
Evaluation of the UNESCO-Associated Schools Project Network (ASPNet) in Teacher Education Institutions in the Philippines*

*Lolita H. Nava, Jesus A. Ochave, Rene C. Romero,
Rita B. Ruscoe and Ronald Allan S. Mabunga***

Rationale and Background

In preparation for the UNESCO ASPNet 50th Anniversary in 2003, a Global Review on the UNESCO ASPnet was conducted by a team of independent external evaluators from the Center for International Education and Research School of Education, University of Birmingham, United Kingdom in cooperation with UNESCO. The aforesaid study sought to:

1. reinforce ASPnet's role in the 21st century particularly to improve the quality of education;
2. strengthen the four pillars of learning as advocated by the International Commission on Education; and
3. elaborate an ASPnet Medium-Term Strategy and the Plan of Action 2004-2008.

* Paper presented at the 9th UNESCO-APEID International Conference on Education "Educational Innovations for Development in Asia and the Pacific", Shanghai, China, November 4-7, 2003. Dr. Lolita H. Nava and Prof. Ronald Allan S. Mabunga were the presenters.

**on study leave

An integral part of the review was a special study – "Challenges Facing Formal Education at the Dawn of the 21st Century and the Enhanced Role of the UNESCO Associated Schools Project Network in Meeting Them" conducted by invited Faculties of Education/Teacher Training Institutions. The results of the study were discussed in the International Congress of Associated Schools Project Network in Auckland, New Zealand in August 2003.

The UNESCO ASPnet based in Paris, France had invited the Philippine Normal University of Manila to collaborate and conduct a National Review of UNESCO ASPnet in the Philippines. After forming a research team from PNU, and holding a series of meetings and consultations, it was decided that a conference involving 12 Teacher Education Institutions (TEIs) active in ASPnet would present papers and explore recommendations through focus discussion. Dubbed as "UNESCO-ASPNet STAKEHOLDER'S FORUM", it was held from March 11-12, 2003 at the Library Conference Room, Philippine Normal University.

In conducting the review, due attention was paid to three main documents: i) ASPNet Practical Manual; ii) Dakar Framework for Action - Education For All and in particular goal number six concerning quality education and the regional strategy included in this document concerning the region; and iii) the Report of the International Commission on Education for the 21st Century.

ASPNet in the Philippines: An Overview

First Two Decades (1955-75)

The Philippines joined the Associated Schools Project in 1955 with 4 pilot secondary schools. The early activities were derived from the annual report of Dr. L. Señora of Department of Education who had administered the national program in the 1960s and 70s. The first activity appearing in the

literature used for this study is the First National Work-conference about this project in 1964 which prepared prototype instructional materials on world understanding, development, cooperation and peaceful learning. Since then this meeting has been regularized.

A 1980 report indicated that Associated Schools in the Philippines numbered about 246, as of the same year although not all were active. While no definite member could be ascertained (there was no annual report in the turnover of coordination) membership was close to 200 schools. It might possibly have included the schools which had UNESCO Clubs, but not officially a member of the project. However, it was ascertained that a number of Associated Schools in the country existed at this time, the reason being that another report of the similar time claimed that there were so many schools applying for the project that those demands had to be resisted (Stacy and Omari, 1981). One of the issues in handling the project around this time was how to balance the number of member schools between available resources and capabilities and a lot of schools which wanted to apply for the project. The German model was adopted to allow for short screening of schools before finally being accepted.

Activities in the mid 1980s: Instilling a Global Perspective in Education

Most national conferences and seminars of the Associated Schools included the preparation of instructional materials. In-house reviews and trialling of the materials were undertaken to ensure that they were free from elements liable to give rise to misunderstanding, mistrust or contempt with regard to other ethnic communities and peoples. A set of materials entitled, Global Community Education: A Philippine Model was appropriately acknowledged in an international conference held in Norway.

The Philippines had been involved in carrying out an experiment related to teaching and learning about three selected world problems - disarmament, a new international economic order and human rights. To these was added the issue on apartheid. Three secondary schools were involved in the experiment. Exemplary teaching-learning units on world concerns for primary, secondary and teacher education were trialled in selected Associated Schools.

Some Associated Schools had established a student exchange program with Japan, but the Philippines had been visited by UNESCO Clubs and association members from Japan, Bangladesh, India, Indonesia, Tanzania and Switzerland.

Late 1980s: Nurturing Peace and Human Rights

The Marcos dictatorship was overthrown in a bloodless revolution called *people power* in 1986. Democratic government took office, but was still in a fragile state. Internal struggle was fought on several fronts. All these factors led to the revival of the Associated Schools Project in the Philippines in the late 1980s. It was also against the backdrop of military coup, rising criminality, television programs and other media presentations sensationalizing a culture of violence. Integration of values in all levels of education system by the government around this time also gave impetus to the revival of the project. Revived UNESCO Clubs were supported by the Philippine Council for Peace and Global Education (PCPGE).

Dr. Lourdes R. Quisumbing, designated Secretary-General of UNACOM in 1988, described the activities of two Associated Schools in this period. They conducted a number of peace building activities for teachers and students of the Jose Abad Santos Memorial School in Quezon City and the Philippine Women's University High School in Manila, as reported in a paper on "Peace and Tolerance in Philippine Schools" read in Portugal.

These schools had introduced peace-building activities in their co-curricular and non-formal programme as well as in the subjects and lesson of their formal curriculum for development of values, attitudes and skills necessary for peaceful and tolerant behavior. In involving the wider community in their peace efforts they realized the need for cooperation and support in building a culture of peace in the school and in the community. It was a school-based pilot program on peace education initiated in 1988, typifying early efforts for peace where children participation took center stage.

Initial success of projects in the two schools led to more expanded and organized efforts through Children and Peace Philippines. Government agencies and non-governmental organizations both here and abroad were drawn into the movement forming linkages with established peace organizations.

The two ASP schools had integrated the core values of peace in the curriculum and in their co-curricular activities. For their continuing peace efforts, they were nominated to the Aurora Aragon Peace Awards in 1994. The schools were also visited by the UNESCO-ASP delegates in 1992 and by the Korean ASP coordinators in August 1994.

Coordination of ASPNet Activities in the 1990s

Toward the 1990s the efforts to revive the UNESCO Associated Schools Project were reinforced by the Education Committee of the UNESCO National Commission of the Philippines. In 1991 after preparing and identifying public and private schools to be invited nationwide, it organized the National Conference of UNESCO Associated Schools Coordinators on 17-28 May 1991 in Manila.

The objectives of the conference, among others, were to revive the Associated Schools Project (ASP) and to strengthen

linkages among the network system established by the UNESCO National Commission. It also aimed at reorienting coordinators and administrators of UNESCO Associated Schools on UNESCO's new thrusts and program in the 90s.

As one of the concrete measures to revive the ASP, the meeting agreed to create an administrative structure to oversee implementation of the Associated Schools Project and UNESCO Clubs in the Philippines in close coordination with the Department of Education (DepEd), and the Commission on Higher Education (CHED). Regional coordination for Asia Pacific was made through UNESCO PROAP in Bangkok with Dr. Madam Valai and Dr. Zhou Nanzhao as regional coordinators.

The geography of the country represents a challenge to national coordination of the Associated Schools Projects. The Philippines has tried to solve this problem by regionalizing a certain amount of supervision and coordination and by designating responsible persons among the staff of the regional offices of the Ministry of Education and Culture and Sports (MECS), now Department of Education.

From time to time, the MECS has issued policies relating to (i) encouragement of schools to join the project: and (ii) participation in the celebration of important events and occasions through various projects and activities.

ASPnet Membership as of June 2003*

	PUBLIC	PRIVATE	TOTAL
PRE-SCHOOL	30	25	55
ELEMENTARY	113	70	183
SECONDARY	102	90	192
TERTIARY (including teacher training)	45	40	85
TOTAL	290	225	515

The dramatic increase of membership is due largely in the involvement of students and teachers in celebrating international dates encompassing many non-associated schools that mostly set up UNESCO clubs under the same umbrella. They also actively participate in activities for education for peace, intercultural understanding and sustainable development to similar extent as those official associated schools and celebrate international days. In 2002, “International Year for a Culture of Peace”, many schools joined ASPnet where a national signature campaign for the Peace Manifesto was vigorously pursued. A detailed description of 12 selected schools nationwide was reported by Prof. Rene Romero in a Monograph dated January 2002 and subsequently printed by the HURIGHTS Journal in Osaka, Japan.

To strengthen the national network, the National Federation of ASP in the Philippines was formed. To work closely with the World Federation UNESCO Clubs and Associations based in Japan. The National Coordinator (Prof. Rene C. Romero) was invited by Bangladesh to describe the partnership of UNESCO ASPnet with UNESCO Clubs, both partners in pursuing UNESCO’s ideals. The National Federation of UNESCO Clubs and Associated Schools was established in 1981 to provide one major policy-making body for all of these participating institutions to help in promoting world understanding, cooperation and peace through education, science and culture (Philippine Associated Schools Project, 1997). Through active involvement in building a culture of peace, participation in various international conferences, peace camps, contests, Elizabeth Khawajkie has cited the Philippines as a model/showcase of national networking of schools in the national level.

Objectives of Evaluation

This study has three main objectives:

1. To evaluate the effectiveness of the UNESCO Associated Schools Project Network (ASPnet) in Teacher Education Institutions in terms of their:
 - a. present programs and projects
 - b. future plans

2. To identify the main challenges facing the educational system in the Philippines based on the experiences of the UNESCO-ASPnet Teacher Education Institutions as regards:
 - a. Goal six (quality education) of the Dakar Framework for Action on Education For All (EFA)
 - b. The regional Framework for Action in the Asia-Pacific Region
 - c. The Four Pillars of Learning for the 21st century formulated by UNESCO International Commission on Education for the 21st Century.

3. To draw out implications/recommendations for UNESCO to further enhance the role of the UNESCO-ASPnet in the Philippines as to:
 - a. policies
 - b. directions
 - c. flagship projects

Evaluation Model Used: (The A-B-C-D Model)

The original A-B-C-D Model developed by Ochave (1993) was intended to evaluate teacher education program effectiveness viewed in three facets: 1) material inputs of the program; 2) effects on the trainees/students including relayed

effects on the school children of the program; 3) impact on the educational system and society.

Ochave believes that the model is characteristically simple, comprehensive, efficient and flexible among others, while it resembles some of the more comprehensible and relevant features of traditional and classical models of evaluation like those of Stufflebeam's "CIPP Model" Stake's "Countenance of Educational Evaluation", Scriven's Formative and Summative Evaluation" and Provus' Discrepancy Model". Attributes familiar to the processes of accreditation and those of naturalistic evaluation are at times manifested by the A-B-C-D Model. The model, at the option of the user, may even encourage the use of metaphors, if only to gain better understanding of the teacher education program effectiveness.

The model is simple enough to be understood by a novice in evaluation, its components and concepts employed are familiar to practitioners in education; it is comprehensive enough, as it includes a panorama of any teacher education program, and flexible enough to allow the evaluator to evaluate aspects of the program which bears on its effectiveness. Its efficiency lies in allowing evaluators to trace causal factors that explain program effects without necessarily going through a mass of other data and details. Its validity lies in what the evaluator considers acceptable evidence of evaluative data.

The A-B-C-D Model has four components. These are A - the students; B - the programs and operations; C - the effects and D - the social impact. The A-component, (students), affects the B - component, (the nature of programs), the C - component, (the effects) and D - component, (the impact). What students are intended for the program? How do actual students compare with the program? The B - component, (program) has at least seven minor components, which are: 1) curriculum and instruction; 2) faculty; 3) physical facilities; 4) library; 5) research and laboratory for teaching; 6) administration; and 7) linkage with, and service to, other

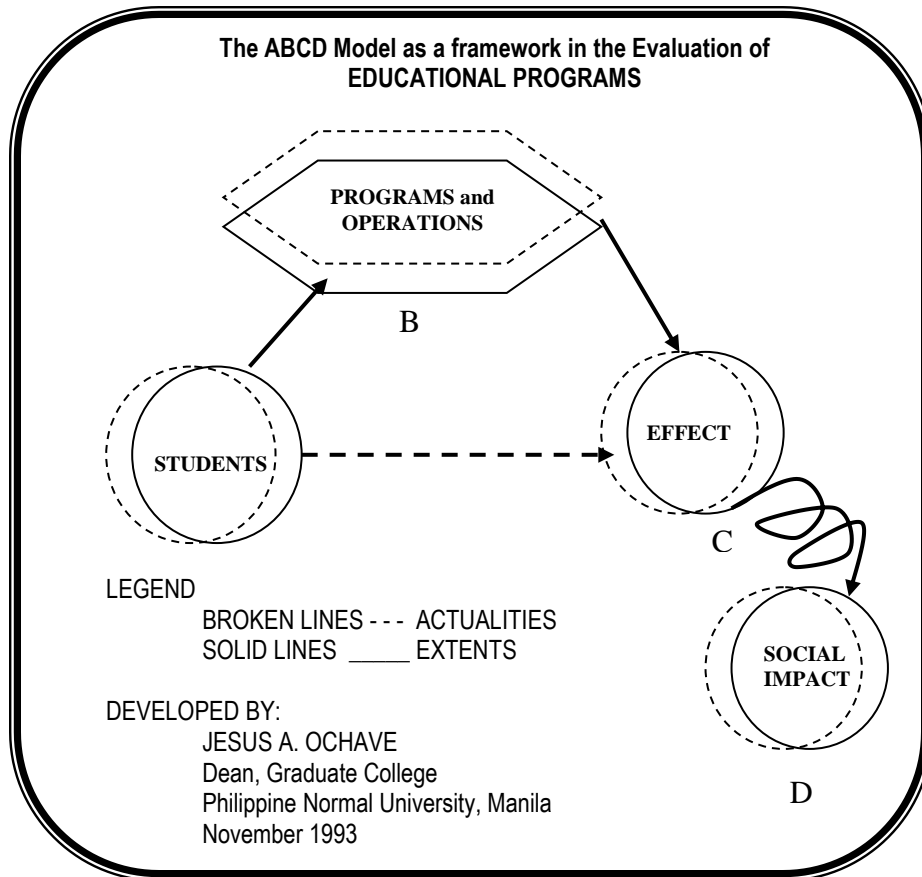
institutions and community. The C-component, (effects) are more personal to the graduates and are sometimes at the construct level. Are they better persons? Are they competent teachers? The D-component (social impact) appears more remote and probably lasting. It includes socio-cultural transformations partly traceable to the program. Indicators have to be identified. Generally, it includes contributions of graduates to human welfare and socio-community betterment. Social impacts as intended are visions of the program; the intended effects are stated goals/objectives of the program.

Each of these four major components has two dimensions interfacing each other. These are the dimensions of "intents" or plans, and the dimension of "actualities" or observations of what actually happens or what is available. The gap between intents and actualities whether on A, B, (or in its many minor facets/aspects), C or D defines positive evaluation. The bigger the magnitude of the gap between actualities and intents, the less positive is the evaluation, the lesser the gap, the better. Whatever the case, gaps explain nature of effects and impact. Precisely these data on discrepancies between intents and actualities are useful in making decisions on whether the program is effective or will be effective.

More importantly, data on gaps are useful to the management of educational programs. While programs are still in the fluid state, their major and minor components could be: 1) realigned to be consistent with desired states, or 2) continued, even 3) phased out.

Vectors are directions flows of arrows from students to both programs and effects, from programs to effect and thereon from effects to social impact. The vectors should determine the nature and magnitude of impact of an earlier component to the next. This suggests that the effects and impact of teacher education program evaluation depend largely on the fitness or consistency between the "intended program" and the "actual program" and the "intended students" and the "actual students." (See Exhibit A Schematic Diagram)

Exhibit A
Schematic Diagram of the A-B-C-D Model



The A-B-C-D model was applied as framework for evaluating the effectiveness of the projects/programs of the ASPnet members particularly the Teacher Education Institutions (TEIs) involved in the study.

It was deemed appropriate to use the model so that projects of each TEI could be evaluated along the four components: 1) the beneficiaries /clientele; 2) the program and operations; 3) the effects; and 4) social impact. Data on intents and actualities would be compared in terms of consistencies/discrepancies. The discrepancies or gaps would be indicators for improvement. The areas of concern/intents of Goal Six (quality education) of the Dakar Framework for Action on Education for All (EFA); the Regional framework for Action in the Asia-Pacific Region; and the Four Pillars of Learning for the 21st. Century by UNESCO International Commission on Education on Education for the 21st Century would serve as bases for identifying the challenges to be addressed. From these identified gaps, discrepancies and challenges, implications/recommendations were drawn out for UNESCO for an enhanced ASPnet in the Philippines (See Exhibit B Summary Matrix of Information).

Exhibit B
Dummy Matrix of Information

Component	Intents	Actualities	Congruences/ Discrepancies
Students or Beneficiaries			
Program			
- Faculty			
- Resource			
- Time			
- Facilities			
- Support system			
- Etc.			
Effect			
Impact			

Participants and Methodology

Seven Teacher Education Institutions and one junior college with a high school affiliate run by a religious group participated in the "Stakeholder's Forum" used as the vehicle for the evaluation. They were represented by ten delegates.

This study is mainly descriptive - evaluative - qualitative. According to Best (1998) descriptive study describes and interprets what is. It deals with existing conditions or relationships, held opinions, on-going processes, evident effects or developing trends. It is primarily concerned with the present, although it often considers past events and influences, as they relate to present condition.

The study is descriptive in that the delegates shared and described the projects/programs of their respective institutions as members of the ASPnet. Panel presentation by key officials of the Department of Education, Commission on Higher Education and Teacher Education Council of DepEd. described how UNESCO's thrusts and objectives were translated in the curriculum for both basic education (elementary and secondary) and higher education (tertiary)

The study is evaluative in that the descriptions of programs/projects in each TEI in terms of what was actually happening or the "actualities" were matched with "intents" or objectives of UNESCO-ASPnet, Philippines. The match between the intents and actualities data was explained by the consistencies/discrepancies between them. As the A-B-C-D model postulates, the gaps define positive evaluation. The bigger the magnitude of the gap, the less positive is the evaluation, the lesser the gap, the better. Gaps explain the nature of effects and impact. It is precisely these data on discrepancies between intents and actualities that are useful in making decisions on whether the program is effective or will be effective.

The qualitative data from the focus group discussions (FGDs) elicited the main challenges facing Teacher Education Institutions in terms of the Dakar Framework, the Regional Framework in Asia-Pacific Region and the Four Pillars of Learning. It also drew from the participants future scenarios and flagship projects of UNESCO-ASPnet in the Philippines.

Analysis of Results and Findings

On the Projects/Programs of ASPnet TEI Members

The ASPnet in the Philippine context has always aligned itself with worldwide issues and concerns. Celebrations like UN Day, International Literacy Day, International Tolerance Day and the like find themselves in the ASP calendar. However, while ASP Philippines goes worldwide in its concerns, it does not lose track of its specific thrusts in the country to translate the international UNESCO goals in local setting. A variety of activities and projects are evident. While these activities represent varied, peculiar focuses/foci, they are nevertheless bound by a common thread of universal concerns, e.g. concern for peace and human rights, care for the environment, intercultural and heritage education, producing literate citizens, gender sensitivity studies, undertaking humanitarian projects like support to typhoon and other natural calamity victims. From the outset, the ASP was conceived to have a multiplier effect whereby its innovations in the fields of educational content, methods and materials are incorporated into the mainstream of educational system for the benefit of all schools. A case in point is the institutionalization of a national values laden curriculum during the term of Dr. Lourdes R. Quisumbing as Minister of Education in 1986-1988.

In this context the description of the UNESCO-ASPnet projects/ programs/activities in each of the participant-institutions are presented as part of the results.

1. *Miriam College (Quezon City)*

- Serves as Center for Peace Education
- Functions as Headquarter of Asia Pacific Network for International Education and Values Education (APNIEVE)
- Receives guests from other UNESCO ASP schools from other countries and given briefing on Miriam College thrusts such as peace, environmental care and gender equality
- Organizes and conducts conferences and workshops in support of UNESCO goals
 1. Asia-pacific Youth Conference on the Culture of Peace
 2. Teacher-Training Workshops on Peace Education all over the country; assists workshops of APNIEVE
- Networks with and participates in activities of kindred organizations: UNESCO ASP, Peace Ed. Network, APNIEVE, Asia-pacific Research Association, Global Campaign for Peace Education
- Initiates/Supports school wide efforts for peace, gender equality and environment through
 1. faculty training
 2. curriculum development - e.g. Grade 7 Araling Panlipunan is on Peace Education; Peace studies subject for International Studies majors; Peace, Gender, Equality and Environmental subject for Child Development Education majors
 3. Materials development - e.g. Teacher-Training Manual for Peace Education, Peer

Mediation, Sourcebook, Environment Studies Institute Learning Modules, Women and Gender Institute (WAGI) publications

- Offers opportunities to illiterate adults, out of school youth, poor and street children as contribution to UNESCO's goal of Education for All
 1. Miriam Adult Education (MAE)
 2. Literacy and Numeracy Project of the Child Development and Education Circle in coordination with Rotary Club of Loyola Heights

2. Philippine Normal University

- Established the Peace and World Order Studies Unit (PWOSU) through BOR Resolution No. 2028 in 1990 committed to:
 1. upgrade form of political and citizen education
 2. show concern for peace, education for democracy, human rights, gender equality, ecological balance and intercultural understanding
 3. define content and development of specific approaches and methodologies for teaching peace, global and human rights values and concepts either as a separate course or integrated with existing courses in the graduate and undergraduate Social Science curriculum
 4. create sub-organizations focusing on study of specific issues - URDUJA and Kabataang Urduja Women's Group for gender issues; Amnesty International and Education for

Freedom Group for human rights; and literary and cultural understanding for UNESCO-ASP Club.

5. engage in four major thrusts - consciousness raising activities, education for peace and democracy, organizing workshops and conferences to train teachers in the field, and education for international understanding and solidarity

- Helps develop modules for intercultural awareness, gender sensitivity and human rights were developed and tried out to assist teachers to carry out the goals of PWOSU. Students affiliated with AI-PNU Chapter made a book, "Shopping List of Techniques in Teaching Human Rights", development of literacy materials and cultural literacy materials for Asians.
- In the College of Graduate Studies, Peace and Global Education is a separate 3-unit course for the Master of Arts in Education, major in Values Education
- Students who actively engage in UNESCO-ASP Club are sent as UNESCO youth representatives to international conferences and a scheme for school-twinning-triplet program
- Has faculty expertise developed through paper presentations, cultural exchange program
- Has linkages and networking with government and professional non-governmental organizations locally and abroad e.g. UNESCO, GEA, WCCI, WFSF, ICET etc.
- Has elevated PWOSU to Center for Peace, Gender and Human Rights (CPGHRE) a college-based center of the College of Arts and Social Sciences

- NSTP Barangay Literacy Program
- Has recently divided CPGHRE into Center for Gender Education and Development and Center for Peace and Human Rights

3. *Bicol University (BU) in Albay*

BU has engaged in:

- Installing of Bio and Non-biodegradable trash bags
- Construction of school herbivarium
- Creation of University historical/science museum
- Student Leadership Training
- Seminar-workshop on campus journalism
- First Aid Training
- Cultural presentation
- Clean and Green program
- Feeding Program
- "UNESCO First Aiders" assembly
- Yes Peace 2003 (Youth Empowerment Summit for Peace)
 - Peace campaign rally
 - School as zone of peace
 - Peace parade

4. *Leyte Normal University (Tacloban City)*

- Network activities

1. UNESCO funded project in teaching human rights - a two day seminar for high school and college teachers
 2. UNESCO-APNIEVE Training Workshop for faculty of teacher education institutions
 3. Consultation dialogue on the role of teachers in implementation of Basic Education Curriculum
- Cross-cultural understanding through the Cultural group
 - Internationalization efforts
 1. reading of papers in conferences abroad which is a regular activity
 2. linkages forged between LNU and Henan University and Xiangtan University of China initially to operationalize faculty and student exchanges

5. Divine Word College of Calapan (Oriental Mindoro)

- Service Learning -
 1. Teaching - lessons on entrepreneurship given to indigenous Mangyans in one settlement in Oriental Mindoro
 2. Tutoring/Mentoring - tutoring services for Mathematics, Banking, Finance and Economics
 3. Technology - computer literacy
 4. Traveling/Sharing - travel to adopted campuses to share successful projects

- UNESCO Team Building
- Seminar-Workshop on Peace Advocacy Thru Student Empowerment
- Eco-Camp I - "Role of Young Students in the Preservation of the Mountain"
- Voice of Philippine Democracy Oratorical Contest
- Launching of 50 years UNESCO ASPnet in the Philippines
- Celebration of Human Rights Week
- Eco-Camp II - "The Role of Young Students in the Preservation of Fresh Water"
- Traveling Exhibit of UNESCO-World Heritage Sites and Museum and Heritage Appreciation Seminar
- Development and launching of Inter-active CD-ROM *Kabataang Iwas sa Droga*
- Publication of Instructional Material on Teaching Makabayan

6. Surigao State College of Technology (Surigao City)

- Community Immersion and Integration (Service Learning) Course
 1. Actual practice of classroom teaching for student teaching and extra classroom teaching activities and responding to unmet needs of community
 2. CII as program requirement for teacher education which can concretize learning to know, to be, to do and to live with others

3. A course that offers wide avenue to fulfill both goals of benefiting a given sector of civil society and the intern "in a laboratory of life"
4. Networking with ASPnet to strengthen advocacy to UNESCO thrusts

7. Bukidnon State College (Malaybalay, Bukidnon)

- Activities on human rights, intercultural understanding and environmental education because of the presence of the ethnic groups and ecological degradation of the place
- Massive training of teachers on peace education
- Production of instructional materials such as workbooks and manuals
- Integration of peace education in the school system

8. Mercy Schools - (Mercy Junior College and Holy Cross High School, Lanao del Norte)

- Establishment of UNESCO Clubs for peace such as Peace Movers, Peace Club, UNESCO Peace Club
- Activities of the Peace Club
 1. Prayer vigil and rallies to protest violations of human rights, kidnappings, military-Muslim encounters
 2. Peace walks; symposia; debates; peace concerts
 3. Orchestration of school activities related to UN celebrations
 4. Hosting Mindanao Peace Caravan
 5. Values Formation of peers
 6. Outreach programs to prisoners

7. New Peace program-Youth Acting for Peace and Love which has for its main activity doing one good deed a day
8. March for peaceful co-existence

Data were inputted into the matrix of information across the four columns: 1) components, 2) intents, 3) actualities, and 4) consistencies/discrepancies. The four components of the A-B-C-D model were applied to the data for evaluation: 1) beneficiaries, 2) programs and operations, and 3) effects, and 4) social impact.

For the INTENTS, the ASPnet objectives, as spelled out in the ASPnet Handbook, were used; the ACTUALITIES culled from the reports of the projects and programs being implemented by the eight TEI participant institutions; and the CONSISTENCIES/DISCREPANCIES drawn from the analysis of the fit between the objectives (intents) of ASPnet and the projects/programs initiated/implemented by the institutions (actualities).

Beneficiaries (Component I)

Intents

1. Schools across levels (public and private elementary, secondary and tertiary) to be organized as UNESCO-ASP schools.
2. Faculty members and classroom teachers to be trained as UNESCO-ASP coordinators and implementers of the programs
3. Students as leaders and members of UNESCO Youth Clubs in schools
4. Organization of UNESCO Youth Club in the community level

Actualities

- About 400 plus pioneering schools across levels were organized as UNESCO ASP schools as of 2000
- About 20-25 active and visible UNESCO ASP coordinators come from Teacher Education Institutions across the country
- Presence of active student and youth leaders of UNESCO Clubs and UNESCO Youth Clubs respectively
- Presence of a committed national coordinator and ASP coordinators in different regions of the country.

Discrepancies

- Not all of the more than 500 member schools (Year 2003) are active
- The 20-25 active and visible UNESCO-ASPnet coordinators are still lacking, if compared to the more than 100 government supported TEIs in the country, excluding the private tertiary institutions
- Based on the reports, not all TEIs have UNESCO Clubs. Most UNESCO clubs are school based. Neither it is mentioned that UNESCO youth clubs are organized in the community level

While more than 400 pioneering UNESCO ASPnet schools exist in the country, there is a need to increase its membership especially among the TEIs because of the desired multiplier effect. There is also a need for UNESCO youth clubs to be organized in the community level. While the national UNESCO coordinator and the original coordinators are active and very committed, there is a need to strengthen the

organizational structure and coordination among the different regions. An updated database of all UNESCO ASPnet Schools and Coordinators is needed to facilitate effective and efficient coordination.

Analysis further revealed that the beneficiaries of the projects of the TEI members ranged from pre-schoolers, elementary, high school, tertiary, graduate students, teachers, community members, leaders to local government units. As regards benefits to the beneficiaries, the UNESCO-ASPnet must have reached almost all sectors of society.

Programs and Operations (Component 2)

Intents

1. To establish a network of schools to carry out innovative experimental activities to promoting UNESCO ideals in terms of:
 - goal of quality education of the Dakar Framework of Action on Education For All
 - Asia -Pacific regional Framework on Action for Education For All
 - 4 Pillars of Learning for the 21st Century
2. For UNESCO-ASPnet in the Philippines to network with UNESCO ASP in other parts of the world
3. To conduct teacher training programs aimed at promoting UNESCO's ideals and programs including development of instructional and learning materials relevant to the goal on quality education for all and the Four Pillars of Learning
4. To organize activities/programs addressing the needs of the marginalized communities such as in literacy and life skills training

Actualities

- Establishment of a network of schools as members of UNESCO-ASPnet from TEIs to private tertiary institutions, junior colleges and high schools including the elementary departments.
- Networking of UNESCO ASPnet in the Philippines with UNESCO Paris and other UNESCO ASP with the rest of the world, and with government and professional non-government organization such as GEA, WCCI, WFSF, ICET, Peace Ed. Network, APNIEVE, Asia Pacific Research Association, etc.
- Networking with other universities to facilitate faculty and student exchange such as Henan University, Xiangtan University.
- UNESCO ASP in the Philippines is recognized by other countries including UNESCO Paris to have a strong and functional programs related to UNESCO ideals on Education For All including programs relevant to the 4 Pillars of Learning for the 21st Century in such areas as peace education, gender education sustainable environment, literacy and adult education, human rights, cultural understanding, values education, service learning initiated and implemented by TEI member schools in this particular report
- Despite the limited financial resources, UNESCO ASP schools in the country were able to conduct a number of programs/projects since its re-activation in 1990. These activities were sourced by either the institutions or local government units. Some national and local sources where APNIEVE, Rotary Clubs, Local Government units, National UNESCO office.

- The conduct of teacher training programs either initiated by the respective ASP Schools or in coordination with UNESCO National Commission or UNESCO ASP through the National Coordinator. These trainings focused on promoting of awareness and consciousness about UNESCO's goals and programs, such as peace education, the teaching of human rights, gender education, ecological balance, etc.
- The conduct of teacher training programs specifically on the approaches and methodologies for teaching peace, human rights, values education, etc.
- Some efforts in curriculum development were done, specifically integrating, infusing peace, human rights, gender education in the curriculum for social studies in the elementary grades, undergraduate and graduate curricula.
- The offering of Peace and Global Education as a separate 3-unit course in the graduate curricula of one teacher education institution
- The development of modules, workbooks, manuals and other instructional materials to be used in teacher training and for students such as the sourcebooks of APNIEVE, WAGI of Miriam College, Shopping List of Techniques in Teaching Human Rights of PNU and others
- The organization of workshops, conferences, training for students on the ideals of UNESCO such as youth conferences, leadership trainings, youth summit, youth travel, eco-camps, community immersion
- The organization and implementation of activities/programs addressing needs of marginalized communities, such as adult education program, numeracy and literacy project, NSTP barangay literacy project, lessons on

entrepreneurship given to indigenous people, community immersion and integration project, outreach programs to prisoners and children of rebel returnees.

Discrepancies

- There is presence of networking among ASPnet School members, but there is lack of evidence on a networking to carry out innovative and experimental activities to promote UNESCO ideals. Each institution has its own program.
- Not all TEIs have a project in conducting teacher-training programs for teachers to be aware and conscious of UNESCO ideals, let alone the teaching of specific strategies to enable them to teach peace, human rights, gender issues etc.
- Instructional materials vary depending on what the institution emphasizes. For example, if the institution focuses on peace education, most materials developed are on peace.
- Curricular integration of UNESCO ideals and other framework succeeded only in some schools. Only one TEI offered a separate 3-unit course in Peace and Global Education.
- The programs/activities specifically for the marginalized sector vary depending on the needs of the geographic regions of the country. There is lack of evidence on the coordinated efforts among TEIs to address the other needs of the marginalized sector. The most common project is on literacy.

With all the achievements of the UNESCO ASP schools in the country since the 1990s to the present, there seems to

be fragmentation in its programs and operations. Each institution develops its own projects and programs depending on the needs of the region, the commitment of the coordinators and the sources of funds. Though a lot of projects and programs were implemented, there is still a need for coordination among these projects among the TEIs themselves and with other government agencies.

The most important aspect among these projects lies not only in their implementation, but also in their mainstreaming into the curriculum. As such the programs appear to be adjunct or infused activities in some subjects of the curriculum. Despite the success of curricular integration in some ASP schools, it has yet to reach the mainstream of the educational system of the country.

Effects (Component 3)

Intents

1. UNESCO-ASP schools will be centers for innovations promoting UNESCO ideals in terms of:
 - Goal of quality education from the Dakar Framework on Education For All
 - 4 Pillars of Learning for the 21st Century
2. UNESCO ASP schools shall serve as bridges linking schools across the country and with other parts of the world.
3. UNESCO ASP schools shall be beacons of UNESCO ideals effecting change in education in the country.

Actualities

- Projects of the UNESCO ASPnet TEI members reveal many activities as a result of their special partnership with

UNESCO. They were able to experiment on new materials produced by UNESCO and other organizations such as APNIEVE, CHR for training of teachers, school officials, students and even local government units

- Partnership with UNESCO also enabled some ASPnet members to develop and experiment on the curricular and instructional materials they themselves develop to train teachers.
- Creativity and innovations were seen in the way by which the ideals of UNESCO were infused in the curriculum and by way in which activities were conceived and designed such as: using student sub-organizations to concentrate on study of specific issues, school training-program, faculty-student exchanges, tutoring/mentoring, developing interactive CD-Rom etc.
- A degree of effectivity of these activities and programs can be gauged from a wide coverage of beneficiaries, the increasing membership of ASPnet from year to year; number of institutional programs and number of instructional materials developed through the years.
- Increased linkages with other institutions, government and non-government entities, professional organizations both here and abroad like APNIEVE, HURIGHTS, Peace Ed. Network, WCCI, ICET, Asia-Pacific Research Association, Henan and Xiangtan Universities, are just but few examples that UNESCO ASPnet Philippines served as bridges linking schools across the country, and those schools and concerned organizations in other parts of the world.

Discrepancies

- Innovations and Experimentations seemed to be carried out through UNESCO initiatives
- The increase in number of programs, activities, linkages is only one gauge of effectiveness. Other concomitant effects were not reported.

Partnership with UNESCO enabled the ASPnet schools to implement programs and projects, allowed them to expand coverage of clientele, to experiment on innovative ideas, to link with each other and the rest of the world. There is a need, however, to look deeply into such effects from the point of view of the program's direct beneficiaries. Reports of accomplishments in terms of projects implemented, linkages formed provide just one source of data. The effects, as to the qualitative aspects, such as changes in behavior, attitude, living up the ideals of UNESCO have to be looked into.

Social Impact (Component 4)

Intents

1. UNESCO-ASP schools will work hand in hand with the government and other stakeholders towards the creation of a society which is anchored on UNESCO ideals based on the Dakar Framework on Action for Educational For All and the Four Pillars of Learning for the 21st Century

Actualities

- UNESCO ASPnet has effected/influenced some policy formulations of the Department of Education (DepEd), the Commission on Higher Education (CHED). Teacher Education Council (TEC) also of Dep. Ed. on how UNESCO's thrusts and objectives are translated into the curriculum.

- UNESCO ASPnet, through its programs and projects, has reached some sectors of the marginalized groups in the country.
- Trainings of teachers were conducted and instructional materials produced to allow for the "multiplier effect".
- Some TEIs have established linkages with national and local officials to bring to the communities ASPnet projects and programs.

Discrepancies

- Multiplier effects can be seen in the number and coverage of projects in the linkages formed, but there are no evidence to show their real impact on people's lives in the community. If there are, these were not gleaned from the reports.
- Impact is probably deeper and lasting than effect, hence difficult to ascertain.

Although ASPnet has effected some policy formulations from both the Department of Education and the Commission on Higher Education, these policy formulations should both translate the UNESCO ideals to the curriculum by way of integration or infusion in some subjects, and have them mainstreamed. Because of the voluntary nature of the ASPnet, it seems that activities and projects are treated as either co-curricular or adjunct, instead of part of the formal curriculum; thus, a more lasting effect could not be ascertained yet.

Challenges in the Philippine Educational System

The focus group discussions with the participants allowed them to picture future scenarios for the ASPnet; to identify challenges facing the ASPnet TEIs; and draw possible collaboration initiatives.

Future scenarios envisioned by the participants were both in the macro level and micro level for the ASPnet. In the macro level, four scenarios were identified: 1) improved quality of life, 2) interaction of all children in the world, 3) green environment, and 4) economic independence. For the micro level or what ASPnet can do: 1) better involvement in curriculum development, 2) extensive and proactive networking, 3) active, participative, creative, innovative ASP coordinator, 4) ASPnet coordinatorship recognized as one or to non-teaching load 5) improved levels of initiatives

With these future scenarios came the challenges facing ASPnet TEIs in terms of quality education of the Dakar Framework, the Regional Framework for Action and the Four Pillars of Learning in the 21st century.

1. The challenge to insure the goals of UNESCO in the pre-service teacher education programs and the continuing education and training of in-service teachers.
2. The challenge on the part of the government to increase subsidy for TEIs especially among the state universities and colleges to assist ASPnet projects
3. The challenge to strengthen the collaboration and networking among the Teacher Education Institutions in the country as well as in the Asia-Pacific Region in addressing the challenges for quality education and the Four Pillars of Learning for the 21st.

4. The challenge to involve other stakeholders in education like non-government organizations and other civil societies to effect more societal impact in promoting a culture of peace, respect for human rights and sustainable development as well as in promoting quality education both for the youth and adults.
5. The challenge to continually develop and produce instructional and learning materials relevant to UNESCO's goals, quality education and the Four Pillars of Learning - both in the pre-service and in-service levels of teacher training.
6. The challenge to conduct more researches in education for policy formulation and recommendations to ensure the promotion of UNESCO's goals, quality education and Four Pillars of Learning for the 21st Century.
7. The challenge to utilize the information and communication technologies to further promote the Four Pillars of Learning, goals of quality education among the UNESCO ASPnet member institutions and target the mainstream education system in the country.
8. The challenge to institutionalize the UNESCO goals in the teacher education curriculum
9. The challenge to mainstream the UNESCO goals and ideals both in basic education (elementary and high school) and in tertiary education.

Salient Implications

Based on the analysis of the ASPnet TEIs reports on projects and programs; their envisioned scenarios of the future; and the challenges facing them, the following salient points need to be considered:

1. The seeming tendency among UNESCO ASP schools to conduct projects and programs on a fragmented mode
2. Initiatives and subsidy for innovations and experimentation comes mostly from UNESCO
3. Solid structure and organization for networking does not seem apparent
4. Infrastructure for coordinatorship seems lacking
5. Mainstreaming of UNESCO goals and ideals in the curriculum and the educational system not implemented, although efforts at infusion and integration are visible.
6. There is absence of common "flagship" programs among TEIs.
7. Social impact of projects not yet visible

Recommendations

In light of the results of this study, the following recommendations are given for UNESCO and the ASPnet:

1. To consolidate and examine all projects and programs of member of TEIs. Common major projects by regions be identified for a more focused implementation.

2. For the TEIs to initiate innovations and experimentations on their own considering the peculiarities of the people and culture. The subsidy could come from UNESCO and national government
3. Ensure a solid sustained network of highly committed schools including elementary, secondary, and tertiary schools.
4. Well-qualified, visible and active ASPnet Coordinator with proper loading and incentives be placed in each region or group of institutions
5. There is a need for ASPnet TEIs to influence/lobby top education officials together with UNESCO to mainstream UNESCO goals and ideals in the educational system
6. "Flagship" programs be established by regions depending on the social, economic, political situations obtaining in the region. Some suggested projects include:
 1. Citizenship Modules for Southeast Asia TEIs focused on good governance
 2. Indigenous Learning in a Knowledge-Based Economy
 3. Women Empowerment
 4. Non-graded School for Children of Rebel Returnees
 5. Children in Arts for Peace
7. An evaluation of the effects in terms of the perceptions of the beneficiaries be conducted. On knowledge development, and effects in terms of changes in attitudes, behaviors, advocacies.
8. Social impact of the projects/programs is another area for further in-depth study. Concrete changes in the educational system and the people's lives in the communities are significant areas for further research.

Concluding Remarks

In his own words Dr. Jesus Ochave, Chair of the Evaluation Committee of TEI's active in the ASPnet, has this to say to make for the prospects of the network:

“UNESCO ASPnet has a future in the Philippines, as supported by certain factors. First, the trend of membership in ASPnet has significantly increased from 80 schools in 1989 to 210 in 1994, to 388 in 1988, and finally, to 480 in 2002. Then, too, ASPnet seems to have been custom – tailored for the benefit of the Philippines.

The advocacies of ASPnet like peace, literacy, democratization of education (EFA), the pillars of learning of the International Commission on Education (ICE), and livelihood training, among others, are never controversial and are, in fact, the target towards which schools in the country move. Even the modest gains of TEI members whose projects and programs both curricular and extra curricular are evidently in line with the values of ASPnet. The DepEd, TEC, and CHED fully support these projects, as evidenced in these reports.

What ASPnet in the Philippines needs now are two important things: Fulltime management and coordination of projects anchored on a small committee or commission, and modest for its operation. The report herein on the gains has enough mass to keep the ASPnet moving in the country. Let us take advantage of this mass to spin off doable projects and programs in the coming years. The national coordination of the ASPnet projects must begin with an inventory of action plans of different schools clustered around each of the advocacies of the network.”