting education management so that people with special needs are developed to their full potential to be able to live in society with dignity that is equal to others in society, being able to help themselves and take part in the development of the country.

Annex IV: ASPnet School Case Studies in Thailand

1. Muang Krabi School took 7 steps to become a model school for environmental education.

Muang Krabi School is recognized as an environmental education school for sustainable development (Eco-school). It plays an important role in being an environmental education center that will provide knowledge, skills and experience to children and young people in the area. The management of education at Muang Krabi School has pledged to create a new generation of responsible citizens for Thailand and the world. By doing so, students will have the discipline to contribute to sustainable environmental conservation. Instilling discipline in students requires a process that drives children to practice using Active Learning Processes

The School of Environmental Studies Project started with the creation of a school curriculum initiated by all teachers studying the environment in communities and schools and then continued with the drafting of the Environmental Studies Curriculum. This then lead to the design of teaching and learning activities to train students in sustainable discipline. However, to achieve this goal, students were involved in thinking, implementing and evaluating project implementation.

Actions that led to the success of the project included school activities, such as the “One Classroom, One Learning Base”, meaning that Krabi School has 56 learning bases out of 56 classrooms where teachers and students will have their own area of responsibility on the 34 Rai school area.

The school uses a 7-step environmental education process to organize activities. Therefore, all students of Muang Krabi School will participate in thinking from the beginning by studying problems, analyzing, solving problems, experimenting with the process until successful and bringing benefits back to society.

“For example, in the case of wastewater problems in the community where students have collected data, they found that because Krabi is a tourist destination, everything has to be done to promote tourism, so water and nature must be clean. However, the school community has a large canal. This canal is an important water source for producing tap water for the residents of Krabi, but it appears that the wastewater from houses, factories and schools, flow into this canal. The students then took the information back and thought about how to deal with the problem.

The children discovered that some of the wastewater from the school came from the cafeteria where waste had not been sorted. Garbage flowed out until the pipes were



clogged, causing the water to flow into the canal. Therefore, the children worked on at least 2-3 bases of the project, one room thinking about trapping fat while the other thinking about wastewater treatment.

Muang Krabi School, Krabi Province, became a great example of an environmental education school whose success was the result of

the cooperation of everyone from the administrators, teachers, students, all personnel, including the local community. The project focuses on environmental conservation by engaging everyone.

2. Mater Dei School's Water Resources Integration Project

This project aims to address the problems of local water sources in Thailand, including deterioration of water resources, drought, flooding, as well as problems of water sources that affect soil quality and agriculture. By doing so, the school integrates science, social studies and the Young Red Cross subjects together for students to work as a team. In this project, students learn about the water cycle (science), water resources in Thailand (social studies), and environmental protection (Science, Young Red Cross). Students jointly analyze the information and problems of the case study and present a solution to the problems while giving reasons to support them. Students present their work by developing a diagram or presentation material (PowerPoint), or a model to present what they have studied to the classroom and answer questions from their peers. Teachers help students to plan the project in terms of content, schedule and periodic follow-up improvements of students' works as a team. This collaborative work between teachers and students can help students to find ways to solve problems and know how to work with others.

The school also encourages students to participate in the conservation of natural resources and the environment by inserting them into subjects such as science and social studies. In addition, the student council has organized campaigns to raise awareness of the value of energy and environmental



protection and encourages others to participate in such activities.

This program, which focuses on creating activities for social service and conserving the environment, gives students the ability to communicate, think systematically, solve problems, develop life skills and use technology. It also creates desirable characteristics for learners to be ready to continue their studies at a higher level and be able to pursue a suitable career in the future.

Timor-Leste National Commission for UNESCO

Mr. Francisco Barreto

Foreword

- I. Introduction
 - A. Background to education in Timor-Leste
 - B. Legal framework of the education system in Timor-Leste

- II. Method
 - A. Place of research
 - B. Timeline of research
 - C. Design of research

- III. Major Findings
 - A. EBC Casait Liquica
 - B. St. Colegio de Laiola
 - C. Tecvoc School of Hospitality and Tourism
 - D. EBC das Flores
 - E. EBC 20 de Setembro Hatulia-Ermera
 - F. Achievements

- IV. Conclusions, Challenges and Recommendations
 - A. Conclusions
 - B. Challenges
 - C. Recommendations

9

Foreword



On behalf of Timor-Leste National Commission for UNESCO, I am delighted to express my deepest appreciation to the Korean National Commission for UNESCO for its promotion of mutual partnerships and collaborative working at the sub regional, regional and interregional level, in order to address common issues and future challenges in East and Southeast Asia.

I believe that the universal and effective implementation of the 2030 Agenda for Sustainable Development requires commitment at all levels and in all sectors, and I am sure that this Joint Case Study Project is one effective way to strengthen cooperation among National Commissions, in order to look forward together to tackle future common challenges in East and Southeast Asia, and ensure the fruitful outcomes of the Futures of Education initiative and ASPnet in the region.

I would like to take this opportunity to express my sincere gratitude to the Secretary-General of the Korean National Commission for UNESCO for the continued support given to Timor-Leste National Commission for UNESCO in the area of education. Finally, I would like to thank the other National Commissions participating in this joint case study project, and reiterate the commitment of Timor-Leste to collaborating with them in diverse ways to promote and maintain peace, as well as to tackle future common challenges together through the project.

Thank you very much.

Mr. Francisco Barreto
Interim Executive Secretary
Timor-Leste National Commission for UNESCO

I. INTRODUCTION

A. Background to education in Timor-Leste

Timor-Leste is a relatively new country, located in Southeast Asia, near to Indonesia. It is a small country, with a population of approximately 1.2 million people. It is rich in natural resources, including oil and gas, but, faces environmental problems, and its human resources remain in need of development, particularly in terms of education.

Environmental issues in Timor-Leste include environmental degradation caused by urban solid waste, unsustainability in agriculture (slash and burn), large scale destruction of forests caused by cutting and selling wood as fuel, uncontrolled animal husbandry, disorganized urbanization, coastal area devastation, illegal hunting, including of endangered species, devastation of the water catchment area, and air pollution (from rubbish burning, forest fires, etc.), land pollution by unregulated chemicals, and water pollution from urban residual liquid and oil spills. These environmental issues mean that the people of Timor-Leste understand well the need for sustainable methods of development.

Through the Ministry of Education, the government of Timor-Leste plans to include global citizenship education (GCED) and education for sustainable development (ESD) in the national curriculum at all of the pre-school, primary school, junior high school, senior high school, and vocational school levels. So far, however, GCED has only been applied at junior high school and senior high school, where it is considered one of the subjects in the learning process. In junior high school students learn about values, attitudes and respect, while in senior high school students learn about peace and human rights, intercultural education, citizenship education, tolerance, and respect for diversity.

Timor-Leste National Commission for UNESCO (TLNCU), which is under the Ministry of Higher Education, Science and Culture, endeavors to improve the quality of education in Timor-Leste through a variety of activities in relation to formal and non formal education. These efforts include a plan to implement the UNESCO Associated Schools Project in Timor-Leste, as this program is considered a way to contribute to the implementation of UNESCO's programmes in all its fields of competence, and because we recognize that Timor-Leste is a developing country that needs to improve its education sector pursuant to the seven outcome targets of UN Sustainable Development Goal 4. The Associated Schools network (ASPnet) in Timor-Leste will be focused on GCED and ESD, as part of efforts to ensure quality education to help achieve the Sustainable Development Goals. It will offer a transformative learning approach that aims to empower learners to assume active roles to shape a more peaceful, tolerant and inclusive world, and that gives learners a sense of belonging to the global community and of common humanity.

Some activities that have already been carried out that reflect the approach of ESD in the national curriculum have focused on school gardens. The Green Schools project aimed to increase understanding of how activities to improve the environment can improve the quality of a school in terms of its ecological friendliness, creativity and innovation. Activities involved planting vegetables and making small gardens in front of classrooms, as well as other creative activities such as reusing trash and eco bricks. But these activities were not implemented at all schools in Timor-Leste, and only few schools accomplished the goals of the project through them, as discussed further below.

B. Legal framework of the education system in Timor-Leste

The National Education Act, Law No. 14/2008, approved by the National Parliament on 29 October 2008, is based on the main principles of the National Constitution and the National Education Policy. This framework law for the education system provides two articles with an obvious correspondence with the principals informing ESD and GCED:

Article 2 General Principles

- ① All citizens are guaranteed the right to education and culture under the terms of the Constitution of the Republic and law.
- ② The right to education is achieved through an effective formative action throughout life, designed to provide a life that is free, responsible and democratic, designed, with respect to human dignity, to provide: a) The development of personality and an appreciation of the individual based on merit; b) Equality of opportunities and the overcoming of economic, social and cultural inequalities; c) Social progress.
- ③ The system of education promotes: a) The development of a democratic and pluralistic spirit, respectful of others, their personalities, ideas, and individual life projects, open to the free exchange of ideas and working together; b) The formation of citizens capable of judging, with a critical and creative spirit, the society of which they are a part, and to join actively in its development, in more just and sustainable terms.

Article 5 Fundamental Objectives of Education.

Education is aimed especially at achieving the following fundamental objectives:

- a) To contribute to the personal and community realization of the individual, through full development of his personality and the formation of his character, which prepare him to reflect consciously upon ethical, civic, spiritual and esthetical values, giving him a balanced mental and physical development;

- b) To ensure the formation, in cultural, ethical, civic and vocational terms, of children and young people, preparing them for the critical and strengthened reflection of citizenship, as well as the practice and learning of the creative use of their leisure time.
- c) To ensure equality of opportunities for both sexes, namely through practices of coeducation and scholastic and professional orientation, and to sensitize all participants in the educational process to this need.
- d) To contribute and defending the national identity and independence, as well as strengthen identification with the historical basis of East Timor, through stimulating consciousness of the cultural heritage of the Timorese people, the growing interdependence and solidarity among people and the right to consideration and appreciation of different knowledge and cultures.
- e) To develop in each individual a capacity for work and offer him, with a basis of solid general training, specific training which will permit him, with competencies in the area of society with which he is familiar, and with initiative, to occupy his proper place in the workforce and to make his contribution to the progress of society, according to his interests, capacities and vocation;
- f) To decentralize, localize and diversify educational structures and actions in order to offer a correct adaptation to local realities, and elevated sense of participation by populations, adequate insertion within the community, and effective levels of decision making;
- g) To contribute to the correction of regional and local asymmetries, to promote equal access to the benefits of education, culture, science and technology in a balanced manner within the entire national territory.

II. METHOD

A. Place of research

The following pre-secondary schools (EBC) and secondary schools (ES/ETV):

No.	Institute	Municipality
1	EBC Casait	Liquica
2	EBC Das Flores	Aileu
3	ES St. Laiola Casait	Liquica
4	ETV Becora	Dili
5	EBC 20 de Setembro	Hatulia-Ermera

B. Timeline of research

The duration of the case study was 3 months, from August to October 2021.

Nu	Activity	Month
1	Preparation	August
2	Research	September
3	Report writing	October
4	Report submission	October

C. Design of research

Multiple case studies with explanatory approach.

III. MAJOR FINDINGS (CASE STUDIES)

A. EBC Casait Liquica

1. Fatuk Boson no Tara Bandu (Culture Sustainability)

To help address the problem of illegal logging and burning of land, the pre-secondary/EBC Casait School applied traditional rules established by the ancestors to build a Fatuk Boson (a pillar surrounded by stone structures) and establish a Tara Bandu (a rule that gives a basis for, and regulates, action by a community against any community members who have



destroyed the environment in the community surroundings). Timorese society still makes much use of traditional customs, when government regulations are deemed insufficient to create a deterrent effect on individuals who, for instance, still stubbornly cut down trees, or litter in prohibited areas. Ancestral rules such as Fatuk Boson and Tara Bandu make people feel the area becomes a sacred place, so that they are alert to doing negative things against the environment. Many traditional rules were born from the ancestral culture of Fatuk Boson, one of which is the rule that forbids the eating/picking of the fruits of a garden's produce before the ritual offering by the traditional head to the ancestors. If a community member or visitor violates the rules, sanctions in the form of customary fines will be applied in accordance with the traditional rules of each region. We can conclude that this rule indirectly teaches us to be respectful and keep a balance, to return to nature when we take from nature, so that we protect nature and nature protects us. The Fatuk Boson and Tara Bandu established in the school are intended to educate communities and students to preserve culture from generation to generation. Establishing the Fatuk Boson and Tara Bandu has made students reluctant to litter in the school area, or to skip school, and has had a very positive impact on our students.

2. Salty Soil

Our school is located in a coastal area which causes the soil to have a high salt content so few plants can live. Our school was very barren, with no trees at all, so the school was not such a conducive and comfortable place for students' learning, especially with the climatic conditions of East



Timor, which are very hot. However, thanks to training from UNESCO on Green Schools, teachers and students gained knowledge on how to identify and plant tree species that are suitable for the soil conditions in this school. The results of this training were very satisfactory. Currently our school is full of green trees that can provide a lot of shade and fresh air and can directly support the teaching and learning process inside and outside the classroom.

3. 3R



Besides the above programs, our school also undertakes a program to collect organic and non-organic waste around students' homes and schools, which can be reused as learning instruments related to physics, chemistry, geography and other subjects. In addition, we also assemble waste such as mineral water bottles into ornamental ponds. This creativity not only adds to the beauty of the school, and improves students' skills, it also makes it easier for teachers to connect theories taught in class with daily life so that, for instance, it can be a lesson for students that when plastic waste is piled up in the soil, it can cause the soil to become infertile, and if dragged into the sea it can harm marine life. Our school also organizes students and the surrounding community to participate in reforestation activities on the coast, planting mangrove trees to preserve marine life and prevent sea water from entering residential areas. Through this action students can

understand the interrelationships and issues of sustainability between humans, animals and plants, in the present and in the future.

4. Fences

The Ministry of Education issued a regulation that every school is required to have a school garden to train and educate students in terms of responsibility and improve students' skills. Our school encountered many problems in implementing the program because animals (cows, pigs and goats) often damaged crops in the school garden, since the school did not have a school fence. Through cooperation between the school, parents and the surrounding community, we were able to overcome this problem by working together to build a fence around the school so that the school garden and school plants are secured and maintained.

B. St. Colegio de Laiola

1. School tradition



The Catholic High School of St. Laiola is a school run by Catholic priests and places great emphasis on discipline, cleanliness and tolerance. The school implements the Green School program in line with the traditions of the school, such as making students who were late coming to school plant saplings and water them every day until the trees have grown big. This is done in order to educate children to always be disciplined in time, and requires students to be responsible for the work that has been delegated to them.

2. Scholarships

The school of St. Laiola also provides opportunities for economically disadvantaged children from all communities without exception to get scholarships to attend the school. This is the school's way of facilitating underprivileged students to be able to enjoy a more decent education. In addition to this purpose, providing scholarships also has the purpose of inculcating a humanistic spirit in its students, so that in the future when they become leaders or more fortunate members of the community, they are more likely to make policies that are more pro-people and care more about life in the surrounding environment.

3. School commitment to zero plastic

The school's contribution to reducing plastic waste is accomplished by encouraging students not to bring plastic bottles, or lunch packages made of paper or Styrofoam boxes, because they cannot be decomposed by tillage. Thus, the solution is that every student is required to have a drinking bottle and a food basket that can be used repeatedly. This really helps our school to be free from plastic waste. In addition, our school applies a plastic waste recycling system that produces art placed outside the school, such as used plastic bottles redesigned as trash cans. Many students are even accustomed to shopping with traditional baskets to reduce the use of plastic bags.



4. Reforestation

One program that we routinely carry out to increase students' awareness of the importance of the natural environment around us is conducting reforestation activities in landslide-prone areas, in order to reduce erosion and help protect water sources.



C. Tecvoc School of Hospitality and Tourism

1. Water Problems



The government and NGOs initiate many programs related to Green Schools, including school gardens, but these programs ended up existing only on paper at our school because they could not be implemented due to water shortages. Water is the source of life for living things. This was a challenge for our school because our school did not have a water source.

Every problem has a solution, as was proven after our school submitted a proposal to the parents of the students to drill for water. We were able to get funds from the parents of the students and finally the drilling process was carried out. Currently, with the existence of a school water source, we can implement all programs properly, for instance, students majoring in hospitality can practice cooking and laundry activities. In addition, extra-curricular activities carried out by the school, such as school gardens, can be realized due to the availability of water in our school.

2. 3R

To familiarize students at school and in the community regarding cleanliness, our school implements the 3R program, installing trash bins with categories for organic and non-organic waste. After the organic waste is collected, the students store it in a large hole so that it decomposes before being used as fertilizer on plants that have been planted by students in the school garden. Meanwhile, non-organic waste is recycled as artistic items with economic value.

3. Social Service

School is a place for fostering students' character, mentality, and senses of discipline

and responsibility. It can change a person's character, and can encourage students to be more concerned with the natural surroundings. Therefore, the school initiated a hygiene program with activities such as cleaning tourist attractions and beaches, to make students more aware not to throw garbage or damage parks that have been made by the government.

D. EBC das Flores

Living Laboratory

The school garden is one of the programs implemented by this school to increase knowledge and skills about environmental conservation, climate change, and sustainable behavior. The school garden is used as a living laboratory that can be used by students to learn outside the classroom about the types and



benefits of plants directly so as to increase knowledge and understanding. In addition, the project has resulted in many trees being planted around the school, so changing the condition of the school. Through the school garden activities, students' knowledge has increased, and this knowledge can be transformed into concrete actions, so that there is a change in student behavior at school and in the community.

E. EBC 20 de Setembro Hatulia-Ermera

In order to improve the quality of education, we are committed to creating a conducive teaching and learning atmosphere by beautifying the school atmosphere both inside and outside the classroom, through in-class and extracurricular activities.



Activities undertaken to create a conducive learning environment for both teachers and students include school gardens and social service activities to maintain school cleanliness.

Previously our school garden was very dry without green trees due to the shortage of water, but with the assistance provided by Timor-Leste National Commission for UNESCO (TLNCU) to supply water from the mountains to our school, today, our school is filled with green trees and beautiful gardens.



In addition to the activities above, many activities are carried out to develop student creativity through handicrafts made by students. These include making traditional houses, making maps using plastic bags, making Timor Leste flags using chicken feathers, and making nameplates for each class made from wood.



F. ACHIEVEMENTS

The implementation of GCED and ESD in Timor-Leste has involved green school activities, which is focused on school gardens, planting vegetables, making small gardens in front of classrooms, and some creative activities such as reuse of trash. These activities were implemented in five schools in four districts, with the same activities. The initiative was led by Timor-Leste National Commission for UNESCO, and the period of these activities ran for one year, in 2019. There was commitment among school principals and teachers to take full responsibility for organizing students to run extracurricular activities in the schools, and the implementation of this program enhanced teacher knowledge and skills to implement all the extracurricular activities, in such a way as to let students to discuss the core conceptual dimension of GCED and ESD. The program also stimulated teachers' initiative and creativity to develop learning material for the students.

In addition to the five pilot schools, some public schools also implemented school gardens and other green school activities, but the outcome of these activities did not achieve the learning objective, as the implementation of the activities was limited to a single activity on green schools. It is therefore necessary to establish and improve a variety of activities on the core conceptual dimension of GCED and ESD, and implement these at every school level in Timor-Leste.

Timor-Leste National Commission for UNESCO (TLNCU) has been conducting teacher training prior to further implementation of GCED and ESD. TLNCU conducted an assessment and observation with some schools and selected 10 schools for ASPnet project implementation in four districts. These schools will become a pilot for ASPnet project implementation in Timor-Leste. The selection of the schools was based upon the commitment of the school principal and teachers. A training course will be conducted

focused on project activities for GCED and ESD, and targeted to school directors and teachers, so as to increase their knowledge and skills on how to implement the project in their respective schools.

IV. CONCLUSIONS, CHALLENGES AND RECOMMENDATIONS

A. CONCLUSIONS

- ① The success of ESD and GCED program implementation in schools depends on the leadership and managerial skill of the headmasters and good cooperation between responsible teachers and other teachers. Government agencies also have an important role in the success of the program by carrying out budgeting, monitoring and evaluation.
- ② Based on that reality, the GCED and ESD implementation in Timor Leste is still challenging and still needs a lot of efforts, to support the development of ASPnet and the Green School program through training, workshops, publications, campaigning, and other activities.

B. CHALLENGES

Under the Green School pilot project, school gardens were established in five schools of four districts. In conducting the pilot project, Timor-Leste national Commission for UNESCO faced some obstacles, including lack of budget, lack of commitment among some school principals and teachers to take responsibility for organizing students to run extracurricular activities in the respective schools, poor knowledge and skills of teachers to undertake the extracurricular activities, and poor conditions and facilities in the school environment.

C. RECOMMENDATIONS

- ① To contribute to the success of implementation of EDS and GCED, it is necessary to provide adequate funds to schools to incorporate the aspects mentioned in paragraph 2 below early into the pre-school curriculum.

- ② In implementing ESD and GCED, it is necessary to change societal knowledge and understanding, from local to global levels, incorporating human rights education, education for a culture of peace, education for non-violence, and intercultural education, in compliance with ESD and GCED, in order 1) to improve citizens' values, attitudes, knowledge, aptitude and ability to actively and responsibly participate in all dimensions of societal development at local, national and global levels, 2) promote a consciousness and understanding by citizens of the basic causes of multiple conflicts at the local, national and global levels of life, including the interconnection of global relationships with local and national realities; and 3) empower such active citizens to engage in personal and social action to build a peaceful, empathetic, affection, respectful, and sustainable world.

Viet Nam National Commission for UNESCO

Mr. Nguyễn Tuấn Khanh

Foreword

- I. General Information on ASPnet in Viet Nam
 - A. UNESCO's ASPnet background
 - B. UNESCO's ASPnet in Viet Nam
 - C. Research methodology
 - II. The Future of Education that ASPnet Communities Want
 - A. A visible, strengthened UNESCO ASPnet programme
 - B. A self-functioning ASPnet programme in Viet Nam
 - III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future
 - A. Influence of national policy
 - B. Management
 - IV. Suggestions
 - A. Restructure the ASPnet programme
 - B. Preparation and celebration of 70th anniversary of ASPnet establishment in 2023
-

Annexes

10

Foreword



I would like to express my sincere thanks to the Korean National Commission for UNESCO for proposing the 2021 joint case study project among national commissions for UNESCO in East and Southeast Asia.

This project comes at an auspicious time since 2021 marks the 75th anniversary of the United Nations Educational, Scientific and Cultural Organization (UNESCO). This year also marks the 45th year that Vietnam has been a member of UNESCO.

The 41st session of the General Conference of UNESCO will take place from 9 to 24 November 2021, and it will discuss important matters such as the UNESCO mid-term strategy of 2022-2029, UNESCO budget and programme 2022-2025, the global initiatives on Open Science, draft recommendation on the Ethics of Artificial Intelligence, the adoption of an International Day of Geoscience, and an International Day for Biosphere Reserves.

In the field of education, the 41st session of the General Conference will discuss the report on the Future of Education. In the context of our rapidly changing society and the ways of thinking and living, it is important to think about the role of education and the implementation of current UNESCO educational programs in Vietnam, and how those things will shape the future we want.

Vietnam joined ASPnet in 1993 and currently has 23 schools that are ASPnet members, mostly located in the northern part of Vietnam. Our report is a preliminary research analysis on the overall aspects of the ASPnet in Vietnam and contains four parts. The first part provides general information about the ASPnet programme, internationally and in Vietnam. The second part expresses the desire for a visible and strengthened ASPnet programme at the international level and a self-functioning ASPnet programme in Vietnam. The third part is about the two key challenges we have identified for the future we want for ASPnet, namely the influence of ASPnet on the national policy level and the management of its programme. The fourth part covers the proposals for restructuring the ASPnet programme, with entry and exit criteria to the network and for a celebration of the 70th anniversary ASPnet in 2023, aimed at creating new synergies.

I hope that this project will strengthen the cooperation among the Korean and Vietnamese national commissions for UNESCO, and together with other national commissions we will have the opportunity to exchange more about our shared experiences, lessons learned and participate in cooperative projects in fields related to UNESCO expertise in the region.

Mr. Nguyễn Tuấn Khanh

Researcher, Head of UNESCO Affairs Division
The Vietnamese National Commission for UNESCO

I.

GENERAL INFORMATION ON ASPNET IN VIET NAM

A. UNESCO's ASPnet background

The UNESCO Associated Schools Network (ASPnet) is a global network of schools which aims to use education to enable every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Founded in 1953, the UNESCO ASPnet is a global network of 11,500 educational institutions located in 182 countries, ranging from pre-schools, primary, secondary and vocational schools to teacher training institutions – together, they work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education.

In 2013, UNESCO established ASPnet Strategy 2014-2021, one of the outcomes of the International Forum, organized by the Republic of Korea, in Suwon under the theme “UNESCO ASPnet for Global Citizenship: Peace Education and Education for Sustainable Development.” This strategy recommended “global citizenship” as the main theme for ASPnet for the period 2014-2021.

The goal of ASPnet is to “aim to promote quality education in pursuit of peace and sustainable development”. Its objectives are: (i) to integrate GCE and ESD into the teaching and learning processes of ASPnet schools; (ii) to experiment with innovative approaches on GCE and ESD through ASPnet schools; (iii) to strengthen the sharing of information, experiences and good practices among ASPnet schools. Its modes of action are to organize training sessions and forums, to initiate new flagships projects, to innovate flagship projects, and to improve networking, management and communications. ASPnet is recognized as an effective tool for reaching target 4.7 on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) of Sustainable Development Goal 4 - Education 2030.

At the Asia-Pacific region level, currently there are more than 1,600 schools in 40 countries, with ASPnet schools in the region mainly operating programs related to Education for Sustainable Development. Currently the largest and most active networks in the region are in Korea and Japan.

B. UNESCO's ASPnet in Viet Nam

In Vietnam, ASPnet was founded in 1993 with four member schools. As of 2002, there

were 21 member schools, and today there are now 23 member schools: 4 pre-schools, 9 primary schools, 7 secondary schools, 2 high schools, 1 training institution. Eighteen member schools are located in Hanoi City, four are in Quang Ninh province, and one is in Hoa Binh province. All are located in the northern part of Vietnam.

The ASPnet Vietnam's activities are associated with the deployment of research and understanding on the culture of peace, participating in international competitions and exchanges with regional and international ASPnet networks.

When it was established in 1995, the Institute of Educational Sciences of Vietnam (which belongs to the Ministry of Education and Training of Vietnam) was assigned the task of being the focal agency of ASPnet. The initial period of ASPnet's operations was associated with the implementation of a culture of peace with a series of exciting activities: (i) the organizing of national seminars, such as the Conference on Education on Human Values and International Education (December 1995), National Workshop on Peace Education (August 1998), and the Workshop on Implementing Peace Culture Education into School Curricula (December 2001); (ii) the organizing of and participation in national and international drawing and writing competitions; (iii) the organizing of and participation in exchanges and cooperation activities with regional networks such as with ASPnet affiliated schools in Korea (2002).

In 2002, a meeting to evaluate Vietnam's ASPnet activities was organized by the Vietnamese National Commission for UNESCO, in collaboration with the Sub-Committee on Education (Department of International Cooperation, Ministry of Education) and the Institute of Educational Sciences of Vietnam, towards the 50th anniversary of ASPnet (1953-2003). The meeting made a number of recommendations to UNESCO: expanding the network to many provinces and cities throughout the country and strengthening the provision of projects so that schools are better able to implement UNESCO's ideas.

The Secretariat of the Vietnamese National Commission for UNESCO still maintained the function of being the focal point, continuing to carry out ASPnet activities: (i) Proposing to retransfer the national focal point to the Vietnamese National Commission for UNESCO; (ii) Organizing a number of joint activities in the national network such as: implementing a project to promote intangible cultural heritage education in secondary schools and organizing Tuong art performances in some schools in the national network; (iii) Coordinating participation in activities and contests launched by UNESCO: participating in the online forum "Education quality with the end of separate education" (April 2008); participating in essay writing contests (2008), a mural painting contest "ESD Mural Contest and painting exhibition – One world united through art" in Thailand (2008); participating in a photography competition to promote gender equality in education in the Asia-Pacific region (2009).

In 2016, the President of the Vietnamese National Commission for UNESCO, Deputy Minister of Foreign Affairs Le Hoai Trung, approved a project to strengthen the ASPnet network and Deputy Minister of Education and Training Bui Van Ga decided to assign the Department of Education and Student Affairs, in the Ministry of Education and Training, to act as the ASPnet National Focal Point.

In December 2018, the ASPnet Vietnam Network Consolidation Workshop was held to promote and improve the operational quality of the ASPnet network in Vietnam, learn from regional network experiences and neighboring countries, evaluate and propose the future direction of ASPnet Vietnam and transfer the position of National Network Coordinator from the Secretariat of the Vietnam National Commission for UNESCO to the Ministry of Education and Training.

ASPnet's action plan for the period 2018-2020 was established in Viet Nam and an Operational Guidelines of ASPnet of Vietnam was developed.

C. Research Methodology

- ① Collected key documents about education policy and ASPnet in Vietnam.
- ② Interviewed key stakeholders (Department of Education and Student Affairs, Department of International Cooperation, Ministry of Education and Training, the Vietnamese National Commission for UNESCO, ASPnet focal point team in Vietnam)
- ③ Discussed with research unit.

II. The Future of Education that ASPnet Communities Want

A. A visible, strengthened UNESCO ASPnet programme

The UNESCO ASPnet programme is a global network and operates on a large scale, so it needs to be more visible in the future of education.

In terms of the **organization of the programme** itself, since it is a global network with 1,500 ASPnet member schools in 182 countries, management of the whole structure is a challenging task. To be successful, the influence and recognition of the programme by

every stakeholder, especially at the national level, need to be properly invested in, as the ASPnet is often not sufficiently known or understood beyond the network.

In terms of **governance**, the ASPnet programme should be more supported by State Members. The future concept of the ASPnet programme needs to be discussed as one of the items of the agenda at the session of Executive board of UNESCO. Not every State Member know about this programme since it is complex and there are quite a large number of programmes and activities in the different fields of culture, education, science at UNESCO. Furthermore, the rotation of staff in the Permanent delegations to UNESCO is very high. It is sometimes difficult to catch all the programmes and ideas of the organization. Therefore, it is important that State Members be able to know, understand and react to the future of this programme. It is also needed for State Members to be able to appropriate the added value of this programme in a way will engage State Members, so they can adopt the entire concept at the national policy level, otherwise it won't be visible.

The programme's **visibility** can be strengthened by improving the presentation of the ASPnet programme on the webpage. It is difficult to find the information on the website because the secretariat puts information about sessions by the Secretariat of ASPnet programmes in the electoral groups meetings at UNESCO Headquarters. For example, the Asia-Pacific group (ASPAC) and ASEAN group to UNESCO meetings organized every month in Paris. Through exchanges of information between the ASPnet international coordinator and the Asia-Pacific delegation's representatives, the ASPnet programme could be more visible. At the country level, online training programmes for leaders, policy decision makers, teachers and parents can be organized from Headquarters to raise awareness among all the stakeholders who decide, implement or are the beneficiaries of the added value of the programme. This would contribute to building the network identity and establishing a strong connection among the ASPnet community and UNESCO, policy decision makers, schools and parents in order to ensure the cohesion of the network.

B. A self-functioning ASPnet programme in Viet Nam

An excellent UNESCO-Viet Nam relationship as a basis and education in a priority

Vietnam attaches great importance to the role and noble mission of UNESCO – a specialized UN organization related to sustainable development. It also advocates intellectual cooperation as the laboratory of ideas and issues many initiatives in the fields of education, culture, natural and social sciences, information and communication. The organization contributes to achieving development goals and acts on the basis of the interests of its member states; at the same time, it promotes dialogue and cooperation among countries, contributing to the protection of sustainable peace and development globally.

Vietnam joined UNESCO soon after its national reunification in July 1976. In 1977, Vietnam established the Vietnamese National Commission for UNESCO to coordinate cooperation with UNESCO. Since that time, UNESCO has always accompanied Vietnam, from the post-war recovery process to participating in the world integration process and made practical contributions to the construction and development of the country.

The cooperative relationship with UNESCO over the last 40 years has been successful. Viet Nam has now 44 UNESCO designations in various fields of World Heritage, Intangible Cultural Heritage, Memory Heritage, Man and the Biosphere Reserves, Global Geoparks, Creative Cities, and Learning Cities. In 2016, cultural diplomacy was identified as one of the three pillars of Vietnam's diplomacy in which UNESCO is one of its important partners. Vietnam has been member of the UNESCO Executive Board 3 times (2011-2015, 2015-2019) and this year Vietnam is currently a candidate of this board for the period 2021-2025; to the World Heritage Committee for the period 2013-2017; and the Intergovernmental Committee for the Safeguarding of Intangible Heritage for the period 2022-2026.

The Vietnam National Commission for UNESCO functions based on the decision N. 194/QĐ-TTCT dated 2011. The chairmanship is assumed by the Vice Minister of Foreign Affairs, the vice-chairmanship is assumed by vice-chair of five ministries of culture, education, science, communication and information. It also has five corresponding sub-committees.

The Education sub-committee has stepped up cooperation with UNESCO on many specific activities to implement the policy of fundamental and comprehensive reform of education in Viet Nam towards modernization, regional and international integration and towards building a learning, inclusive, creative and sustainable society.

ASPnet is one of the priorities for Vietnam, in a cooperative relationship with UNESCO, especially since Vietnam adopted the Delivering as One initiative in 2006 with the One UN¹ approach for greater harmonization and impact on UN operations in Viet Nam. In addition, Vietnam aims for the realization of the implementation of the SDG 4 on Quality Education. The Vietnamese National Commission for UNESCO works with its sub-committee, the Department of International Cooperation at the Ministry of Education and Training of Vietnam, to do follow-up on education cooperation activities with UNESCO. The main division that is responsible for ASPnet is the Department of Education and Student Affairs, Ministry of Education and Training.

1 Viet Nam works with the UN in accelerating SDG achievements and other national development priorities in four strategic areas: Investing in People; Ensuring climate resilience and environmental sustainability; Fostering prosperity and partnership; and Promoting justice, peace and inclusive governance. The One Strategic Plan 2017-2021 is the 3rd generation of UN Development Assistance Framework (UNDAF) focusing on SDG implementation and representing the programmatic and operational framework for delivering UN support in Viet Nam.

We want an ASPnet in Viet Nam strengthened and active

The Vietnamese National Commission for UNESCO would like to strengthen and promote the operation of the ASPnet in Vietnam. The excellent relationship between UNESCO and Vietnam is a good basis to enhance its cooperation, especially for education matters. Furthermore, 2021 is a good time to renew our energies in this area since Vietnam instituted a new government in July 2021 and has a new leader in the Ministry of Education and Training. UNESCO and Vietnam are currently reviewing the Memorandum of Understanding for the new period of 2021-2025. Vietnam is also a candidate for the Executive Board of the governing body of UNESCO for the 2021-2025 term. The UNESCO Hanoi office has a new representative and 2022 will be the 50th anniversary of the ASPnet programme.

First of all, from the perspective of the Secretariat of the Vietnamese National Commission for UNESCO, it is necessary for all stakeholders to (i) know and understand the whole concept of the ASPnet and to advocate for ASPnet content with the national curriculum content; (ii) to mobilize the participation of relevant ministries and institutes, along with member schools in the ASPnet in Viet Nam, UNESCO Hanoi Office, and the new leading members to ASPnet; (iii) in addition, it is necessary to have support from donors, the private sector and private schools with high reputations to join the Network and to create new synergies. Most importantly, we need the involvement of schools and teachers and students in the new context of Covid.

By working with the ASPnet international focal point in Paris and the focal points of other national commissions for UNESCO, the Secretariat of the Vietnamese National Commission for UNESCO has envisaged expected results as follows: (i) raising awareness of the necessity of operating ASPnet activities in Education; (ii) promoting interest to join the ASPnet by new schools (at least 2 new schools); (iii) re-energizing the ASPnet network in Vietnam with key persons being in charge of ASPnet programs; (iv) exchanging and sharing experiences, good practices and lessons from other countries; (v) building a network among regional countries; (vi) providing journalists information about ASPnet and, through those journalists, raising awareness within Vietnamese society about ASPnet.

In order to strengthen the ASP network in Vietnam, consideration should be given to following issues:

- *Admitting new, active member schools* to the network using clear criteria (active, committed), demonstrating the advantages in participating in the network. It is important to ensure that the schools that are members of the network are willing and able to participate in ASPnet activities and maintain continuity and cohesion in the network, continuously participating in the activities of the national network, regularly reporting to

the Coordinating Committee, etc. At the same time, we need to raise general awareness of UNESCO and ASPnet, with contributions from the schools in Vietnam;

- *Admitting schools from other places in Vietnam.* Currently, the network only includes schools in the north, mainly in Hanoi, and most of the schools at the pre-school and primary school level. It is necessary to expand the network to other regions and provinces across the country, giving priority to schools in the central and southern regions, especially localities with a UNESCO presence to facilitate management and coherence between ASPnet and UNESCO programmes. Priority should be given to admission to more upper secondary schools and vocational schools.
- *Establish and strengthen a mechanism for the close cooperation and coordination in ASPnet activities between the parties:* (i) ASPnet Vietnam National Coordinating Board, National Coordinator, the Vietnam national commission for UNESCO, Ministry of Education and Training and UNESCO Office Hanoi; (ii) Implement operational strategies for regional and international ASPnet, increasing the inclusion of contents about international education, intercultural learning, education for sustainable development, etc. into ASPnet programmes; (iii) Continue to participate in seminars, conferences, and writing/drawing activities associated with UNESCO; (iv) Organize and encourage initiatives to organize exchanges and twinning between schools in the network and schools outside the network nationwide; (v) Establish a close communication system between schools in the network via the internet, such as through websites or social networks, for the schools to exchange and regularly update activities related to the national ASPnet in the country and the world; (vi) Strengthen cooperation and exchanges with ASPnet schools in the region and internationally in order to take advantage of more external help for Vietnamese education in general and ASPnet Vietnam in particular.

Proposal of concrete activities, project of the Secretariat of the Vietnamese national commission for UNESCO Vietnam:

- Better *coordinate with the national focal point of ASPnet Vietnam*, the Department of Education and Training, to issue the Vietnam ASPnet Handbook, to establish the ASPnet National Coordinating Committee and to develop regulations and operational plans in order to manage the network more effectively.
- *Building an ASPnet website* and coordinate with schools in the network to organize intra-network exchanges, to learn about international ASPnet activities and UNESCO's Education programme.
- Continue to *act as a liaison* between the Vietnamese National Commission for UNESCO

and the Ministry of Education and Training, local departments and schools, between UNESCO Education programmes and activities regarding the expansion and operation of the ASPnet school network in Vietnam.

III. Current Challenges that the ASPnet Encounters in Realizing the Desired Future

A. Influence of national policy

Despite many efforts made by the Ministry of Education and Training and the Vietnamese National Commission for UNESCO and other institutions, the ASPnet in Vietnam is not very active. Several reasons can explain this situation. First of all, the place of this programme at the national level is limited as it is not a mandatory programme. Teachers are not assigned to implement ASPnet activities or curriculum content in class. Additionally, the formal curriculum is already quite heavy in Vietnam with many activities in and outside of schools. Therefore, students have limited time to absorb additional educational contents. Plus, given the challenges presented by Covid, which has forced curricula to teach only the most essential parts, ASPnet has found it even more difficult to find a role. Some ASPnet activities are just short events or activities that are not in a regular framework, further limiting their impact and visibility.

B. Management

Since the ASPnet foundation in Vietnam, there have been many changes in the establishment of the focal point and persons in charge of ASPnet issues across relevant institutions. For instance, many schools do not have a person in charge of ASPnet. Furthermore, due to limited capacity of English, the schools belonging to the ASPnet network in Vietnam often cannot get information about ASPnet's international and regional activities — many lack even basic knowledge about UNESCO and ASPnet.

Furthermore, ASPnet in Vietnam currently has no operational or sponsorship funding to function correctly. UNESCO's activities and competitions in the framework of the ASPnet programme for students and teachers are mostly voluntary. Therefore, schools rarely actively participate, even when the Secretariat sends a written request to participate. Schools participate to events only when they have support and the right conditions.

IV. Suggestions

A. Restructure the ASPnet programme

i. Secretariat of UNESCO in Paris

ii. Purpose:

- Enhance the visibility of its programme and create new synergies to gain influence at the policy level by informing UNESCO governing bodies (Executive Board, General Conference, UNESCO Commission on Education), to get more attention from the States Parties.
- Revise and promote the clear advantages of becoming new members of ASPnet.
- Strengthen and consolidate the criteria for becoming a new member of ASPnet and set up criteria for exiting ASPnet. This exit mechanism is important because it encourages members to be responsible and to participate actively.
- Build up a new strategy for the ASPnet program, including partnerships and mobilizing funds for the programme.

iii. Time: 2022-2023

iv. Approach:

- 2022: preparation for this restructuring, building a new strategy for the ASPnet programme in consultation with members states, and propose items for discussion at the Executive Board session.
- 2023: adoption at 42nd session the General conference.

B. Preparation and celebration of 70th anniversary of ASPnet establishment in 2023

i. Secretariat of UNESCO in Paris or key active Member States of the ASPnet

ii. Purpose:

- Raise awareness about the ASPnet programme and enhance visibility
- Building capacity for key stakeholders in the ASPnet community
- Revitalize the ASPnet community.

iii. Time: 2022-2023

iv. Approach:

- In 2021, the international coordinator can start to talk about preparations and celebrations for the 70th anniversary of the ASPnet foundation in 2023.
- January to June 2022: draft proposal of preparation for the celebration of the 70th anniversary of the ASPnet foundation in 2023; consultation with States Members to contribute to the proposal; find key Member States that are active on this item; proposal of this item for discussion at the Spring session of the Executive Board of UNESCO.
- October 2022: finalize celebration activities of ASPnet for 2023.
- January to November 2023: implementation of activities (seminars, educational activities for the ASPnet community both at the international level and national level)
- At the 42nd General Conference: key item for discussion at the Education Commission and presentation of a report on the activities implemented during the 2023 celebration year.

Annexes

Annex I: List of ASPnet in Viet Nam

Pre-primary (4)

Dong Da Kindergarten

Hoa Sen Kindergarten

Hoa Mi Kindergarten

Tuoi Tho Kindergarten

Primary (9)

Chu Van An Primary School

Doan Thi Diem Private Primary School

Hoang Dieu Primary School

La Thanh Primary School

Nhan Chinh Primary School

Tay Son Primary School

Thang Long Primary School

Tran Hung Dao Primary School

Tran Quoc Toan Primary School

Secondary (9)

Bai Chay II Lower Secondary School

Be Van Dan Lower Secondary School

Binh Minh Private Secondary School

Cao Son Lower Secondary School

Ha Long Specialised Secondary School

Kim Dong Lower Secondary School

Ngo Si Lien Lower Secondary School

Tay Son Lower Secondary School

Thinh Quang Lower Secondary School

Teacher Training Institution (1)

Le Duan Pioneer Cadre Training School

Annex II: Interview: Staff of the Vietnamese National Commission for UNESCO; ASPnet national coordinator team - Department of Education and Student Affairs, Department of International Cooperation, Ministry of Education and Training.

Question 1: What are the biggest challenges of the ASPnet in Vietnam ?

Mr Doan Quang Dung: The overall implementation of the ASPnet program from the Secretariat of ASPnet in Paris to the national implementation.

Ms Nguyen Thanh Hương: Budget is the biggest issue of the whole programme. Another challenge is the non-mandatory aspect of the UNESCO ASPnet programme which is difficult to integrate in the current and formal education programme.

Ms Nguyen Thanh Nga: The ASPnet in Vietnam is not so active due to the fact there is a lack of animation of the network and its only on the voluntary basis.

Question 2: How do you think you can improve the ASPnet implementation in Vietnam ?

Ms Nguyen Thanh Hương: If there is no budget for the ASPnet programme, at least, we need to set up a clear criteria to become member of the ASPnet programme. Furthermore, or at least we will need to have a logo of ASPnet programme for the member of ASPnet on the education programme or on the website of their schools so that logo can help the schools to have a better visibility of the school and its programme.

Mr Doan Quang Dung: It is important to show to the members of the ASPnet the clear advantages when becoming members of the network.

Ms Nguyen Thanh Nga: We will need to work on the visibility of the ASPnet programme and do something for the 70th anniversary of its establishment in 2023.

2021 JOINT CASE STUDY REPORT ON THE FUTURES OF EDUCATION

**The Futures of Education that We Want:
From the Perspectives of the ASPnet Communities in
10 Countries in East and Southeast Asia**

First published in December 2021 by
the Korean National Commission for UNESCO

Authors

H.E. MOK Sarom, Mr. KEO Bora Cambodian National Commission for UNESCO
Dr. Ananto Kusuma Seta Indonesian National Commission for UNESCO
Dr. Jihyang LEE Korean National Commission for UNESCO
Dr. Itthida Gnangnouvong | Mr. Vongvilay Sounthavong Lao National Commission for UNESCO
Ms. Munkhdelger Urnaa Mongolian National Commission for UNESCO
Dr. Kyi Shwin | Ms. Aye Sandar Tun | Ms. Mya Ei Ei Myanmar National Commission for UNESCO
Ms. Joana Rizza Bagano-Nuque Philippine National Commission for UNESCO
Ms. Duriya Amatavivat | Mrs. Kanittha Hanirattisai Thai National Commission for UNESCO
Mr. Francisco Barreto Timor-Leste National Commission for UNESCO
Mr. Nguyễn Tuấn Khanh Viet Nam National Commission for UNESCO

Publisher

HAN, Kyung Koo Secretary-General of the Korean National Commission for UNESCO

Editors

Sarah Jane KIM | Mark James Russell
Hyunsook SEO | Yung Yun PAIK

Design

SUKHA DESIGN

Address

UNESCO House, 26 Myeongdong-gil (UNESCO Road),
Jung-gu, Seoul 04536, Republic of Korea

Telephone

+82-2-6958-4182

Email

kocom@unesco.or.kr

Website

www.unesco.or.kr

© Korean National Commission for UNESCO

KNCU Registration No. IR-2021-RR-2
ISBN 9791190615327(05370)

The authors are responsible for the choice and presentation of
the facts contained in this publication and for the opinions expressed therein,
which are not necessarily those of the Korean National Commission for
UNESCO or the Ministry of Education of the Republic of Korea.

No part of this publication may be reproduced or transmitted in
any format or by any means without the written permission of
the Korean National Commission for UNESCO.



Korean
National Commission
for UNESCO



교육부
Ministry of
Education