

# ASPnet: Enabling change through network learning

## Jim Taylor



Strengthening international collaboration towards peaceful and sustainable futures!  
UNESCO ASPnet Conference 2023. Berlin, 6-8 June 2023

# Afrophyilia: A love of [Africa](#) and being [African](#)

*John Bhurekeni <bhurekenijohn@gmail.com>*

**Here a moral imperative of care and respect can be expanded to include ‘the wider than human’** within a shared duty to activate change for a common good (Rob O’Donoghue)

Learning to look after others to best care for ourselves and the surroundings we all share

***Warm greetings and best wished from:***

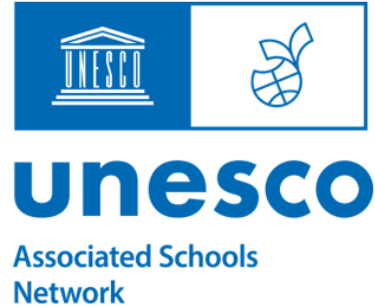
Carlton Mukwevho (Secretary General UNESCO – SA National Commission)  
& Mamela Fuzile (ASPnet National Coordinator)

UNESCO ASPnet Conference, Berlin, 6-8 June 2023



# Enabling Policy Frameworks

## Africa and Gender Equality are UNESCO's Global Priorities Youth is a Priority Group



UNESCO Associated Schools Network (ASPnet)

*Draft Strategy 2022-2030*

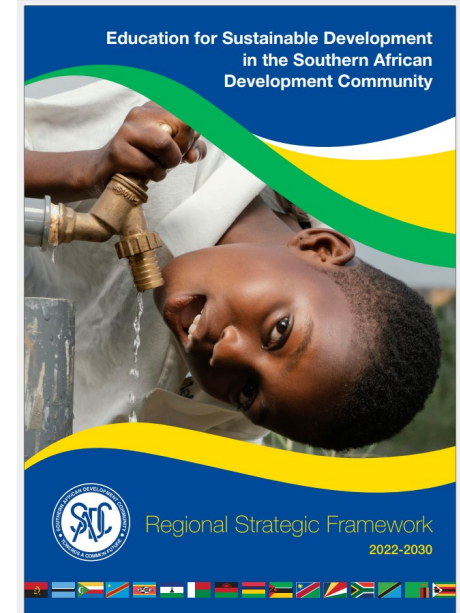
“Building peaceful and sustainable futures through transformative education.”

## The futures of education: perspectives and insights from the UNESCO Associated Schools Network (ASPnet)



The AU's Agenda 2063: The “Africa We Want” is prosperous, with inclusive growth and sustainable development (AUC, 2015). Africa's resources are rich, but the risks include water and food security; energy and health challenges.

UNESCO ASPnet Conference, Berlin, 6-8 June 2023



# A Turning Point ...

Just transitions

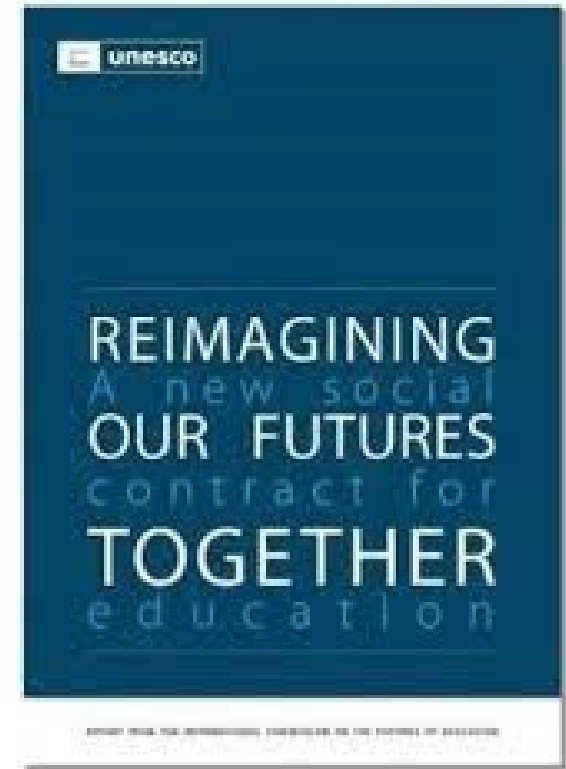
**ASPnet focus from 2022 – 2030:** Global Citizenship, Education for Sustainable Development (ESD) and Intercultural Understanding.

# Reimagining our futures together: A new social contract for education (UNESCO Digital Library)

## *Key processes underpinning education:*

- the **acquisition of knowledge** as part of the common heritage of humanity.  
*Where **indigenous heritage practices** underpin sustainable futures.  
And the wisdom of the past connects with the present. Including ‘tamed’  
landscapes (pre-colonial and pre-fossil fuel exploitation).*
- the collective **creation of new knowledge** and new possible futures.  
(UNESCO 2021 p. 149)

- **Education needs to foster stewardship, empathy and compassion** to transform ourselves and our world.
- Learning develops through **co-engaged relationships between teachers, students and available knowledge.**
- Learning includes an **ethic of care and shared responsibility.**



Where *indigenous heritage practices* underpin sustainable futures.

## Zulu People & Nguni Cattle

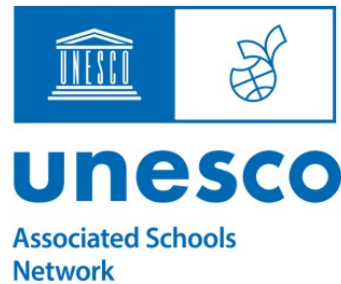


UNESCO ASPnet Conference, Berlin, 6-8 June 2023

# How is this transitioning occurring?

	Conventional Wisdom	→	Transitioning to ...
<b>Policy</b>	Interventionist: Expert-centered and centre-to-periphery		A New Social Contract – deliberative - with guideline tools Enabling guidelines for situated conversations (stories) and dialogue / co-constructed
<b>Science</b>	Science in Control – extract meaning, directed		Citizen Science: Co-develop meaning in context (situated) EG: Change projects - teacher and/or learner driven
<b>Research &amp; Evaluation</b>	Research on people and at them Pre- and post testing		Research with people Co-engaged – situated
<b>Communication</b>	To and at teachers & learners		Communication to guide local intervention. Communication together - in community with ... Local actions with accountability
<b>Learning and Teacher Support</b>	Learning from ... Messages to learners and teachers  Learning Support Materials to memorize and structure learning		Learn with respect, together Learning develops through <b>co-engaged relationships between teachers, students and available knowledge</b> Enabling Learning Support Materials Tools for Transitioning to more just and sustainable futures Learning as an ethic of care with shared responsibility

Imagine teachers and their students,  
working together,  
with practical tools  
in a supportive learning network



ASPnet offers Whole School Approaches, Excellent Learning Materials and Change Projects

**Three examples:**

UNESCO ASPnet Conference, Berlin, 6-8 June 2023



# Handprints for Change

## A Teacher Education Handbook



**HANDPRINT**  
Action Towards  
Sustainability



Handprint learning actions for nurturing  
**a love for self, others and surroundings**



**fundisa**  
for change 

**CEE**  
Centre for Environment Education

   
**unesco** 70<sup>th</sup>  
ANNIVERSARY  
Associated Schools  
Network

# Water

Generating a River Health Index (RHI)  
Biomonitoring and citizen science




Low score – less sensitive

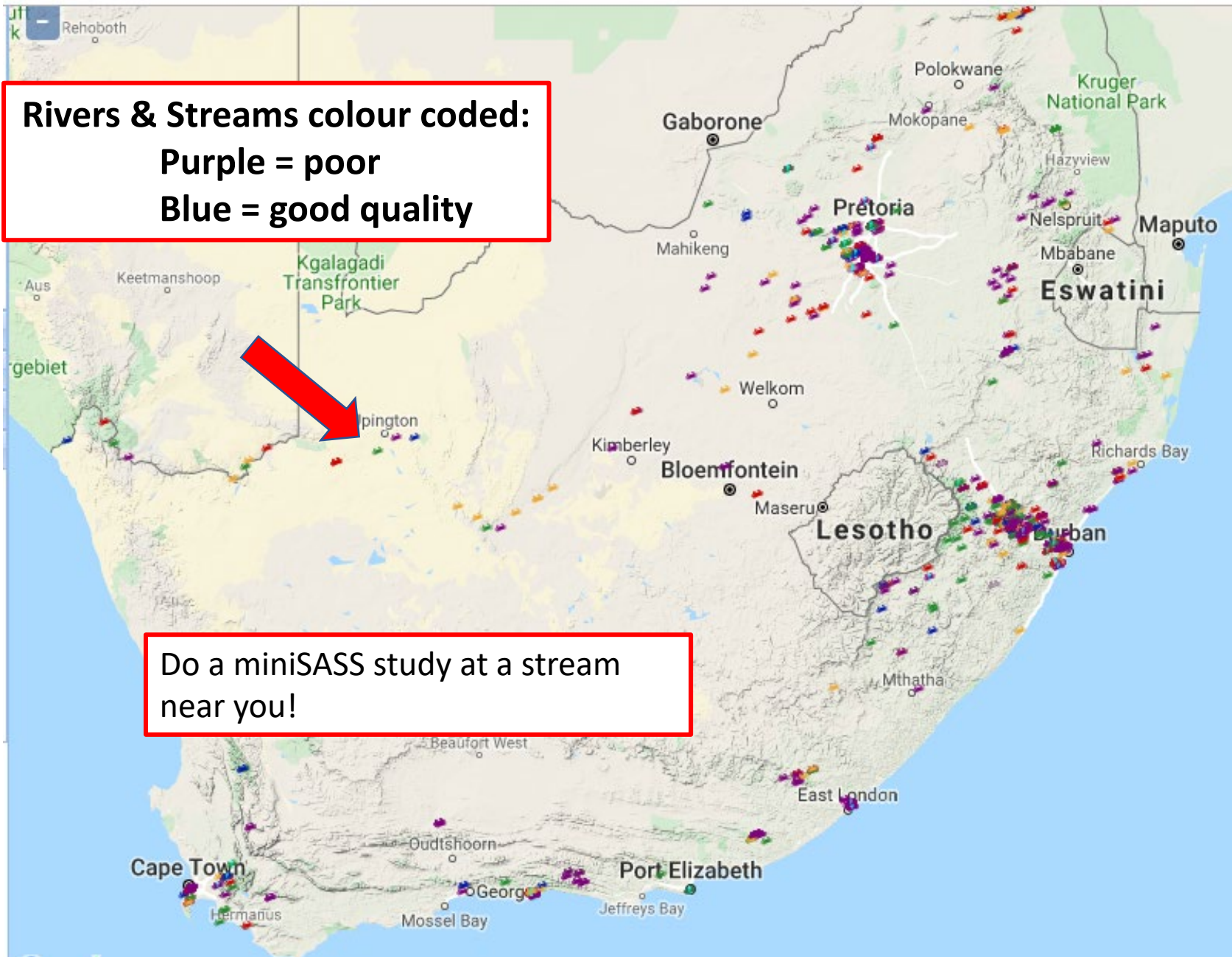


High score - sensitive



**Learners contributing directly to SDG 6.3.2 and SDG 6B**

**Rivers & Streams colour coded:  
Purple = poor  
Blue = good quality**



**Do a miniSASS study at a stream near you!**



# UNICEF

Learning for the future

Working for the common-good

Payments for good work

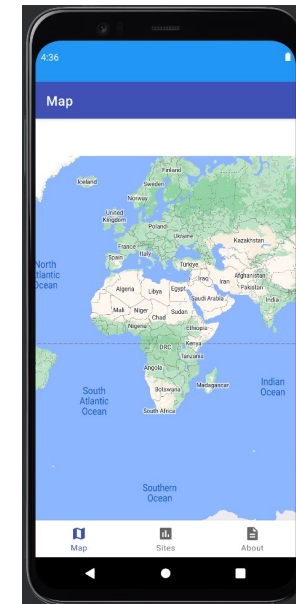
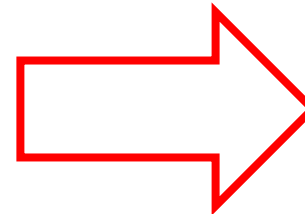
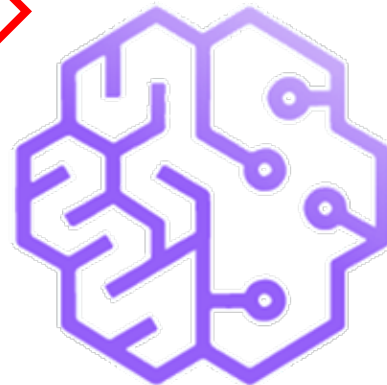
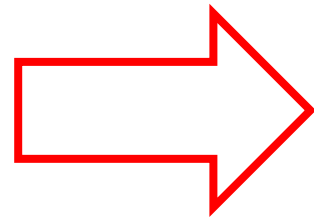


# Citizen Science: miniSASS upgrade with AI

photos of  
macroinvertebrates

miniSASS app AI  
machine learning  
identification

Google Earth  
upload score in  
real-time



# Teacher Professional Development



Strategic Dialogue and Stakeholder Engagement



**Sustainability Starts with Teachers**  
Capacity Building Programme for Teacher Educators on Education for Sustainable Development

UNESCO ASPnet Conference, Berlin, 6-8 June 2023



## References

- Graham PM, Dickens CWS & Taylor RJ (2004). miniSASS - A novel technique for community participation in river health monitoring and management. *African Journal of Aquatic Science*. Vol 29 (1) 2004 pg 25-36. ISSN 1608-5914
- Graham, M. & Taylor, J. (2018) *Development of Citizen Science Water Resource Monitoring Tools and Communities of Practice for South Africa, Africa and the World*. WRC Report No. TT 763/18, Pretoria.
- MOKUKU, T., & TAYLOR, J. (2015). Tlokoeng Valley Community's Conceptions of Wetlands: Prospects for more Sustainable Water Resources Management. *Journal of Education for Sustainable Development*, Vol. 9, no 2, 196-212. (Accredited)
- Smith, D. (2001) *Norbert Elias and Modern Social Theory*. London, Sage.
- Taylor, J., Graham, M., Madikizela, B., Lepheana, A., Dickens, C., Warner, S. Louw, A. and Chapman, D.V. (2021). Social change innovations, citizen science, miniSASS and the SDGs. *Water Policy*. Official Journal of the World Water Council. IWA Publishing. <https://iwaponline.com/wp/article/doi/10.2166/wp.2021.264/83868/Social-change-innovations-citizen-science-miniSASS?guestAccessKey=2ff711ba-8fa2-48dc-918c-bb1432cd64e4>
- United Nations Environment Programme (2021). Progress on ambient water quality. Tracking SDG 6 series: global indicator 6.3.2 updates and acceleration needs. Nairobi. [UN Water Manual 2021](#)

Thank you