

## Case Study Guide for Educators 2026

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# Practicing Education for Sustainable Development



Global Schools  
Program



SUSTAINABLE DEVELOPMENT  
SOLUTIONS NETWORK  
A GLOBAL INITIATIVE FOR THE UNITED NATIONS

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Members of the Global Schools Team serve in their personal capacities, so the opinions expressed in this report may not reflect the opinions of their respective organizations.

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## About Global Schools

The Global Schools Program is a community of approximately 2,200 schools operating in 100+ countries. Our vision is to create a world where every student is equipped with the environmental and social knowledge, values, and skills to help shape a prosperous and sustainable future. Global Schools provides curriculum, training, and community-building for teachers and schools leaders through the Global Schools Advocates Program.

### About SDSN

As the world's largest knowledge network for the Sustainable Development Goals (SDGs), the UN Sustainable Development Solutions Network (SDSN) works under the auspices of the UN Secretary-General to mobilize the world's universities, think tanks, and national laboratories to identify and develop global and local solutions for action on the world's most critical sustainable development challenges. We operate at the intersection between science, policy, and development practice to promote the SDGs and the Paris Agreement through education, research, policy analysis, and global cooperation.

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# Background

## How to use this guide?

This guide features the story of 28 Global Schools Advocate alumni who have created education for sustainable development (ESD) projects at various levels of curricular integration, organized by region. These stories are meant to inspire and provide a template for other schools who are exploring ESD.

Selected stories have a “how-to” section in order to take a similar project to another context. Other stories include presentations, worksheets, and videos, that will support replication in other classrooms and schools.

Readers can feel free to explore the following pages, leaving with newfound inspiration and tangible activity ideas from educators across the Global Schools Network.

## Who is this guide for?

This guide serves as a valuable resource for a diverse audience, including educators, teachers, school administrators, and policymakers. It is designed to offer stakeholders in primary and secondary education a detailed overview of ESD lessons, activities, and effective strategies for school-wide implementation, drawing from successful examples across various global settings.

Moreover, the guide navigates the intricate challenges and varying experiences educators encounter, especially those with differing levels of familiarity with ESD. It provides practical insights into the incorporation of ESD within school curriculum, tackling potential hurdles, and offering advice for frequently encountered problems. As such, the guide is a hands-on instrument for educators and school leaders dedicated to nurturing sustainable development in their learning communities.

By including real-world case studies and experiences, the guide aids in understanding the nuanced process of adapting and applying ESD principles in diverse educational environments, thus serving as a comprehensive reference for those committed to embedding sustainable practices in education.



## What is the purpose?

The specific purpose of the third edition is to acquaint readers with notable projects that educators have conducted and encourage similar implementations. As such, the guide is written with a focus on replicability and actionability. Each feature centers around a project, establishing the educator’s underlying theory of change and presenting their chosen actions and impact. Each case study concludes with reflections, lessons learned, or a how-to of the project. The hope is that each story will not only be inspiring and thought-provoking, but also drive further action.

Furthermore, the guide features a wide range of educators and projects, diverse in location, curriculum, role, level of ESD integration, and type of curricular integration. The guide endeavours to show both the widespread work of Global Schools Advocates and to appeal to a wide audience of readers.

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## What is Education for Sustainable Development?

ESD is a component of SDG Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through ESD and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

ESD encompasses the cognitive, socio-emotional, and behavioral domains of learning, teaching the knowledge, values, and skills to achieve the SDGs and ensuring that students are equipped to face the urgent challenges facing the planet.

Across the world, there are many different terminologies and frameworks that sit under the umbrella term of ESD, including Education for Sustainability, Climate Education, Environmental Education, 21st Century Skills, and Global Citizenship.

This publication presents various action projects, all within the broader context of pedagogies and competencies that achieve ESD. This publication does not seek to narrowly define ESD or find a single terminology to categorize ESD across all contexts. Rather it asserts that ESD encompasses active-learning pedagogies that ensure students have the cognitive, socio-emotional, and behavioral skills and competencies to be better prepared to tackle the world’s challenges.

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## Global Schools Advocates

Since 2021, the Global Schools Program has trained ~2,000 focal point teachers and school leaders on the core competencies of ES via its Global Schools Advocates Program.

These educators have trained an additional ~40,000 teachers via our train-the-trainers model; engaged ~400,000 students in school-wide lessons & activities that promote local action to solve sustainable development challenges; and involved ~100,000 community stakeholders and parents in local initiatives.

Before-after data collection showed that after the training, teachers were spending more time discussing current events; encouraging involvement in civic engagement activities outside the classroom; and showing students how to apply knowledge towards positive societal contributions.

This publication features the stories of 28 Global Schools Advocate Alumni that have completed the program and are ongoing members of the Global Schools community.



<sup>1</sup> UNESCO. “Education for Sustainable Development.” UNESCO, April 22<sup>nd</sup>, 2026. <https://www.unesco.org/en/sustainable-development/education>

# Case Studies



# Introduction to Case Studies

## Summary and Methodology

The third edition of the Global Schools Program Case Study Guide has been intentionally redesigned. While this edition once again highlights the accomplishments of our dedicated advocates who are committed to integrating ESD into their unique school context, the publication can also be used as a toolkit, inspiring educators and schools to trial similar ESD projects in their own context.

The team used a mixed-method approach to gather data that included quantitative measures of schools' ESD experiences, level of curricular integration, and type of curriculum integration alongside qualitative descriptions of educators' projects to provide a full picture of the depicted ESD project.

As part of the Global Schools Advocates program, educators are asked to fill out KPI forms aligned with each program phase. After the team assessed the standard KPI forms, educators were selected to fill out the detailed "Case Study Guide Survey" to provide initial information to the team. The team also carried out follow-up correspondence and interviews with selected educators to provide more context on their integration examples.

The data collected asked educators to self-identify the stage of their schools' ESD journey. To capture variation in institutional experiences, respondents were asked which of the three categories reflect the duration and maturity of their ESD engagement:

- "Just Started" (0-1 years);
- "Early Exploration" (2-3 years); and
- "We've been doing this for a while" (4+ years of sustained ESD engagement).

33% of respondents indicated that they had "Just Started" their ESD journey; while 29.6% were in the "Early Exploration" phase; and the remaining 37% indicated that they were at the advanced level of integrating ESD into their schools and practices. Of the respondents, 7.4% were early years educators, 44% primary educators and 77.8% secondary educators.

Secondly, educators were asked to self-identify the primary level of ESD integration at their school by selecting one of the four categories:

- **Classroom Level:** ESD concepts integrated into individual subjects or lessons;
- **Collaborative Projects & Interdisciplinary Learning:** Joint initiatives across subjects and grade levels;
- **Whole-School Approach:** Coordinated ESD practices embedded into institutional culture, including professional development;
- **Community Partnerships and Outreach:** school-community collaborations advancing action beyond the classroom.

Of the respondents, 7.4% self-identified their projects at the classroom level; 18.5% as community outreach; 29.6% as a whole-school approach; and 44.4% as a collaborative or interdisciplinary project.

From these defined categories, the Global Schools team was able to further identify various levels of ESD integration, using qualitative responses and selected interviews. Respondents also included a project overview, theory of change, an in-depth project report, description of project outcomes including any surveys or impact assessments, the level of support or resources needed, and the major challenges encountered.

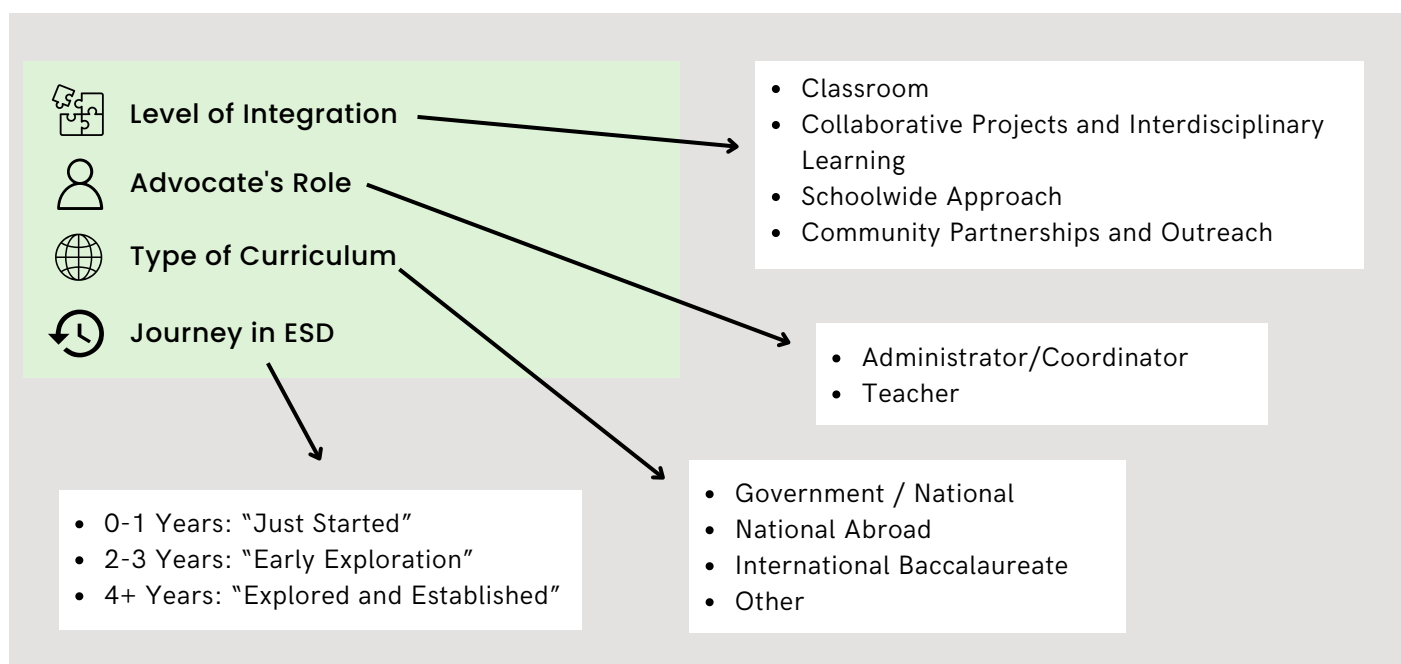
The team then carefully devised a framework to categorize the models of ESD integration, based on a prior literature review.

Furthermore, all educators indicated that their projects required a moderate to high level of resources. Resources were defined broadly, as school-leader support, funding, materials, and technology.

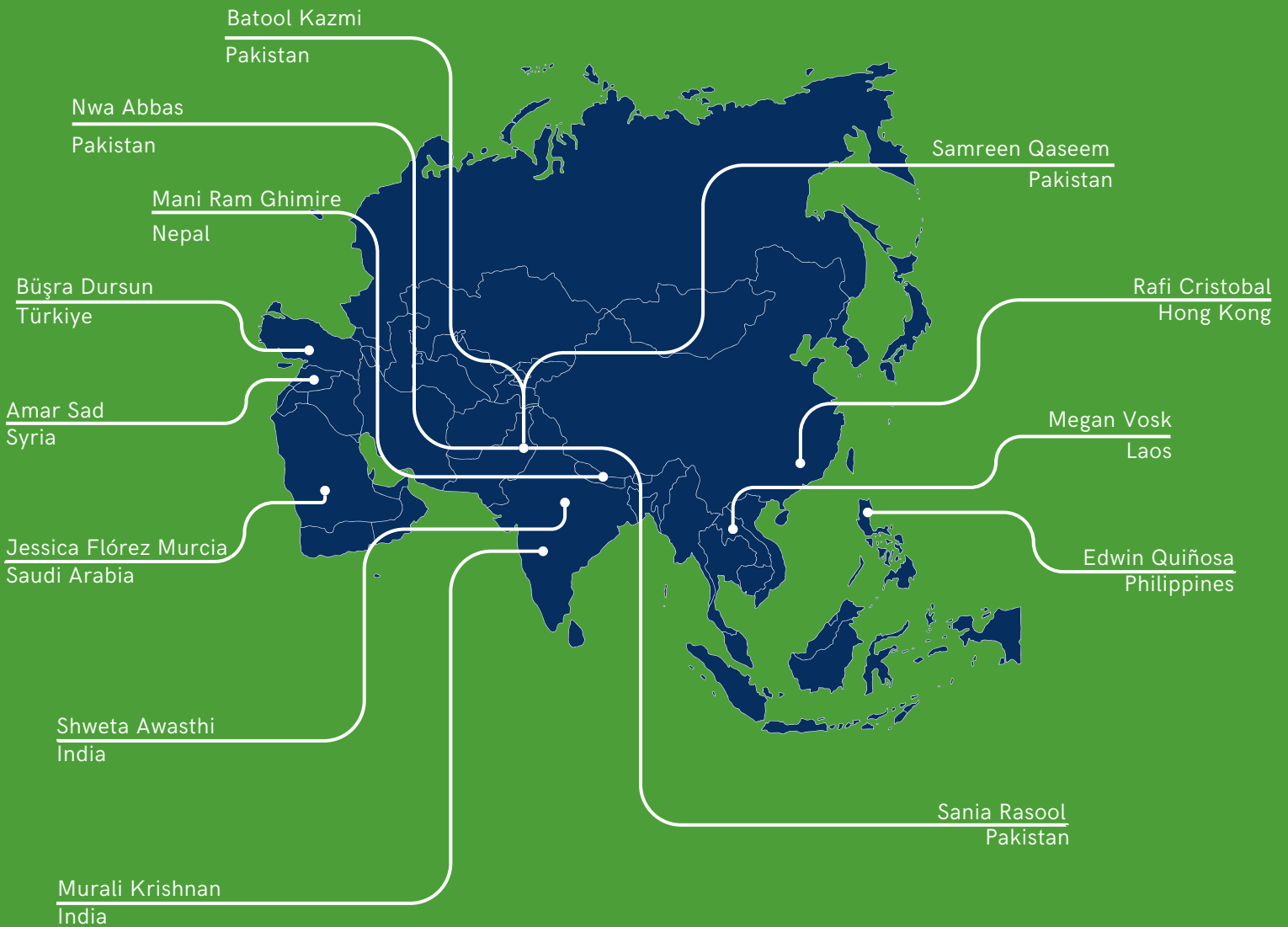
Despite many ESD projects being resource intensive, the majority of educators indicated that they believed that it was moderate to highly likely for their school to maintain the specific level of curriculum integration. 96.7% of the respondents indicated that it was over 50% likely or feasible for their school to maintain the curricular integration showcased in the guide. Further details are provided in the individual case studies.

The idea is that this guide can also serve as a toolkit, giving other advocates and teachers around the world ideas and inspiration they could try out in their own context.

By including different tags, which appear in a list format in the appendices, our hope is that teachers and school leaders can use this publication to find a more relevant setting which might make a similar project feasible in their context.



# ASIA





***"I embarked on a personal project of converting a reading room in my school into a modern library. I aimed to create a conducive academic environment for students to learn and develop their reading skills. I have engaged with my students with ESD which has made learning interesting and engaging." - Batool Kazmi***

## Peace and Culture for Sustainability



Community Partnerships and Outreach



Administrator / Coordinator



Other



Early Exploration

### Overview

Batool Kazmi is an educator from the International School of Karachi. She has served as an Academic Coordinator and is now working as the school's Exam Officer, playing a key role in managing academic programs, while ensuring a high-quality and cohesive educational experience for students. Furthermore, she is a Peace Lecturer and Representative of the International Women's Peace Group (IWPG) for Global Region 3, Karachi Peace Committee. She has trained and invited many educators to take the Peace Lecturer Training Education (PLTE) and promote a culture of peace. Batool is a dedicated GSP Advocate and Mentor, who is passionate about fostering a culture of collaboration and continuous improvement among her mentees. Her project is founded on peace, education, and cooperation and how they complement

each other to create a sustainable and just future.

### Theory of Change

Batool was inspired by the mission of the 2030 Agenda to bring together institutions, people, and organizations to help create change and promote awareness for ESD. Sustainable development and change rely heavily on partnerships and cooperation and this cooperation can become a reality through ESD. Furthermore, to implement ESD, a culture of peace is necessary to build a just and equitable society. SDG 16 and 17 encompass this conviction and were the guiding principles of Batool's project.



## Approach and Actions

Batool created a lesson planner (unit plan) incorporating peace, collaboration, awareness raising, and inclusion, in hopes of promoting a culture of peace for ESD at her school. The lesson planner relied on knowledge-building in a traditional setting as well as experiential learning. Learning objectives included understanding the culture of peace and its role in sustainable development; developing competencies that promote emotional-intelligence skills; and analyzing real-world case studies, all while engaging in activities that promote peace and nonviolent communication.

During every lesson, interactive activities complemented student learning so that they experienced a combination of hands-on engagements while drawing upon ideas and concepts. For example, the planner included:

- context-setting on SDG4 and SDG 16;
- journal reflections and group discussions;
- role-play exercises on conflict resolution;
- peer evaluation on role-play scenarios;
- case studies, such as UNESCO's approach to Peace Education, International Women's Peace Group's (IWPG) Peace Education Initiatives, and Global Schools' (GSP) activities on integrating peace in curricula.

Furthermore, Batool encouraged the International School of Karachi students to take part in the IWPG's Peace Art Competition to represent their ideas to promote peace through art. Batool acknowledges that peace education can be integrated into many subjects, such as science, language and literature classes, religious education and more, emphasizing an interdisciplinary approach.

## Impact

Batool used her expertise and the experiences gained from her lesson planner to spread the message of peace education and ESD beyond her classroom and school. Highlights included being a keynote speaker at the Cambridge Synergy Sustainability Forum (2025) on fostering sustainability and joining Generation



School's Annual Sports Day event as a chief guest and speaker, discussing the importance of empathy and critical thinking.

Batool's lesson planner is adaptable and can be contextualized by incorporating additional concepts and ideas, research, and case studies. She asserts that educators can become equipped with the skills to teach a culture of peace and benefit from the collaborative experience of developing a whole-school approach to peace and sustainability.

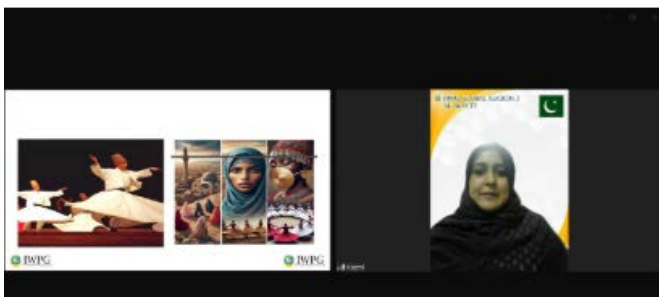
## Reflections

Refining ideas was initially challenging for Batool, but her training with GSP helped restructure her work by supporting her with integrating ESD competencies in student learning. While Batool also initially faced some implementation challenges, the activities she designed demonstrate how an entire school community can actively engage and collaborate to create a peaceful and sustainable future. Reflecting on her lesson planner and the overarching project, Batool believes her lessons are an engaging way to promote inclusion and provide interactive and practical approaches, exposing students to real life scenarios and problems.

## Additional Resources

[Fostering Peace: A Sustainable Approach to Education by Batool Kazmi](#)

[ESD Workshop at House of Education](#)





Rafi

***"Through projects like the seaweed farm, students can build both knowledge and skills to design tangible solutions that can lead to increased environmental stewardship." - Rafi Cristobal***

## Student-Led Seaweed Farm: A Community Engagement Project



Community Partnerships and Outreach



Administrator / Coordinator



National (Abroad)

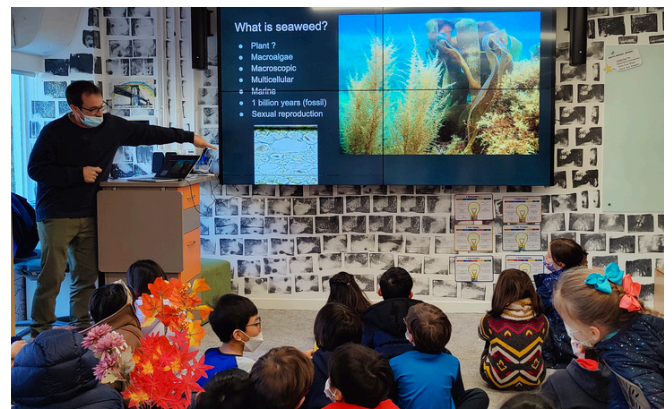


Explored and Established

### Overview

Rafi Cristobal serves as Director of the Social Impact and Sustainability Program (SISP) at The Harbour School (THS) in Hong Kong. He is a passionate Global Schools Advocate who continues to lead a long-term and school-wide movement on community service and sustainability. Through this work, Rafi demonstrates to other educators that an action-oriented plan for social impact and sustainability in a school setting is both feasible and capable of driving meaningful change.

Through the The Harbour School Hong Kong's Social Impact and Sustainability Program (SISP), Rafi initiated the integration of sustainable goals through his students' learning. By aligning the goals with cross-disciplinary learning principles, he aimed to put forward Hong Kong's first educational seaweed



farm, addressing the city's underutilization of seaweed despite its environmental benefits.

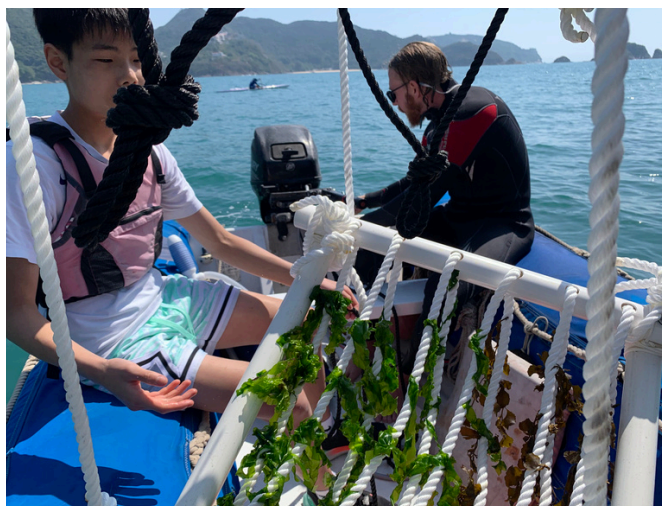
With support from the school management, the initiative brings together four specialist teams including the Marine Science Centre, Black Dolphin, The Foundry Maker Space, and SISP. This collaborative effort through hands-on experiences not only enhances student learning through cross-disciplinary engagement but also contributes to marine conservation, improved seawater quality, and climate change mitigation, promoting both educational innovation and ocean sustainability.

## Theory of Change

Rafi spearheaded this project due to the decline of ocean health. He believes that recognizing ocean health as a global challenge helps align learning with meaningful sustainable actions, empowering students and educators to contribute to solutions that protect and restore marine ecosystems. Through projects like the seaweed farm, students can build both knowledge and skills to design tangible solutions that can lead to increased environmental stewardship.

## Approaches and Action

In February 2023, The Harbour School launched its first intensive seaweed farm project with 28 Grade 8 students, facilitated through a collaborative effort amongst four specialist teams. The Marine Science Centre (MSC) provided foundational knowledge on macroalgae species, while the Social Impact and Sustainability Program (SISP) guided students in project management. The Foundry Makerspace led the design and construction of seaweed farm prototypes, teaching engineering and creative skills using tools and design-thinking approaches. Black Dolphin supported field deployment at sea, where 10 structures were installed using *Ulva* and *Sargassum* species, showing 30–40 cm growth in one month. Simultaneously, other grade levels engaged with the initiative through school-wide roadshows and announcements, preparing to participate in future activities such as bioplastic experiments using harvested seaweed.



## Impact

A student survey was conducted after their participation in this project. The results showed a remarkable increase of 83.33% on the students' awareness of the benefits and uses of seaweed, as well as a 42.5% increase in student interest on furthering their understanding of seaweed's role in the ocean. After this outcome, the school continues to operate the seaweed project with an aim to involve more students and the public.



## Reflection

The project faced several challenges, including logistical difficulties in accessing seaweed farm sites by sailboat and limited regular monitoring. Specialized maritime skills were required for deployment, necessitating support from trained staff alongside student divers. Material durability was another issue, as marine conditions impacted the student-built structures, requiring ongoing testing without professional technical support. Additionally, the diversity in student designs led to inconsistent build quality. Weather and seasonal climate conditions also posed constraints on deployment, harvesting, and cultivation timelines. Finally, the lack of existing seaweed research specific to southern Hong Kong added to the uncertainty and complexity of the project.



*"The students and staff understood that the SDGs are not just curriculum add-ons but can be used as a lens for understanding the world." - Büşra Dursun*

## A Sustainability Summit: Community Engagement and Awareness



Community Partnerships and Outreach



Secondary Teacher



International Baccalaureate



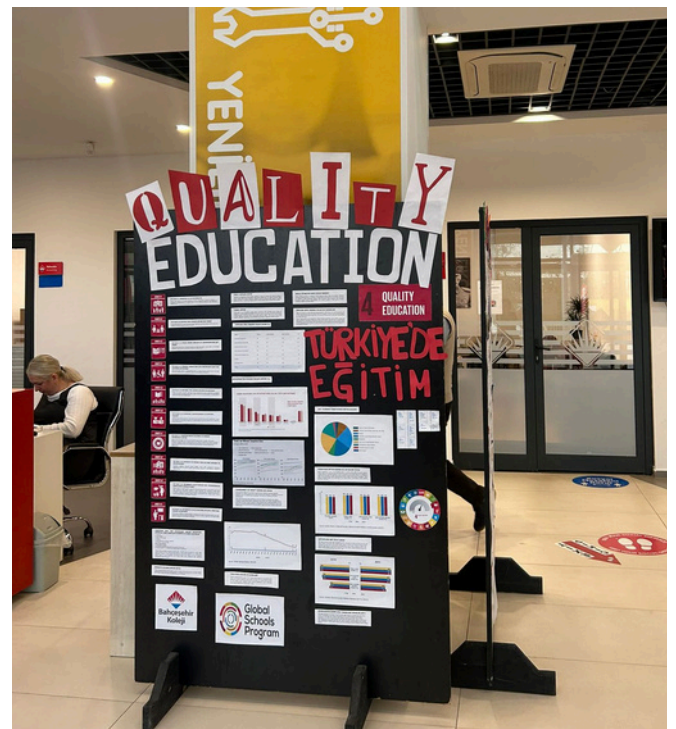
Just Started

### Overview

Büşra Dursun, a DP Biology and Environmental Systems and Societies (ESS) teacher in Türkiye, has integrated sustainability education at her IB school by leading a student-led Sustainability Summit. With a focus on engaging the entire school community and beyond, this project moves ESD out of the classroom and into public discourse, making sustainability real, relevant, and personal for young people.

### Theory of Change

Büşra believes that ESD becomes powerful when it is shared. Her approach is rooted in community partnerships and outreach, empowering students to investigate real-world challenges, connect with external organizations and present their ideas to a broader audience. Her vision is simple yet bold: when students feel heard, supported, and connected to real issues, they not only learn, but act.





### Approach and Actions

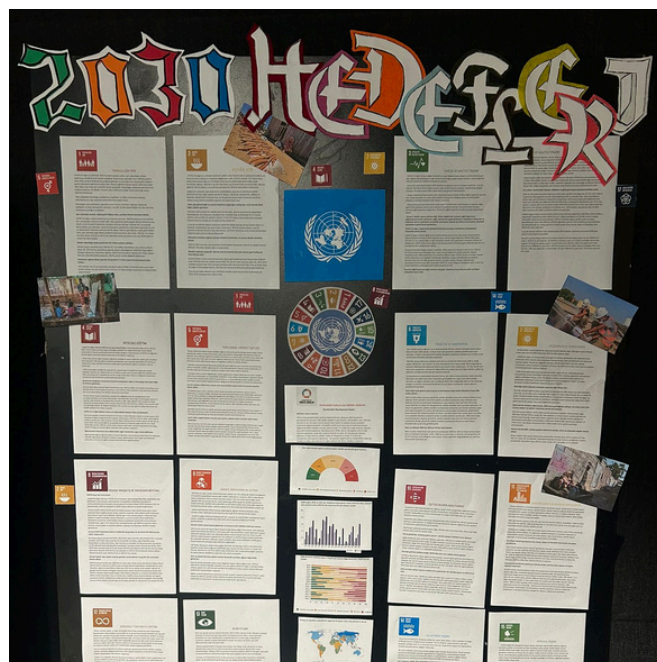
Although Büşra only began implementing ESD last year, her actions have already had a deep impact. She and her students organized a Sustainability Summit which included keynote speakers from environmental and education organizations. They also organized an exhibition with ten interactive displays to showcase student-led research, including student speeches to present SDG-focused investigations based on their own interests. Before the summit, Büşra created student committees to focus on three topics: “Community Issues”, “Social Service” and the “Environment”. These committees chose a common theme, deciding on “Education for a Sustainable World,” that underpinned the research projects they carried out. Students’ investigations ranged from education statistics in Türkiye to carbon footprint analyses.

### Impact

The Sustainability Summit managed to spread the message of the SDGs, and students presented to visitors from both their school and neighboring institutions. Through their actions, there was a noticeable shift in the school’s culture, with widespread discussions about sustainability occurring across classrooms. The students and staff understood that the SDGs are not just curriculum add-ons, but also that they can be used as a lens for understanding the world.

### How You Can Start a Similar Project

- **Start with Students’ Voices:** Let students choose the SDGs or topics they care most about.
- **Form Student Committees:** Empower students to take on leadership roles in planning, research, and event organization.
- **Plan an Event:** A summit, fair, or expo gives visibility and momentum to SDGs and learning competences within ESD.
- **Build Partnerships:** Reach out to local NGOs, universities, or UN agencies.
- **Leverage Real Data:** Encourage students to investigate using local statistics, develop tools to gather data, and use these tools to propose solutions.
- **Focus on Communication:** Help students present their findings to peers, parents, and the wider community.




 sustainable

Amar

*“Integrating SDGs has enhanced the multidisciplinary approach already being followed. If you bring up any lesson, unit, or chapter, [teachers] will tell me how it is connected to SDGs...through the SDGs, we were able to bring a multidisciplinary approach to [our] classes. All [of] our programs have some of the 169 targets embedded in them.” -Amar Sad*

## Accessible Sustainable Education: Resource Creation for the Better



Schoolwide Approach



Secondary Teacher



Government / National



Early Exploration

### Overview

Amar Sad is a teacher working at Radwan Tayara School in a rural village in Syria. Life for her and her students has been fraught with challenges, including living in a region exposed to pollution and conflict. To raise awareness and spread the message of ESD, she started the For Better Project, an open and free EdTech platform designed to promote equality in education and sustainable thinking across Syrian schools.

### Theory of Change

Due to the crisis in Syria, access to technology, electricity, and digital infrastructure has been severely limited. Nevertheless, Amar created her project aligned with SDG 4: Quality Education, focusing on sustainable education and the values of teaching and learning. The For Better Project aims to provide students in crisis

situations with free, digital educational material that combines sustainability concepts with both creative and interactive learning. The resources include cartoon videos, electronic games, podcasts, and educational websites all designed and shared in Arabic. The resources support both students and teachers, making sustainable education accessible to everyone regardless of economic or geographical barriers.

### Approaches and Action

Amar used online resources to create interactive lessons addressing sustainability using Scratch, Flip, and Google Sites. She developed cartoons to complement stories that explain the SDGs and green education concepts. Additionally, she launched a podcast to introduce students to the SDGs.

To ensure that other educators were well-trained, she organised virtual workshops for teachers via Google Meet to increase national awareness of ESD and the Global Schools Program.

The initiative was met with many challenges, such as technological barriers, including frequent power cuts and limited internet

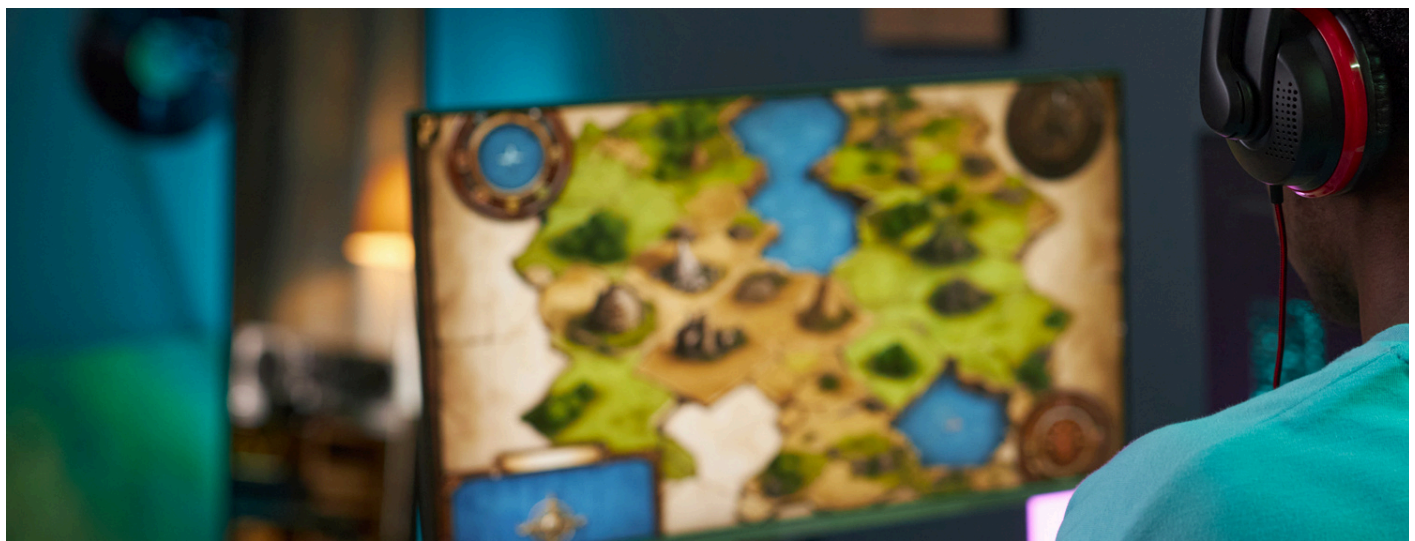
access, which restricted participation. The concepts of sustainability and digital literacy have also been met with cultural resistance as well as financial constraints. However, Amar has managed to overcome these obstacles and was nominated by the local UNESCO Commission to submit for the UNESCO King Hamad Prize for Digital Education and Green Education.

### Impact

The For Better Project expanded teacher and students' understanding of sustainability across Syria and strengthened their digital literacy and ability to learn independently. The free and inclusive access to the For Better Project materials promoted equality in education as well as new initiatives tackling pollution, promoting clean energy, and addressing safe food-use. Amar expanded her impact by holding workshops in cooperation with non-governmental organizations with the goal of supporting ESD in the country.

### Reflections

Despite initial resistance and challenges, Amar has furthered her projects. She is keen to continue to spread awareness of ESD by meeting with UNESCO Syria in hopes that with the support from the government, she can expand the positive message of the project. Amar is keen to see sustainability or ESD develop across the country especially as Syria is now in the process of reconstruction.



***“A curriculum such as this is feasible since it caters directly to the needs of the hour. No matter how anyone looks at it, teaching sustainable development and eco-consciousness is indispensable in this day and age.” - Nwa Abbas***

## Embedding SDGs in an English Language and Literature Curriculum



**Collaborative Projects and Interdisciplinary Learning**



**Administrator / Coordinator**



**National (Abroad)**



**Early Exploration**

### Overview

Nwa Abbas is an administrator at her school in Lahore, Pakistan. She is passionate about developing high-quality resources and educational aid systems that are accessible to educators working across diverse socio-economic backgrounds in Pakistan.

Nwa's project focused on the integration of ESD into the English Language and Literature curriculum so that students could develop global awareness while practicing empathy and become linguistically empowered citizens. Her initiative aimed to integrate sustainability into student learning through eco-conscious language activities using hands-on and project-based learning.

### Theory of Change

In a region deeply affected by hunger, poverty, discrimination, unequal access to education, and climate degradation, education must rise beyond traditional academics to become a force for transformation. Rooted in such a high-impact area, Nwa's school recognized its responsibility to nurture compassionate, solution-focused global citizens.

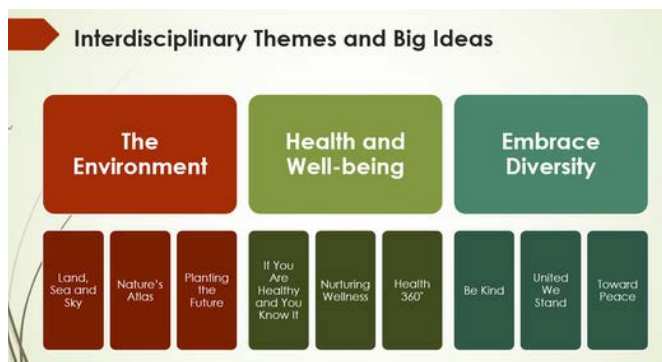
Therefore, Nwa worked on embedding ESD into the four strands of the English Language and Literature curriculum including speaking, listening, writing, and reading. The project aimed to increase language competency while helping to empower students to think critically, act ethically, and lead purposefully.

As such, Nwa's curriculum design finds its theoretical foundation in that of a transdisciplinary approach to ESD, inspiring learners to understand the real-world consequences of their choices and equipping them with the tools to create meaningful change throughout multiple disciplines.

## Approaches and Action

Nwa started her project by mapping SDG themes onto the existing curriculum. By aligning the English learning objectives with the themes of the 17 SDGs, Nwa was able to naturally weave sustainability into classroom content. To further deepen this integration, Nwa implemented a strand-specific approach, tailoring ESD themes to different areas of language acquisition. This ensured students built linguistic and critical thinking skills while also developing a deeper understanding of global challenges, social consciousness, and responsible action. Finally, she devised appropriate assessment methods to evaluate language competencies and ESD learning objectives.

Nwa went through the same process in coordination with her colleagues across other subject areas such as geography, social studies, and history, creating cross-curricular connections with the SDG themes to ground language learning in real-world issues.



## Impact

Several tangible and meaningful outcomes were achieved by merging an interdisciplinary approach with ESD and developing a solution-focused framework for the English language curriculum. First, students developed critical thinking and problem-solving skills that were apparent in their reflective essays, presentations, and projects. This led to students' increased capacity to address real-world problems and devise localized solutions. Second, since a new pathway had been created to assess project-based activities, teachers were more effectively able to evaluate students' analytical and problem-solving skills.

In surveys and interviews with students, teachers noted that their learners expressed a significant shift in perception and a heightened connection to environmental and social issues.

Contextualized learning improved students' English language development through content-rich approaches in reading comprehension, writing, and vocabulary-acquisition activities. Overall language proficiency improved as measured by formal assessments based on the four strands of language acquisition and literature.

Overall, Nwa noticed a positive increase in school-wide teacher support and collaboration, and school management also contributed to this shift. Time was allotted for teachers to develop a better understanding of ESD, which included teacher training and more curriculum adaptations to integrate ESD even further.

Since Nwa's school is part of a network, a natural next step would be to scale the project and to other network schools. Furthermore, Nwa envisions a layered learning approach to the SDGs within specific subject areas, using contextualized examples and materials to deepen understanding progressively. Nwa says, "A curriculum such as this is feasible since it caters directly to the needs of the hour. No matter how anyone looks at it, teaching sustainable development and eco-consciousness is indispensable in this day and age."

## How to Integrate ESD in an English Language and Literature Curriculum:

- **Map Curricula and Select Themes:** Attempt to map all subject objectives to draw natural links to the four strands of language and literature (reading, writing, listening, and speaking). Look for a common unifying theme that can be mapped to SDGs.
- **Integrate Research and Develop Content:** Create resources that combine subject syllabi, ESD skills, and relevant research materials.

- **Develop critical thinking and creative elements:** Incorporate analytical questions that encourage students to critically interact with the English language as well as the subject matter. Additionally, combine creative activities to allow students to express their imaginative and innovative ideas.
- **Design strand-specific activities around sustainability:** Aim to integrate SDG-related content into the four language strands (reading, writing, listening, and speaking). For example, read non-fiction texts on climate change to develop reading comprehension, write persuasive letters to explore writing genres, promote empathy through word choice, and use debate as a teaching strategy.
- **Implement effective assessment strategies:** Incorporate appropriate evaluation methods that assess both language acquisition and students' understanding of sustainability.



### Additional Resources

[Curriculum Design for ESD Integration into Language Teaching](#)

### English Unit Plans and the Essential Questions

- Species and landscapes are being taught through presentation skills
- Biodiversity is being taught through types of texts and questions
- Animals, endangerment, and conservation are being taught through parts of speech, opinion writing, and dialogue
- Environmental consciousness is being taught through writing skills

**Suggested Essential Questions:**

1. What are some ways in which facts on species and landscapes be viewed as well as presented?
2. What types of questions can be used to elicit information from fictive narratives on travelling and exploring biodiversity literally and figuratively?
3. What types of questions can be used to elicit information from non-fiction texts on germination, life cycles, and landforms in Pakistan?
4. How can the correct application of parts of speech and grammar be helpful in writing descriptions of animals and landscapes, opinions on conservation, and dialogue on saving animals from natural disasters?
5. Which different types of texts can be used to develop empathy, responsibility, cooperation, and environmental consciousness in learners regarding the environment?

### SDGs and Global Mindedness

**How do you conduct a Waste Audit?**

Waste Audit: Conduct a waste audit of the school or classroom to identify what types of waste are being produced and how much. Learners can collect and sort the waste, weigh it, and analyze the results. This can help learners understand the impact of their consumption and identify areas where they can reduce waste.

For this activity, pay close attention to **SDG #12: Responsible Consumption and Production**.

→

- Learners are doing this as Shamsuddin (from *The Fine Coat*) and linking it not only to their subject but Maths, too
- For English, they are using skills for data collection, analysis, and reflection
- They are taking the knowledge of the SDG and implementing it in the context of their local setting



***“ESD flourished because it was not a solitary effort. It was a collective movement, uniting leadership, teachers, families, academic partners, and the wider community in a shared commitment to building a more sustainable and inclusive future for students.” - Mani Ram Ghimire***

## Project-Based Learning for Transformative Education



Schoolwide Approach



Administrator / Coordinator



Government / National



Explored and Established

### Overview

Mani Ram Ghimire is a Global Schools (GSP) alumnus as well as a GSP Mentor in Nepal. He is also a teacher educator and research assistant at Kathmandu University. Through these roles, Mani has realized that schools can become powerful places of change when they connect learning with the SDGs. Most recently, he conducted a research project titled, "Exploring Project and Hands-on Learning to Enhance Student Motivation." Focusing on Nepal's educational context, his research explored practical, student-centered learning methods to increase engagement and motivation, moving away from traditional lecture-based pedagogy. By analyzing the effects of experiential and applied learning in real classroom settings, his project aimed to identify specific strategies to improve learning outcomes and promote active participation

among students, ultimately contributing to educational reform and transformation in Nepali schools.

### Theory of Change

Mani's research aligns with SDG 4: Quality Education, aiming to provide inclusive, equitable, and engaging learning experiences for students. Recognizing the limitations of rote memorization, especially in classrooms with a diverse student body, the project focused on integrating PBL and hands-on activities throughout the school to foster critical thinking, curiosity, and meaningful student engagement. This was rooted in the Theory of Change (ToC) framework, a conceptual method for describing how a specific initiative or program leads to desired outcomes and impacts. Specifically, his



project aimed to identify practical ways to transform classroom dynamics and reduce educational inequities by empowering teachers through active learning strategies while actively involving students, parents, and communities.

### Approaches and Action

Inspired by phenomenological research methodologies, the "Exploring Project and Hands-on Learning to Enhance Student Motivation," initiative sought to understand the lived experiences of teachers, students, and parents within the educational landscape. Phenomenological research methods helped the project remain grounded in the lived experiences of educators and learners. Flexibility and ongoing reflection allowed the ability to design solutions rooted in actual classroom realities.

The project began with comprehensive needs assessments across several partner schools, including classroom observations and discussions with teachers, parents, and administrators. Key focus areas included assessment methods, pedagogy, ICT integration, and experiential learning.

Insights from these assessments were then used to guide the development of targeted training sessions. Workshops, such as those on "Co-Teaching and Collaborative Pedagogy", introduced educators to frameworks like STEAM-based learning, Bloom's Taxonomy, and the 5E Lesson Planning Model. These interactive strategies encouraged a shift toward more participatory classroom dynamics as well as project-based learning (PBL).

Regular follow-ups with schools, for example with Imperial World School, were a core part of the approach. This involved observing classroom teaching, meeting with students, and collecting feedback. A comprehensive monitoring and mentoring plan was put into place to allow for adjustments based on the evolving needs of the schools. This helped researchers understand how they were using PBL and other active-learning strategies.

The project adopted an iterative approach, allowing flexibility to incorporate feedback from each phase. Engagement with various stakeholders, including parents and school management, was essential. Their feedback helped shape the needs assessment reports, focusing on holistic development and curriculum alignment. Panel discussions, such as those on the evolving education landscape, served as checkpoints to align the project objectives with current educational trends and challenges, including technology integration, SEL, and equity.



PBL became a guiding principle for structuring interventions in order to help connect academic concepts to real-life contexts. Teachers were trained to design and assess activities, and reports were generated for individual schools, such as Creative Learners Academy and Vinayak Shikshya Niketan, offering tailored recommendations for improvement.

This approach outlined above ensured that the project addressed the diverse needs of schools in Kathmandu and surrounding areas, aiming to build a sustainable and adaptable model for educational improvement.

## Impact

The project aimed to drive tangible improvements in teaching quality and overall school transformation in the context of ESD. Evidence on its impact was gathered through reflections, surveys, and assessments.

Reflecting on the outcomes, the integration of ESD principles had a significant and positive impact on teaching and learning. Teachers demonstrated noticeable growth in confidence and skills when applying interactive, student-centered approaches such as co-teaching, STEAM activities, and the 5E model. Post-training surveys and ongoing mentoring showed that educators felt more prepared to design hands-on, collaborative lessons, which was further validated through classroom observations that revealed higher levels of teacher engagement and effective student interaction. Students, in turn, responded enthusiastically to PBL experiences that connected their schoolwork to meaningful, real-life problems. Performance tracking and student reflections consistently indicated increased motivation, better participation, and stronger understanding of key concepts.



This project also played an important role in strengthening relationships among schools, families, and the wider community. Parent and community involvement helped shape decision-making, and their feedback showed increased trust and appreciation for being included in school improvement efforts. Furthermore, schools began adopting more sustainable, inclusive practices through better access to ICT resources and a growing focus on holistic learning environments. Surveys and school policy reviews reflected a gradual but

promising shift toward embedding long-term sustainable approaches.

Overall, the evidence gathered demonstrated meaningful, lasting improvements in student engagement, teacher competency, and community collaboration.

## Reflection

Looking back, the successful integration of ESD relied heavily on collaboration and the resources that surrounded the initiative. School leaders played a particularly crucial role, and their willingness and commitment to prioritize ESD within school improvement plans made a noticeable difference.



Beyond the school walls, parents and community members contributed valuable perspectives. Partnerships with local organizations, including the use of Compass Education resources, added further expertise and helped strengthen the ESD framework. Financial and policy support were also important factors. Grants ensured that training, learning materials, and digital tools were accessible. Collaboration with Kathmandu University's School of Education (KUSOED) and Continuing and Professional Education Centre (CPEC) helped create a strong research and policy alignment.

Reflecting on the experience, it became clear that ESD flourished because it was not a solitary effort. It was a collective movement, uniting leadership, teachers, families, academic partners, and the wider community in a shared commitment to building a more sustainable and inclusive future for students.



***"Students don't need us to shield them from the world's problems. They need us to help them face those problems with courage, empathy, and clarity." - Edwin Quiñosa***

## Advocating Action and Outreach through Project TINDIG



Community Partnerships and Outreach



Secondary Teacher



Government / National



Early Exploration

### Overview

Edwin Quiñosa is a social studies educator at a public Junior High School in the Philippines. He considers himself a civic education advocate committed to shaping values-driven, critically engaged learners and is dedicated to making sustainability an integrated component of his school's strategic vision. His approach begins with a fundamental question: In social studies, we often ask students to understand the world, but what happens when we ask them to change it? This question led Edwin to rethink how he teaches. Living in a time of serious challenges like climate change, inequality, poverty, and social injustice, Edwin wanted his classroom to be a space where students could think critically, act purposefully, and feel that their ideas mattered.

### Theory of Change

Challenge-based learning (CBL) is the idea that students identify a real issue, ask a big question, and work toward a real solution. In Edwin's Grade 10 class, CBL became the backbone of a year-long advocacy project called Project TINDIG. The launching point was one essential question: How can we, as young Filipinos, contribute to a more just, humane, and sustainable society?

The essential question pushed students to connect what they were learning with their everyday lives. They explored the SDGs, looked into what was happening in their own communities, and started thinking about what they could do to help, pushing themselves beyond what they knew.



## Approaches and Action

Project TINDIG comes from the Filipino word *tindig*, which means “to stand up” or “to advocate.” It also stands for “Tungo sa Inklusibo, Napapanatili, at Demokratikong Inisyatibo para sa Ganap na Pag-unlad”, which translates to: “Towards inclusive, sustainable, and democratic initiatives for real and lasting development”.

The project gave students the opportunity to engage with real issues and contribute to real solutions. They worked with Sitio Makabuhay, an underserved community in Muntinlupa City, Philippines, and followed a three-phase process using CBL as the overall framework:

- First, during the **Action Planning** phase, students identified urgent issues like waste management (SDG 11), access to clean water (SDG 6), food insecurity (SDG 2), and lack of livelihood opportunities (SDG 8). They crafted action plans to solve these issues and pitched their proposals, guided by research and community input.
- Next, in a stage called **Resource Mobilization**, students brought their plans to life and found creative ways to raise money for them. They organized bake sales, sold secondhand clothes, busked (performing in a public place), hosted online gaming fundraisers, and wrote to companies and local leaders. Along the way, they raised not only money but also awareness, sharing the community’s struggles with their peers and networks.
- Lastly, during an **Outreach and Implementation** stage, students carried out their plans to solve challenges in their communities. Some led clean-up drives to address sanitation and waste (SDG 6), led health and well-being seminars (SDG 3), or conducted skills training sessions for residents (SDG 9).

All of the students’ work was rooted in empathy and informed by evidence. They conducted interviews, read articles, and used online tools to make sure their actions aligned with the

actual needs of the people they aimed to help. They were not only completing a school requirement, but also learning how to listen, respond, and act with purpose.

## Impact

The projects covered a wide range of topics. For example, one group addressed literacy challenges (SDG 4). Another group focused on cleanliness and sanitation (SDG 6). Others explored disaster preparedness and mitigation





(SDG 11), health and well-being (SDG 3), and nutrition (SDG 2). However, the main positive impact was the students' shift in mindset. This was a consistent outcome; sustainability was no longer just a topic in their textbooks, but it became personal.

Furthermore, real student growth was demonstrated over the course of the process. From identifying problems to implementing solutions, students began to think more broadly and deeply. They were not only trying to solve problems, but also trying to understand them and design solutions that could make a lasting, positive impact.

### Reflections

Overall, the most significant outcome was not the final output, but the moment when students came to recognize that their voices held value. A desire to continue their advocacy beyond the school year was expressed by many if the opportunity were to be provided. Some students made plans to volunteer in similar programs; others began exploring ways that their projects could be expanded. For several students, Project TINDIG was described as the first time school had genuinely felt connected





to life outside the classroom. This became evident when no convincing was needed for the students to take action, as a clear framework, appropriate tools, and the belief that their contributions mattered had been ingrained through the prior process.

Through Project TINDIG and CBL, a reason to care was established and a path toward action was created. While this process was imperfect and required adjustments, it was through these moments that the most meaningful learning was allowed to unfold.

# Sania

***“This system is promising, as students can decide who they want to ride with and who they want to offer a ride to.” - Muhammad, Year 2 student***

## Carpooling for Change

-  **Schoolwide Approach**
-  **Administrator / Coordinator**
-  **International Baccalaureate**
-  **Just Started**

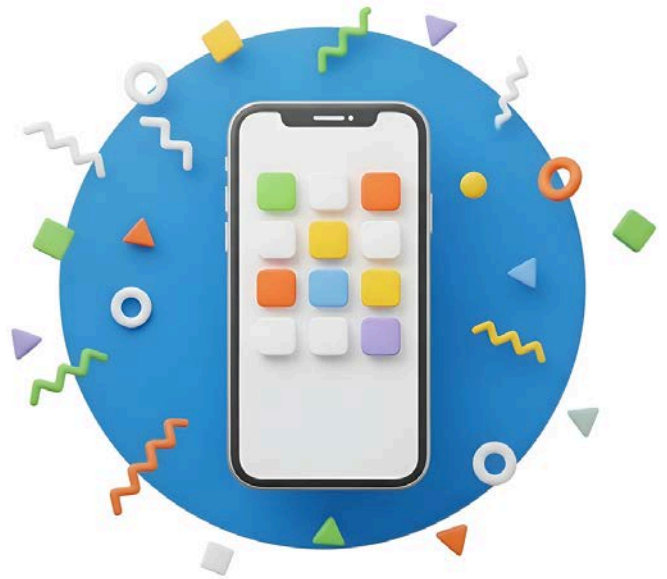
### Overview

Sania Rasool has been the IB Diploma Programme Coordinator at Lahore Grammar School International since 2016. Sustainability has always been important to her, which is why she began a project to support the effective implementation of the SDGs across all of the programming in her secondary school, including the introduction of a student council. After assessing the needs of the school community, the student council members began working on a carpool app which brings together students living in the same neighborhood to commute to and from school.

### Theory of Change

Traffic and pollution are always issues, especially around school buildings, but even more so in Lahore, Pakistan, which is one of the most polluted cities in the world. The carpooling

app aims to reduce every student's carbon footprint by allowing them to have access to software that offers them the choice to carpool with schoolmates on their journey to and from school.



### Approach and Actions

The Student Council at Lahore Grammar School realized that they were adding to the pollution directly in their local community by having each student travel to school by car, often in cases when there are already numerous students living in the same area.

Therefore, the Student Council first conducted a survey to collect students' addresses in order to assess how viable and beneficial the project would be. Then, they analyzed this data to discern which students were living in the same area and began to recruit volunteer drivers from the parent body.

### **Impact**

The carpool app project has raised awareness in the school community about how technology can be used to solve real problems. Students developed collaboration and problem-solving skills, while parents and teachers became more engaged in discussions about sustainability.

The initiative also opened doors for future projects where digital tools can support both environmental action and learning.

### **Reflection**

The carpooling project is running successfully in the school with hopes of more students joining in the near future.

Positive impact has spread, as teachers from the school have also shown an interest in participating after seeing how less pollution and less traffic can be possible through the students' app.

Muhammad, a Year 2 student involved in the creation of the carpooling app said that one of the biggest challenges was deciding on the level of complexity of the project. He said, "This system is promising, as students can decide who they want to ride with and who they want to offer a ride to."





***“What started as a modest school project has become a source of learning, connection, and quiet transformation. One tree, one lesson, and one student at a time.”- Shweta Awasthi***

## A Living Classroom for Environmental Stewardship



Schoolwide Approach



Administrator / Coordinator



International Baccalaureate



Explored and Established

### Overview

Shweta Awasthi serves as an Environment Facilitator at City Montessori School (CMS) in India. She is a strong believer and practitioner of extending students’ learning beyond classrooms. With full support from her school, Shweta initiated a project called the Jai Jagat Park Project, a green initiative that transforms unused plots of land into a vibrant outdoor learning space. As the project aimed to extend learning experiences beyond the traditional classroom, Shweta designed lessons that offered students hands-on experience in sustainability and environmental stewardship.

The project focused on three main goals:

- Promoting green initiatives that improve air quality, support biodiversity, and enhance the local ecosystem;

- Providing experiential learning opportunities for students that engage them in hands-on activities related to ecology;
- Fostering community well-being by creating a peaceful space for recreation that nurtures both mental and physical health while enhancing the local ecosystem.

### Theory of Change

The vision was to create a park that would not only support local biodiversity and reduce pollution, but also serve as a living classroom. The approach was deeply rooted in the values of environmental stewardship, community well-being, and global citizenship, aligning with the SDGs.



## Approach and Action

From the beginning, the Jai Jagat Park project was shaped by the school's awareness of the environmental challenges facing their urban surroundings, rising pollution levels, disappearing green spaces, and a dried-up pond that once supported local wildlife. Rather than accepting this decline, CMS saw an opportunity to restore and reimagine the space. Reviving the pond became one of the first major goals, both to preserve a natural water source and to prevent the area from being repurposed for construction.

As the park began to take shape, so did its role as an extension of the classroom. Students took part in planting native species, watering trees, organizing clean-up drives, and learning about sustainable ecosystems through hands-on experiences. Lessons in science, geography, and civic responsibility found a natural setting outdoors, encouraging students to see the connection between their education and the world around them.

The park also became a shared space for the broader community. Neighbors began using it as a place for rest and reflection, while students took pride in maintaining it. Despite early obstacles, particularly in getting local authorities to respond to long-standing waste issues, the school community persisted. Through repeated follow-ups and creative outreach, the team succeeded in having garbage removed and the area cleaned by the municipality within days, a clear demonstration of what determined civic engagement can achieve.



## Impact

While still in its early stages, Jai Jagat Park has already had a meaningful impact. Its development has created employment opportunities, fostered a sense of ownership amongst students, and led to noticeable improvements in local environmental quality.

The initiative has also helped reinforce a culture of sustainability within the school; other educators have integrated environmental themes into their own subjects.

Looking ahead, CMS plans to deepen the park's educational and communal value by forming a "Park Care Team" made up of students and local residents. This group will help maintain the space while expanding its use for wellness programs, sustainability workshops, and awareness campaigns. The goal is not only to care for the park, but also to grow a sense of shared responsibility for the environment, one that can be passed on from student to student, and from neighbor to neighbor.

What started as a modest school project has become a source of learning, connection, and quiet transformation, "one tree, one lesson, and one student at a time."

## How to Create an Outdoor Learning Space at Your School:

- **Identify and Assess the Space:** Explore possible spaces and identify an area that is both accessible and sustainable in the community.
- **Define the Vision and Purpose:** Align the project not only with curriculum goals but also with broader goals like the SDGs or local environmental needs.
- **Involve the School Community Early:** Engage teachers, students, administrators, and parents in the planning process. Encourage student ownership by including the wider community in decision-making and design activities.
- **Build a Simple Action Plan:** Break the project into phases including: cleaning, planting, learning activities, and maintenance. Set realistic timelines and assign responsibilities to different stakeholders.
- **Revive and Restore Natural Features:** If applicable, restore natural elements like ponds, trees, or native plants.
- **Turn the Space into a Learning Hub:** Integrate the park into the school curriculum through project-based learning.
- **Overcome Bureaucratic Hurdles:** Use student voice and consistent advocacy to bring attention to neglected public concerns like cleanliness or safety.
- **Create Community Ownership:** Organize open days, workshops, or planting events to strengthen bonds between the school and the community.
- **Ensure Ongoing Care:** Schedule regular clean-up drives, watering routines, and seasonal improvement activities.
- **Celebrate and Share Progress:** Document the project through photos, student stories, or school newsletters.



### Toolkit

[Lesson Activity: Restoring Biodiversity](#)



# Jessica

*"Beyond their knowledge gains, Let's BIOCycle nurtured students' curiosity and their sense of responsibility, empowering them to see themselves as agents of change." - Jessica Flórez Murcia*

## Let's BIOCycle: Addressing a Culture of Disposability



Classroom Integration



Primary Teacher



International Baccalaureate



Just Started

### Overview

Jessica Flórez Murcia is a Science and Environmental Systems and Societies teacher at SEK International School Riyadh. She is passionate about connecting children to nature through hands-on, meaningful learning that inspires care for the planet. With a strong background in sustainability and a global perspective, she helps students understand their role in Earth's systems and take action.

The pilot project Let's BIOCycle (LBC) was an educational innovation designed to help children see themselves as participants in nature's cycles and to build awareness of sustainability through circular bioeconomy principles. During the project, students explored the life cycle of everyday objects, where they came from, how they are used, and where they go when discarded. Through storytelling and

hands-on activities, students learned that small, mindful choices can help protect the planet.

### Theory of Change

The idea behind LBC was to address the dominance of disposable culture and the "take-make-waste" mindset that disrupts natural systems and drives environmental degradation. The goal was to nurture a sense of gratitude and responsibility in students, inspiring them to become stewards of the earth by forming a personal connection with sustainability concepts, fostering both knowledge and a strong ecological identity. The program's core belief is captured in its insignia: "We are nature; We have a role; We act to fulfill that role."



## Approaches and Action

LBC was delivered as an investigative research project for Jessica's Master's Program in International Education and Bilingualism at University Camilo José Cela (UCJC) University, under the guidance of Dr. Ignacio Ceballos. The project was designed as a three-phase, mixed-methods educational study, aligned with the IB PYP's inquiry-based learning model.

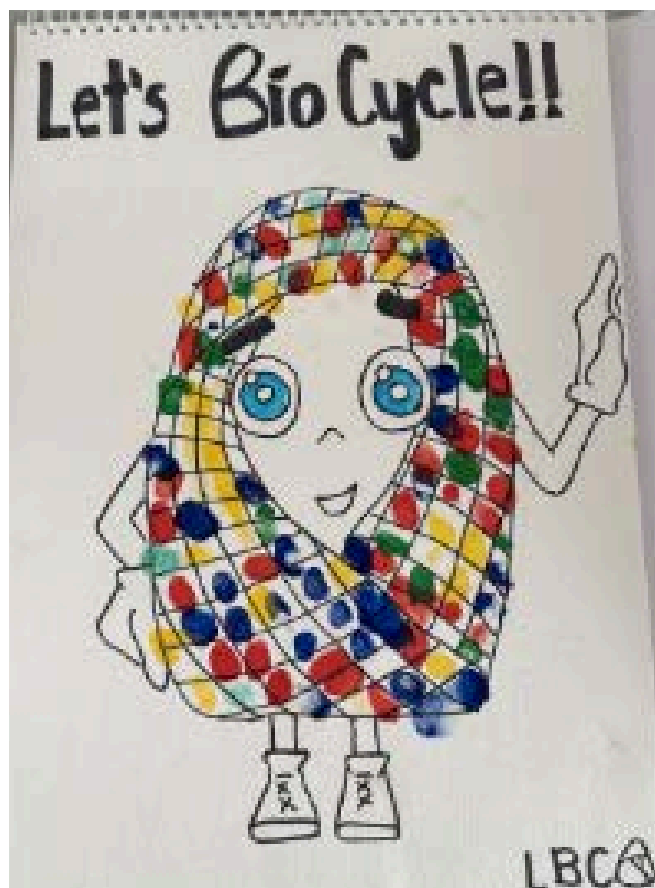
The aim was to explore the impact of circular bioeconomy education on young learners. To assess the project's effectiveness, Jessica applied a methodology that combined quantitative surveys (pre- and post-tests) with qualitative observations, offering a comprehensive picture of student learning.

She collaborated with Grade 1 teachers and learning assistants to involve 59 students in the study, who were divided into an experimental group (39 students across two classes) and a control group (20 students).

First, the students completed a simple survey (pre-test) assessing their baseline knowledge on sustainability and the lifecycles of various objects.

Next, during the implementation stage, the two classes participated in three interactive sessions exploring:

- the origins of everyday objects and the natural resources behind them; and
- the life cycle of a meaningful personal object, illustrated through a creative foldable activity: "Life Cycle of My Favorite Object".



## Impact

The program involved 59 Grade 1 students in total, with the most direct positive impact seen in the 39 students of the experimental group.

The experimental group demonstrated significant growth in both their knowledge and attitudes. By the end of the program, 93% of students in the experimental group showed a clear understanding of object life cycles. Their average awareness score (on sustainability topics and product lifecycles) improved from 2.73 to 1.59, with greater consistency in responses (considering 1 as "extremely aware" and 5 as "not at all aware").

In addition, outcome data revealed that students began to confidently use terms like reuse, recycle, renewable, and decompose.

Finally, many students extended their learning at home, creating posters and sharing knowledge with their families.

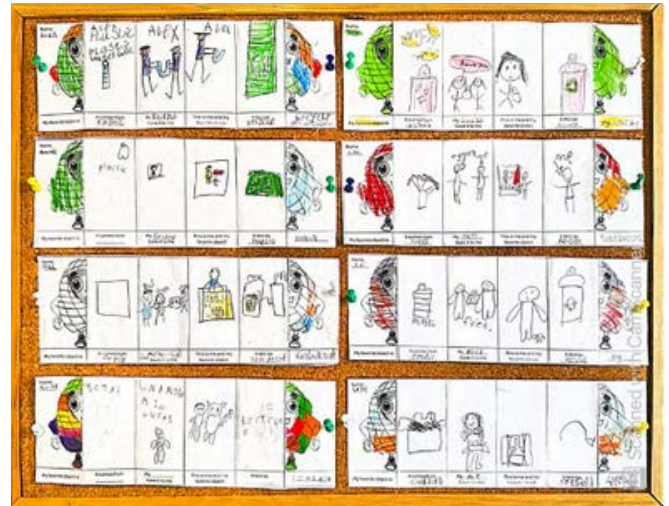
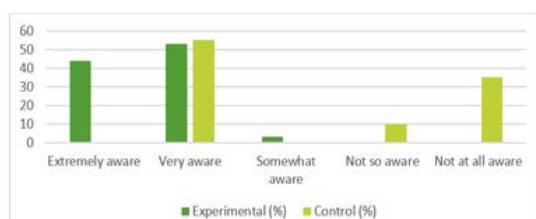
Beyond their knowledge gains, LBC nurtured students' curiosity and their sense of responsibility, empowering them to see themselves as agents of positive change.



### How-to bring circular bioeconomy education to your classroom:

- Start with familiar life cycles: Build on students' understanding of natural cycles (like plants or butterflies) to introduce the concept of lifecycles of human-made objects.
- Create emotional connections: Identify the role of the student in that cycle; use a mascot, story, or character to make learning fun and memorable.
- Link learning to action: Help students reflect on what they can do at school, at home, or in their community.
- Celebrate growth: Recognize student achievements and encourage sharing with families to extend impact beyond the classroom.

Are you aware of how to take care of your things so they last longer and help the Earth?



### Toolkit

Educators and schools wishing to get started can use or adapt these resources:

- Full activity sessions: [LBC sessions: Life Cycle of Objects](#)
- [Cycle introduction video](#)
- [Life Cycle of My Favorite Object foldable template](#)

# Seeds of Change



*“Society needs to change if we are to aim for a sustainable future.” - Megan Vosk*

## Critical Thinking through a Deep Understanding of the SDGs



Collaborative Projects and Interdisciplinary Learning



Secondary Teacher



International Baccalaureate



Early Exploration

### Overview

Megan Vosk is the Middle Years Program (MYP) and Diploma Program (DP) Community Engagement Coordinator, and the Model UN Supervisor, at Vientiane International School in Laos. She is passionate about helping students understand the importance of sustainability and the SDGs.

Her interdisciplinary unit (IDU), titled “Seeds of Change,” was inspired by the idea to give Grade 10 students a chance to study the UN SDGs through both a scientific and a human lens, integrating science and social studies. The statement of inquiry was: “Society needs to change if we are to aim for a sustainable future.”

### Theory of Change

The project hinged on the theory that if students learned how SDG indicators drive policy development, they would be able to understand how to drive large-scale change in a nation. To achieve this knowledge and action, the unit emphasized a deep dive into the SDGs, promoting critical thinking skills on specific SDG targets and indicators.

### Approaches and Action

Before starting the project, Grade 10 students were divided into the Association of Southeast Asian Nations (ASEAN) country groups, with three to six students per group. To kick-off the project and introduce the topic, a keynote speaker was invited to give an address. The keynote speaker was a parent who worked as a leader in the water sector at the SNV Netherlands Development Organization.

After the keynote speech, students conducted group research and developed a question of inquiry regarding an issue that was linked to an SDG and indicator in their specific ASEAN nation. Then they investigated potential solutions to their chosen problem and listed the pros and cons of each solution. All the while, the main goal remained to think critically about

how the SDG indicators drive policy-making.

Afterward, students described their chosen topic and country individually and were required to demonstrate their learning with a multimedia product, such as a brochure, website, mind map, or infographic.

This summative project was assessed according to the MYP Science Criterion D, "Reflecting on the Impacts of Science"; Individuals and Societies Criterion A, "Knowledge and Understanding"; and Individuals and Societies Criterion B, "Research and Investigation". Formative and peer feedback was given before the final summative submission.

Finally, students participated in a closing symposium where they presented their solution to an audience of peers and parents. During the symposium, each ASEAN country had a station where visitors could learn about the problems that the students had identified and how their researched solution could address these problems.

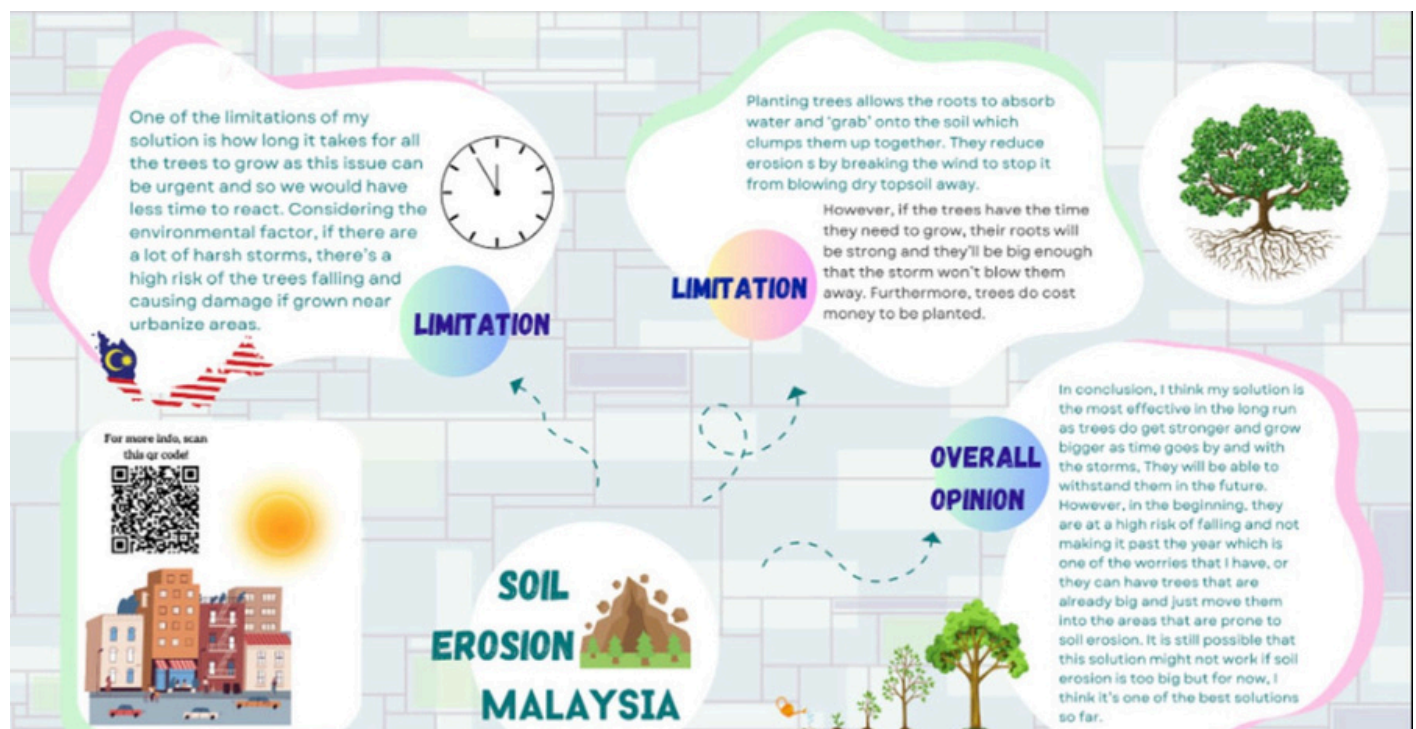
## Impact

A pre- and post-student survey was conducted before and after the unit. The idea was to gather background information before starting the unit to compare the students' knowledge change in knowledge.

75% of students identified that they had a positive learning experience in the IDU. The data revealed an increase in understanding of the chosen topic with a shift of +0.4 on the 1-5 Likert scale. Also, students self-reported an increase in familiarity with the chosen topic, issues, and solutions.

25% of the students identified that they had a negative experience with the task. The survey revealed the necessity to identify potentially struggling students early on.

While educators were happy with the overall results, more support can be given in the future to support all students and positively impact their attitudes, values, and learning experiences when engaging in this type of project.



### Part 1: Inquire

- Research the country you have been assigned to find background info.
- What are some problems you notice in that country?
- What SDG does that problem connect to?



### Part 2: Narrow your research focus

- What are some solutions that have been proposed to solve that problem?
- What has worked to solve similar problems in other countries?
- What are the pros and cons of that solution?



### Part 3: Collaborate and prepare products

- Prepare multimedia products and share them with another student at one booth.
- Make sure you have at least two forms of media.



### Part 4: Share

- Share findings with an audience
- Present findings and multimedia products to classmates and members of the school community.

### **Reflections**

Interdisciplinary learning has long been regarded as an important component of a successful International Baccalaureate (IB) program. However, providing students with the structure, time, and opportunities to engage in interdisciplinary learning is often difficult. As students get older and subject-specific curriculum demands increase, opportunities for cross-discipline collaboration decline.

Megan and her fellow teachers learned a lot from the IDU process. Going forward, items to consider include: how to keep questions sufficiently explicit while also providing enough space for individual thinking and discussion. A goal for the future is to provide opportunities for students to engage in IDUs from an earlier age to foster familiarity early on and promote continued learning later in their lives. Considerations will be made to continuously assess the volume of work given, taking into account students who speak English as a second language. Overall, it is vital to ensure continuous evaluation of how to weave authentic opportunities for advocacy about climate issues into the curriculum.



### **Toolkit**

[The International Educator article on Seeds of Change project](#)

[Seed of Change Student Task Sheet](#)

[Pre and Post Student Survey](#).

[Sample Student Project](#)



***“Education is the bridge that connects minds, ideas, and societies across borders. With this belief, we have launched Bridging Mind, a cross-border initiative that unites students from Pakistan and India in the shared pursuit of quality education and sustainable development.” - Samreen Qaseem***

## Change Beyond Borders



Community Partnerships and Outreach



Secondary Teacher



Other



Explored and Established

### Overview

Samreen Qaseem is a middle school teacher at The City School University Road Campus. While she teaches geography, she also serves as the project lead of Bridging Minds–Cross Border, an initiative that promotes SDG 4: Quality Education. Her project focused on collaboration between Pakistan and India, aiming to enhance the quality of education on both sides of the border. As part of this effort, Samreen’s school created a Sustainable Development Army who visits underprivileged schools to educate them about the SDGs and their significance to student learning. The project was a multi-phase endeavor that fostered collaboration, empathy, and action, emphasizing the importance of education as a tool for positive change.

### Theory of Change

Driven by a deep passion for the SDGs, Samreen aimed to embed sustainability principles not only in her students learning, but also beyond the school community. By designing SDG-focused learning experiences and incorporating them into her students’ daily lives, she hoped that they would become agents of change. Samreen believed that through the ESD framework she would be able to cultivate students’ sustainability awareness, inspire action to solve local challenges, and create a ripple effect of positive change in education and society.



## Approaches and Action

The Bridging Minds–Cross Border project was founded on the conviction that cross-border collaboration can inspire innovative solutions to shared challenges in education. The initiative had three key purposes including: fostering dialogue on education quality, promoting grassroots action, and building bridges for understanding. The project adopted a collaborative and action-oriented approach, and provided students with a platform for exchanging ideas, insights, dialogues, and perspectives on the current state of education in both India and Pakistan.

Through direct engagement between students, they were able to learn about the SDGs in different contexts. By sharing experiences and celebrating the achievements of everyone in the group, the learners built lasting friendships across borders and worked towards the same goal: engaging in constructive dialogue that fosters empathy and breaks down barriers and stereotypes.



## Impact

Samreen noted that the Bridging Minds–Cross Border project fostered a sense of empowerment and agency in her students to go forward and engage in peaceful and meaningful cross-cultural collaboration. This project developed empathy, mutual respect, and deeper appreciation of diversity in her learners. Students put forth creative ideas and innovative thinking that shaped practical solutions for enhancing learning experiences in their own school communities and beyond.

## Reflection

When reflecting on her project, Samreen noted that involvement from all school stakeholders was key in making it successful. The Bridging Mind–Cross Border project received support and encouragement from school leadership and parents (which included financial donations), partnerships with organizations like SOS Village, and of course, enthusiastic student engagement. In the future, Samreen aims to add more countries to her collaborative project, including people from remote areas, where there is currently a lack of awareness about SDGs.



## How-to Initiate a Cross-Border Collaboration Project:

- **Create a cross-border exchange platform:** Students from Pakistan and India connected through virtual discussions and interactive sessions, sharing their thoughts on the quality of education in their respective regions. This dialogue helped identify common challenges and generated actionable ideas for improvement.
- **Arrange visits to expand partnerships:** Bringing an expert speaker to school can provide opportunities for students to engage with people from different walks of life. Students can engage in resource mapping and problem-solving to identify the educational, environmental and community resources available for effective collaboration.
- **Facilitate effective dialogue and follow-up:** Allow participants to share each other's experiences with the project and work together to formulate action plans.



*“Students were challenged to use climate action as a bridge to introduce the entire sustainable development agenda. In this way, the school led the community in shared-knowledge and awareness about sustainability, citizens’ roles, and future thinking.” - Murali Krishnan*

## SDG 13 and Statistics as Tools for Sustainability



Schoolwide Approach



Administrator/ Coordinator



Other



Early Exploration

### Overview

Murali Krishnan is the director of a private K-12 Montessori school where he enjoys maintaining teaching responsibilities to stay engaged with students at both the primary and secondary levels. Working with parents and community members is an important part of his role in promoting community engagement.

Every year, his school chooses to focus on exploring two to three SDGs in each grade level, as Murali believes that this allows for a more in-depth understanding of the SDGs. As a result, students continually build their knowledge as they progress through their education.

### Theory of Change

In 2024, his school chose to focus on SDG 13: Climate Action and SDG 4: Quality Education. By choosing climate action, Murali was determined

to create awareness amongst parents and the general public through campaigns and discussions. Since the SDGs are still a relatively new concept in his school and the community at large, students were challenged to use climate action as a bridge to introduce the entire sustainable development agenda. In this way, the school would lead the community in shared-knowledge and awareness about sustainability, citizens’ roles, and future thinking.

### Approaches and Action

Through this project, students used an inquiry-based approach to study and interpret data. To achieve this, they learned and understood how information is represented in various types of charts through the process of developing polls, asking questions, as well as collecting and analyzing data using Microsoft Excel.

First, Murali provided students with sample graphs, maps, and similar projects. Using these tools he demonstrated how students could interpret data such as average rainfall month-over-month for a given year. Students used these examples to explore how charts and graphs help individuals visualize information and define patterns. Then, students developed a survey with knowledge-based questions

about the SDGs, climate change, garbage separation, and other related topics in order to poll parents and the wider public. Students worked in groups to collect community data and survey the community.

Next, students interpreted the data from the community polls and generated visual charts. They created posters that showcased their learnings with the aim to promote awareness on the topic.

Afterwards, students were granted permission from the local authorities to widen their scope to a public campaign. Through these campaigns, students learned that many community members were not previously aware of the SDGs nor particularly concerned with their environmental impact. After the campaign, students noted conversations about the SDGs were spreading publicly.

### Impact

Initial feedback revealed both the students and the public had a positive experience, and the process not only taught students about the SDGs and data science, but also how to conduct a campaign and spread awareness about a cause.

Students received 200 signatures from community members that participated in the campaigns and distributed a successful number of pamphlets and stickers. Approximately 150 people received either a sticker or pamphlet, but many more stopped to listen to the students.

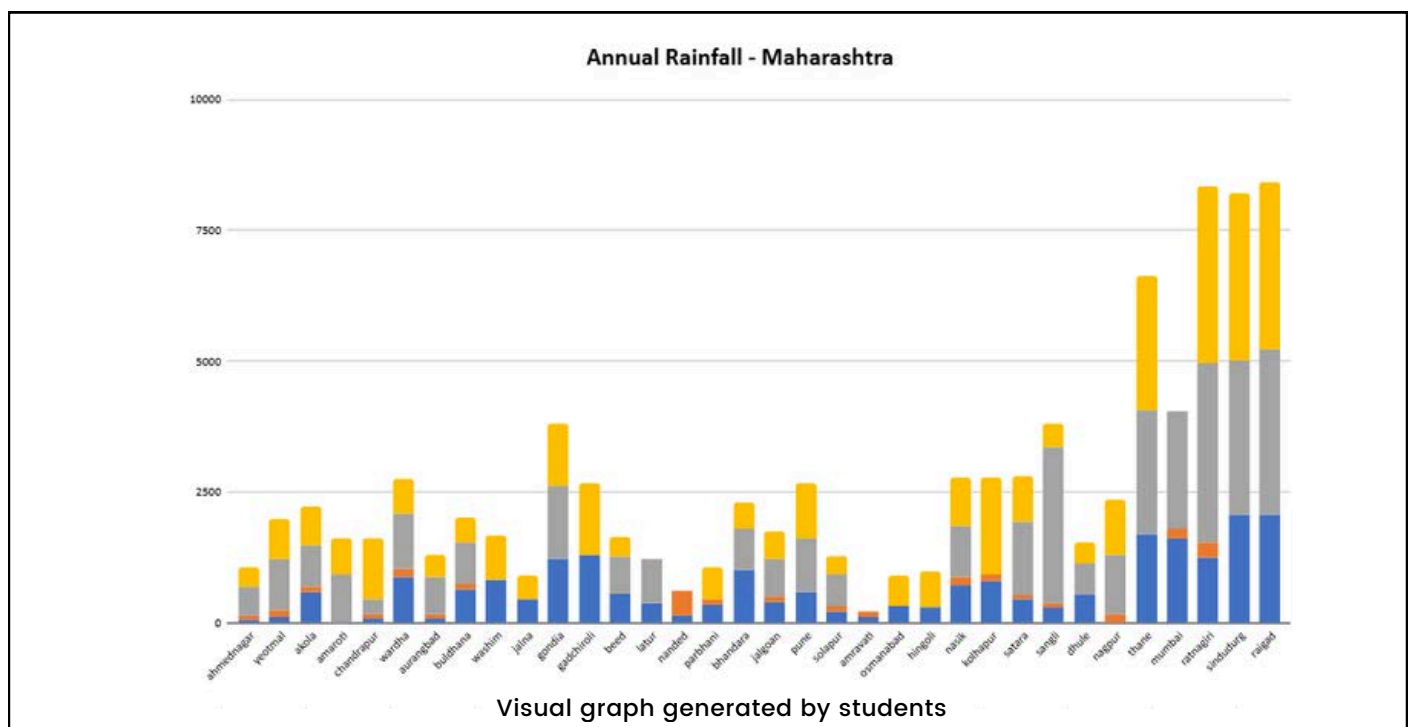
### Reflections

This particular project has given the school the hope and strength to conduct such campaigns in the future, and it has become a part of the school's annual list of events.

Going forward, after students choose a specific SDG, they will raise awareness on that topic to the general public, linking future campaigns with more interconnected SDGs.

Future students will be able to use the material and photographs from previous campaigns to capture memories and examples of influence, providing authenticity to their role as changemakers.

The knowledge obtained from these campaigns will be passed on to the next group of students in a form of peer-to-peer learning, creating a chain of education and action.



# Africa

Adamson-Abiodun Temitayo  
Nigeria

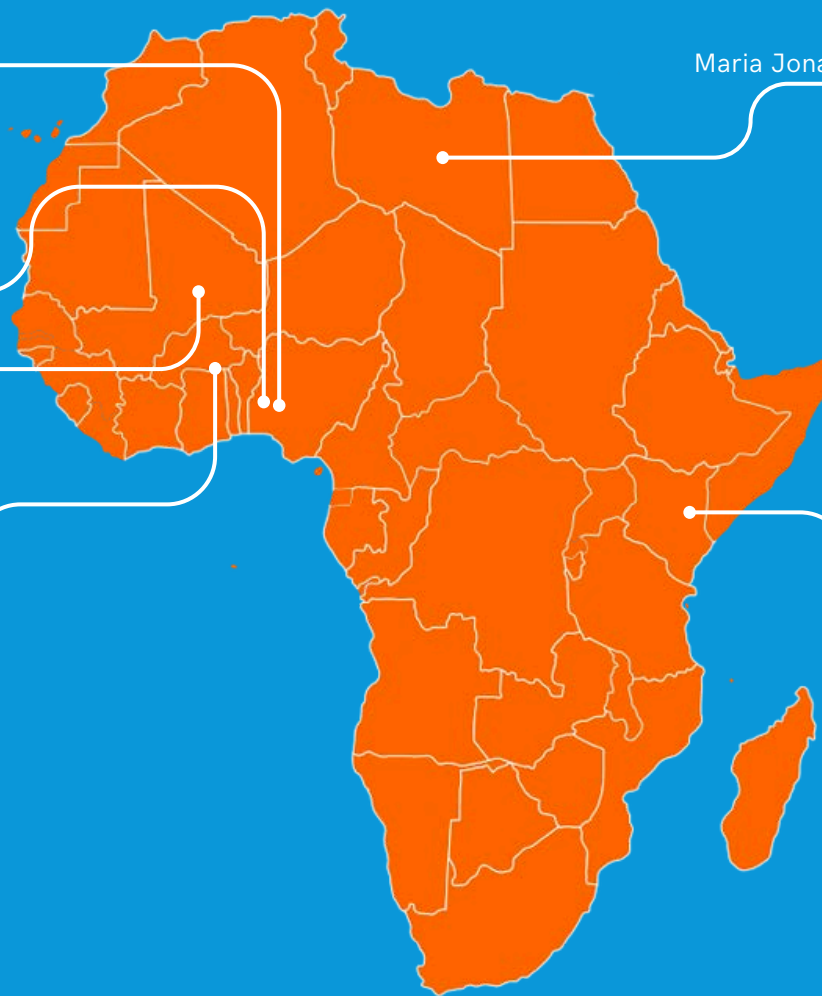
Maria Jonaper Palmares  
Libya

Emmanuel Omeiza Momoh  
Nigeria

Amadou Mariko  
Mali

Yaya Dama  
Burkina Faso

Mary Akatch  
Kenya





***"I aim to create a conducive academic environment for students to learn and develop their reading skills. I have engaged with my students to teach them through ESD which has made learning interesting and engaging." - Adamson-Abiodun Temitayo***

## A Reading Room for Learning and Curiosity



Schoolwide Approach



Secondary Teacher



Government / National



Explored and Established

### Overview

Adamson-Abiodun Temitayo is a dedicated educator and environmental sustainability advocate, passionate about educating learners on the SDGs, climate change, and ESD. Temitayo is a secondary subject teacher at a public school in Nigeria and believes that creating a sustainable environment in her school will benefit future generations and instill pride in the community. Temitayo initiated a personal project to transform a small reading room at the school into a functional and inviting library space. Her main goal was to create a dedicated environment where students could easily access books and learning materials. She believed that having such a space within the school would encourage students to read more, explore new ideas, and develop a stronger interest in learning. While resources were limited, Temitayo focused on making the space

practical, welcoming, and accessible to all students.

### Theory of Change

The library project was rooted in Temitayo's belief that education goes beyond the classroom and that students benefit greatly from having a space where they can learn independently. She wanted to provide students with opportunities to develop research skills, explore subjects beyond the curriculum, and begin to shape their educational and career aspirations. The library was also meant to be a place where students could take initiative in their own learning without always needing direct instruction. By fostering independence and curiosity, she hoped that the library would support the development of lifelong learning habits and give students a sense of ownership over their education.



## Actions and Approaches

To bring her vision to life, Temitayo first approached school leadership to gain their support. She received approval to proceed with transforming the existing reading room, and school leadership allowed her to plan and manage the project. Financial constraints were a challenge, but Temitayo was able to gather support from friends and family. This support covered the costs of basic furnishings, such as shelves, tables, and chairs, as well as a modest collection of books.

Despite this progress, Temitayo faced several challenges. One of the most significant was the lack of digital tools and technology. She recognized the importance of digital literacy and wished she could provide devices like computers or tablets to further enrich the learning experience. However, due to high costs and limited resources, these remained largely out of reach. Temitayo often had to cover expenses from her own salary, which created additional pressure, but also strengthened her commitment to the project. She focused on creating a simple, functional space where books were well-organized and students felt encouraged to use the space regularly.



## Impact

Since its completion, the library has become a valued and well-used part of the school. Students now have a dedicated area where they can read, study, and carry out research during their free time. The space has encouraged more engagement with reading and has naturally sparked discussions amongst students about what they are learning. Teachers have also noticed an improvement in



how students approach assignments that require independent thinking or investigation.

Temitayo's hope is that the library will continue to grow slowly over time, with more books added and perhaps, eventually, the inclusion of digital resources. She also hopes that the students and staff will continue to maintain and improve the space, ensuring that it remains an inclusive and sustainable learning environment for future generations.

## How to Start a Reading Room Project:

- **Start with a clear purpose:** Define why the library is important for students. Focus on goals like improving reading habits, encouraging independent learning, and providing a quiet, dedicated space to study.

- **Assess available space and resources:** Identify an unused or underutilized room in the school. Take stock of what's already available, such as shelves, desks, or old books that can be repurposed.
- **Engage school leadership:** Talk to school administrators early and share the vision for the reading room. This will provide flexibility and the backing needed to move forward.
- **Start small and build gradually:** Begin with the basics such as organizing a few shelves, gathering a small collection of books (donated or second-hand), and making the space comfortable and accessible.
- **Seek community and peer support:** Reach out to friends, family, local businesses, or former students for small financial or material donations. Small contributions can go a long way when carefully used.
- **Make it student-friendly and inclusive:** Create a welcoming environment where all students feel free to explore the space. Arrange books by levels or interests, and display them in a way that encourages browsing.
- **Keep maintenance in mind:** Encourage students and teachers to take ownership of the space. Develop simple routines for tidiness, borrowing books, and returning them.
- **Document and share progress:** Take photos, keep records, and share updates with your school community. This builds pride and may attract more support over time.
- **Plan for the future:** Even if current resources are limited, it is important to plan for the future to keep the vision alive. Gradually seek grants or look for partnership opportunities that can provide more resources when possible.





# Amadou

***“Let us all join hands to provide sustainable development education for all people. This is the journey we need to take forward. The future of this world requires that all citizens master the world’s challenges and think of solutions.” - Amadou Mariko***

## Awareness and Motivation for Lasting Impact



Community Partnerships and Outreach



Secondary Teacher



Government / National



Just Started

### Overview

Amadou Mariko is a secondary school teacher at a private school in Mali that follows the government's national curriculum. When he became a Global Schools (GSP) Advocate, his school was just starting its sustainability journey. Since then, he has actively promoted ESD and integrated the SDGs into his school community.



As part of this work, he led two projects designed to build students' entrepreneurial and technological skills through the lens of ESD, helping them see how sustainable business ideas can emerge from simple, locally-available materials.

### Theory of Change

Amadou identified awareness-building as a first step to motivate his school to adopt the SDGs and ESD framework. As an Advocate for the GSP, Amadou recognized that building understanding among students, staff, and the wider community would be the foundation for meaningful change. He believed that once stakeholders understood the importance of sustainable development, they would be inspired to take action and integrate sustainability practices into their daily lives.

### Approaches and Action

Amadou's school began their ESD journey by signing the Global Schools Pledge. He then focused on teaching his school community about the SDGs and ESD before developing school-wide activities that focused on specific global goals.

He used debates and storytelling to motivate his students and engage them in different classroom activities, recognizing that discussion plays a crucial role in developing their critical thinking and collaborative competencies.

One significant initiative was an awareness campaign focused on SDG 11: Sustainable Cities and Communities and SDG 13: Climate Action, where the entire school community came together to clean the school grounds and surrounding areas. Throughout this process, Amadou received full support from his school principal, who helped him advocate for his role and promote understanding of the sustainable development agenda.



### Impact

This experience had a meaningful impact on both Amadou and his community. From his school to the wider community, he successfully raised awareness about the SDGs, encouraging a shared sense of responsibility for environmental sustainability. Reflecting on this progress, Amadou says, "I'm really glad to see my students making a lasting impact in their daily lives. They learned about the importance of the SDGs and are motivated to take action towards achieving them."

### Reflections

Amadou's success relied heavily on supportive school leadership and the collaborative spirit of the entire school community.



It was essential to start from a foundational level with awareness-building, as it allowed stakeholders to understand the relevance of ESD before expecting them to take action.

Moving forward, Amadou hopes to deepen the integration of SDGs across the curriculum and expand community partnerships to sustain the momentum created by this initial journey.

The experience reinforced his belief that even small, intentional steps toward sustainability can create meaningful change when supported by a committed community.



# Maria

***“The project built students’ awareness and capacity for sustainable entrepreneurship, allowing them to understand that economic growth can coexist alongside environmental care and responsibility.” - Maria Jonaper Palmares***

## ESD Through Entrepreneurship, Community, and Technology



Collaborative Projects and Interdisciplinary Learning



Secondary Teacher



National (Abroad)



Early Exploration

### Overview

Launched by Maria Jonaper Palmares, an educator at First Philippine International School in Tripoli, Libya, the Business Studies Simulation Project aimed to give middle and high school students the chance to design and operate their own small businesses. The initiative responded to Libya’s changing economic and career landscape and aimed to equip young people with practical entrepreneurial and technological skills while promoting sustainability and innovation. As part of this project, middle school students developed Bazaar Games, where students created fun activities using recyclable materials. Meanwhile, the high school students’ projects were run by the school’s business department, and they sold beverages and food with seasonal ingredients.

The Business Studies Simulation Project used an ESD lens to help students develop their entrepreneurial and technological skills by empowering them to leverage local sources to design sustainable businesses with meaningful impact.

### Theory of Change

The inspiration for this project stemmed from the Libyan economy and the need to broaden perspectives on national income sources and career paths beyond the oil sector. In response, the Business Studies Simulation Project strengthened students’ awareness and capacity for sustainable entrepreneurship, allowing them to understand that economic growth can coexist alongside environmental care and responsibility.

The theory behind Maria’s approach is that integrating ESD principles into business education can support the development of critical thinking and innovation, demonstrating how small-scale entrepreneurship can foster sustainable livelihoods and empower students to envision diverse career paths beyond traditional sectors.

## Approaches and Action

The Business Studies Simulation Project combined traditional learning methods such as lectures, discussions, and standard exam preparation alongside non-traditional approaches including:

- experiential-based learning where the students planned, designed, and operated real businesses;
- gamification in which the students created interactive game booths using recycled and reused material;
- design thinking which encouraged creativity;
- problem-solving in regards to the unique challenges that arose for each student-led business.

The project also encapsulated collaborative learning as the students worked in teams to simulate market conditions and business operations. It not only developed students' entrepreneurial skills, but also promoted financial literacy.



## Impact

The simulation has been occurring annually since 2022 and has become a well-established part of the schools' curriculum, as well as a cornerstone of experiential learning at the school. Every year, students evaluate their business' successes through reflections and oral feedback using the SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis Framework. This helps students identify the strengths and weaknesses related to their project, ensuring continuous improvement and impactful outcomes.



Overall, the endeavor has successfully fostered student creativity and motivated learners to expand their efforts to other projects such as an annual bake sale. Students also participated in the 50th Tripoli International Fair where they engaged with business owners and representatives from around the world.

## Reflection

Guided by her personal philosophy, "Ancora imparo" (I am still learning), Maria believes that lifelong learning is essential to cultivating sustainability mindsets. Her classroom is a dynamic space where students take on real-world business roles such as entrepreneurs, product developers, cashiers, and social media managers. Her simulations foster empathy, creativity, and systems thinking, allowing students to explore how business decisions impact people, profit, and the planet.

Her approach demonstrates that ESD is not a separate subject, but a way of thinking that empowers students to become active, capable participants in shaping a sustainable future through everyday enterprise.



***“The project extended its impact beyond the classroom, sparking discussions about sustainability among students, teachers, and parents. Students shared their insights, leading to interest in school-wide initiatives like clean-up drives and recycling programs.” - Emmanuel Omeiza Momoh***

## Greening Voices by Connecting Language Education with Sustainability



Classroom Integration



Administrator / Coordinator



Government / National



Early Exploration

### Overview

Emmanuel Omeiza Momoh is an Educational Officer who teaches in a public secondary school in Nigeria. As an advocate for sustainable education, he designed a project titled “Project Green Voices: Language for Sustainability” to integrate ESD into English-language learning. His work was inspired by the urgent need to connect language education with real-world challenges, particularly environmental sustainability. He noticed that many students were not fully aware of the critical issues the planet faces, such as climate change, pollution, and deforestation, despite these topics being essential to their futures. This gap in awareness was a concern to him as an educator, especially considering the global push for ESD.

### Theory of Change

At Emmanuel’s school, there was a lack of integration of sustainability topics into the core curriculum, particularly in non-science subjects like English. He wanted to address this by creating a project that not only developed students’ language skills but also heightened their awareness of environmental issues, with the goal of inspiring them to use their knowledge and communication abilities to become advocates for sustainability within their school and beyond.

### Approaches and Action

Emmanuel’s project aimed to empower students with language skills and environmental awareness. The initiative began by securing approval from school authorities and emphasizing the importance of ESD in the curriculum. Then he created a comprehensive curriculum unit featuring texts on climate change, biodiversity, and pollution, fostering critical thinking and discussion. This curriculum unit was initially aimed at senior-level classes.

During one part of the unit where the students engaged with climate-related texts, Emmanuel led interactive discussions and facilitated a field trip to a nearby dumpsite, allowing

students to observe waste management practices firsthand.

Following this field trip, students shared their observations, linking them to the studied texts, and brainstormed potential solutions to environmental challenges. To reinforce their learning, students completed various creative assignments as part of the unit, including final essays and presentations.

Afterward, Emmanuel expanded the project to junior classes, adapting the curriculum to engage younger learners. As the project progressed, he planned community events to showcase student work and foster broader discussions on sustainability.

He also collected feedback from students to monitor and evaluate the project's effectiveness, using this input to refine future iterations. Ultimately, Project Green Voices not only improved students' English language skills but also cultivated a generation of informed advocates for sustainability, demonstrating the project's significant impact on advancing ESD within the school and the community.



### Impact

The project successfully improved language proficiency and led to better vocabulary usage and writing abilities. Students demonstrated increased awareness of environmental challenges through the field trip to the

dumpsite, where they connected real-world observations to issues like climate change and biodiversity. Additionally, the project empowered them to advocate for sustainability, with many expressing a desire to adopt eco-friendly practices and discuss environmental topics with peers and families.



To measure impact, Emmanuel gathered feedback through discussions, surveys, and assessments. Feedback revealed heightened engagement, while surveys indicated significant increases in awareness and willingness to take action. Assessments of written assignments and presentations showed improvements in both language skills and understanding of environmental issues.

The project extended its impact beyond the classroom, sparking discussions about sustainability among students, teachers, and parents. Students shared their insights, leading school-wide initiatives like clean-up drives and recycling programs. Overall, the project enriched students' educational experiences and fostered a movement toward environmental awareness within the community.

## Reflections

The successful implementation of Project Green Voices relied on essential support and resources from various stakeholders. Support from school leadership was pivotal, as securing permission from the administration created a positive environment for the project and encouraged collaboration among teachers, fostering greater participation from staff and students.

Collaboration with colleagues enriched the project through a multidisciplinary approach to ESD, integrating sustainability themes across various subjects and reinforcing the messages in English-language classes. Community support was vital as well. Partnerships with local environmental organizations provided valuable insights and access to resources, while financial support facilitated field trips and the acquisition of educational materials. Students were also actively involved in planning and execution, and their enthusiasm contributed significantly to the project's success.

The project's implementation faced several significant challenges, including limited awareness and understanding of ESD among staff and students, resistance to change from teachers accustomed to traditional methods, resource limitations, scheduling conflicts, and considerations when measuring the project's impact.

Emmanuel addressed these challenges by organizing workshops and information sessions, inviting sustainability experts to speak, demonstrating ESD benefits through practical examples, offering professional development, seeking additional funding from local sponsors, implementing flexible scheduling with shared calendars, and developing qualitative and quantitative evaluation methods including surveys, reflections, and student self-assessment.

Maintaining the integration of Project Green Voices in the school community holds significant potential for long-term sustainability. The project's alignment with current educational priorities and collaborative approaches serves as a model for other teachers, demonstrating how sustainability themes can be woven into different areas of learning.

The positive outcomes indicate a shift in student attitudes and community engagement that can create momentum for further integration of sustainability topics into the school's curriculum.





***“Don’t try to fit a square peg into a round hole: see where ESD and the SDGs naturally fit into the existing curriculum...and find like-minded staff to create a movement in your school, including custodians and educational assistants.” - Mary Akatch***

## Building Student Capacity to Face Pressing Local and Global Challenges



Collaborative Projects and Interdisciplinary Learning



Primary Teacher



Government / National



Just Started

### Overview

As a community development practitioner passionate about participatory and sustainable development, Mary Akatch has always wanted to support her students and activate their full potential to directly contribute to the development of their communities.

The opportunity to join the education system as a full-time teacher through Teach for Kenya, and later as an ESD advocate with the Global Schools Program (GSP), strengthened her purpose to transform communities through quality education. While her school is still in the early stages of its ESD journey, Mary is passionate and eager to educate others about the SDGs.

### Theory of Change

Mary was driven by the need to empower students with the knowledge and skills to address pressing local and global challenges reflected in the SDGs. She observed that her school, like most public schools in Kenya, faced limited awareness of sustainability issues and minimal integration of ESD in the curriculum. She also felt that education was more academic and result-oriented than performing its real purpose, which she believed to be holistic growth and cultivation of life-long character to enable students to be problem solvers, not problem creators. Therefore, her project focused on bringing ESD to her school through active pedagogy and student-centered learning.





### Approaches and Action

Mary integrated ESD concepts into classroom learning by introducing student-centered activities and discussions that connected the SDGs to students' daily lives.

Specifically, she introduced a series of ESD-related activities with the aim of cultivating critical thinking, collaboration skills, and problem-solving, while fostering responsibility for sustainable action in students' communities. For example, she guided students to explore the SDGs, linking them to real-life issues through interactive lessons and discussions. Many students began initiating small actions such as waste reduction, water conservation, and promoting inclusivity in peer groups.



This approach helped increase engagement and encourage action-oriented learning, building a culture of sustainability within the school. By enabling students to use their knowledge and skills of sustainability in real-world applications, she aimed to help them take advantage of both present and future opportunities and solve problems they encountered on a daily basis, both locally and globally.

### Impact

The project increased students' awareness of sustainability issues and helped them connect the SDGs to their daily lives. Teachers also reported greater student engagement and participation during ESD-focused lessons.



The meaningful impact was observed through classroom reflections, informal feedback, and student-led presentations that demonstrated improved problem-solving and collaboration skills.

Moving forward, Mary hopes to strengthen these outcomes by embedding ESD principles across more subjects and measuring progress through structured surveys. She also hopes to scale her impact to even more schools.





### Reflections

Mary faced several challenges in implementing her ESD activities, including initially low awareness of ESD among students and some teachers, which required extra effort to build interest and understanding. In addition, large class sizes made it difficult to implement participatory activities consistently. Another main challenge was limited teaching time to fully explore sustainability themes alongside the national curriculum, and minimal funding for projects that required materials. Despite these challenges, creativity and collaboration helped in sustaining the project.

Key support came from the GSP, which provided training, resources, and guidance that built her capacity to implement ESD. Supportive school leadership gave her the flexibility to introduce

learner-centered activities into lessons. Peer collaboration with other teachers also enhanced integration by providing opportunities to share ideas and strategies. Digital resources, such as lesson guides and SDG toolkits, were especially helpful in contextualizing global issues for local learners. While financial resources were minimal, the availability of teaching materials, mentorship, and institutional support played a critical role in making the project feasible.





***“Ages of Globalization helps address historical imbalances by giving value and visibility to all civilizations, allowing African students to see their history as part of the world’s story.” - Yaya Dama***

## Implementing Ages of Globalization in a Classroom Context



Classroom Integration



Secondary Teacher



International Baccalaureate



Explored and Established

### Overview

As a Global Schools Program Advocate and an educator engaged with the Ages of Globalization, Yaya Dama integrates Education for Sustainable Development (ESD) into his teaching by connecting lessons to global themes and the SDGs.

### Theory of Change

He designs his classes to address pressing global challenges and, over the past three years, he has been particularly focusing on peace and climate education. Through lesson units, debate activities, and SDG clubs, Yaya encourages students to think critically about real-world issues. Additionally, he uses the Ages of Globalization framework to help students see their place in world history and develop a strong sense of global belonging.

### Approaches and Action

Yaya has been integrating the Ages of Globalization framework with middle-year students mainly through his ESL classes, using global themes to enrich language learning. This has encouraged students to explore topics such as culture, peace, climate, identity, diversity, and community, while connecting these ideas to different historical ages. This approach also allowed the students to understand how local realities in Burkina Faso are linked to global processes, and it strengthened their communication skills and sense of belonging as a part of world history.



To incorporate action-oriented learning, Yaya was the lead organizer of the first Climate Week at Enko Ouaga in 2025, where students,

participated in competitions and conferences to propose innovative solutions to climate-related challenges.

As a member of the Global Educators Committee for the Ages of Globalization project, Yaya collaborates with other educators as part of an advisory body to support the effective implementation of the program.

He also regularly participates in live sessions, which provide valuable opportunities for educators worldwide to exchange and learn collectively. Yaya shares that this international experience participating in the Ages of Globalization Committee has been incredibly enriching, allowing him not only to contribute to the project, but also to continuously learn and improve the way he delivers globally relevant and impactful education to his students.

### Impact

Yaya is proud of the positive impact of his engagement, as he successfully established the first SDGs Club in his school and contributed to expanding the initiative in his country through his journey in the Global Schools Program.

His students are now more aware of the SDGs and actively see themselves as changemakers working to address community challenges. He has also mentored over 50 teachers across Burkina Faso and other African countries on integrating the SDGs into their lessons, while inspiring more educators to join the program.

As a result, there is growing participation from his country, with students engaging in global competitions and colleagues increasingly involved in the Global Schools Program, the live sessions, and Ages of Globalization activities.

### Reflection

Yaya truly appreciates the resources provided by the Global Schools Program and the Ages of Globalization project, as they offer high-quality and practical materials that many teachers would not otherwise access.

These initiatives, along with their continuous training opportunities, have significantly strengthened Yaya's capacity to deliver meaningful and globally relevant education. He is especially grateful to the vision behind the Ages of Globalization, which helps address historical imbalances by giving value and visibility to all civilizations, allowing African students to see their history as part of the world's story.

To improve the program, he would recommend expanding access to Ages of Globalization through translation services, particularly in French, during live sessions and training to ensure greater inclusion of educators from Francophone contexts.



# South America

Glenda Torres  
Ecuador



Marcela Villán  
Argentina



# Marcela

*"The goal was to inspire a generation of thoughtful, proactive individuals capable of creating positive and lasting change in their communities and beyond."- Marcela Villan*

## Students as Solutionaries for Sustainable Development



Collaborative Projects and Interdisciplinary Learning



Administrator/ Coordinator



Government / National



Explored and Established

### Overview

Marcela Villán is the Head of Environmental Sciences at a private secondary school in Argentina, where she specializes in environmental education and global perspectives. She firmly believes in using the United Nations 2030 Agenda as a framework for sustainable development. Faced with growing awareness of climate change and sustainability issues, Marcela and her colleagues aimed to equip students with the knowledge and tools to act responsibly, fostering a generation of ethical, solution-oriented individuals committed to positive change.

### Theory of Change

Marcela's project empowered students to become "solutionaries"—critical thinkers who address global challenges through sustainability and ethics, guided by the Institute

Institute for Humane Education's (IHE) framework and MOGO principle of doing "the most good and the least harm" to animals, people, and the environment. By integrating the IHE Solutionary Framework into school projects such as ecobricks, a green wall, the Climate Action Project, and the Ages of Globalization, students learned to identify, investigate, and innovate solutions to complex environmental and social issues while being motivated to take meaningful action. The goal was to inspire a generation of thoughtful, proactive individuals capable of taking action in their communities and beyond.

### Approaches and Action

Marcela's school launched a transformative educational initiative grounded in SDG 12: Responsible Consumption and Production. At



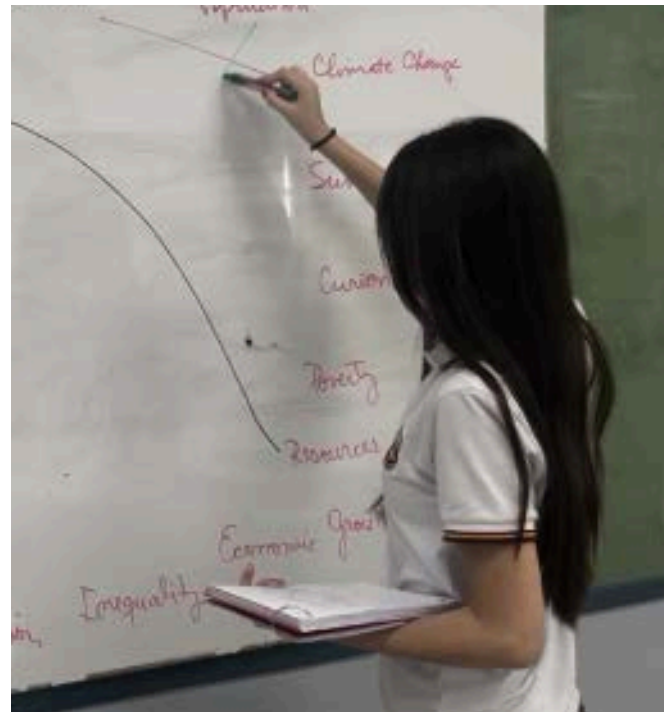
the core was the IHE's Solutionary Microcredential Program, which empowers students to investigate the root causes of environmental issues and design practical, systems-based responses.

This process sparked a range of student-led projects, from building ecobricks and installing a green wall, to engaging in the global Climate Action Project, all aimed at addressing issues like fashion waste, e-waste, and single-use plastics. The project's interdisciplinary approach allowed sustainability education to permeate various subjects: students examined material life cycles in science, investigated supply chain ethics in social studies, and developed key skills such as research, collaboration, and systems thinking.

Learning also extended beyond the classroom. Students ran awareness campaigns, connected with sustainability experts, and showcased their work to wider audiences, reinforcing both the relevance of their efforts and their sense of agency. The result has been a deeply impactful experience—one that not only builds knowledge but also nurtures empathy, responsibility, and a genuine drive to shape a more just and sustainable world.

### Impact

The initiatives on SDG 12 at both the classroom and community level aimed to cultivate greater student awareness of responsible consumption, encouraging a solution-oriented mindset through hands-on, experiential projects. A key objective was to inspire long-term behavioral change, both within students and their broader communities, by promoting responsible consumption and sustainable practices. As a result, students reported feeling more hopeful, empowered, and motivated to take on an active role in shaping a more sustainable future. However, several challenges emerged along the way. Integrating sustainability and global citizenship into an already demanding curriculum proved difficult, especially amid limited resources and time constraints.



Maintaining consistent student engagement across diverse interest levels also posed a challenge, and the project required ongoing adaptation and support to sustain momentum.

Nevertheless, all challenges were successfully overcome in time to end the academic year with a celebration of achievements.

### How to use the Solutionary Framework:

The Institute for Humane Education (IHE) is a U.S.-based nonprofit organization that offers education and training programs focused on creating a more just, sustainable, and compassionate world. The IHE's structured problem-solving approach is interdisciplinary and follows the below cycle and can be applied to a variety of grade levels and subject areas. The Solutionary Framework consists of:

- researching the issue deeply (causes, effects, systems involved);
- identifying stakeholders and ethical concerns;
- brainstorming solutions that do the most good and least harm;
- designing and implementing a solution (project, campaign, policy, innovation);
- evaluating impact and refining the approach if needed.



# Glenda

*"The project encouraged students to reconsider how resources are used and if every possible use has been exhausted." -Glenda Torres*

## Addressing the Idea of Waste Through Coconut Husks and Connection



Collaborative Projects and Interdisciplinary Learning



Secondary Teacher



Government / National



Just Started

### Overview

Glenda Torres began her journey as a Global Schools Advocate approximately four years ago when she was an English Teacher at the Unidad Educativa Javier in Ecuador.

Global Schools reaffirmed her potential to positively impact student's actions beyond their time at school. What Glenda finds most inspiring about being an Advocate is the endless amount of connections she can make with her classroom instruction and ESD.

Today, Glenda is the Head Coordinator of the English Department at the Unidad Educativa Particular El Ateneo, leading new projects and integrating ESD throughout her department.

### Theory of Change

As one of her first major projects as an Advocate, Glenda taught her students about the lifecycle of resources, the concept of 'waste', and the idea of giving materials a second chance, through coconut husks and bracelet-making.

Grounded in SDG 12: Responsible Consumption and Production, the project was inspired by an observation during her daily commute: When Glenda took the bus to school one day and the driver passed a coconut vendor, she observed that people would buy coconuts, drink the water and immediately discard the husks on the street. Glenda believed that by changing the ingrained perception of coconut husks as waste, she could address broader patterns of resource consumption and disposal. She, therefore, transformed this idea into a classroom project.



## Approaches and Action

Glenda's project combined both student engagement and theory. First, she introduced the idea of working with coconut husks to her class, and her students' responses immediately confirmed the perceptions that the husks were 'just waste'. Glenda asked her students to purchase two coconuts and use them as they wish. Some students drank the water, some ate the fruit, and others looked for dessert recipes. All the while, students were tasked with researching the benefits of coconut consumption and of the product itself.

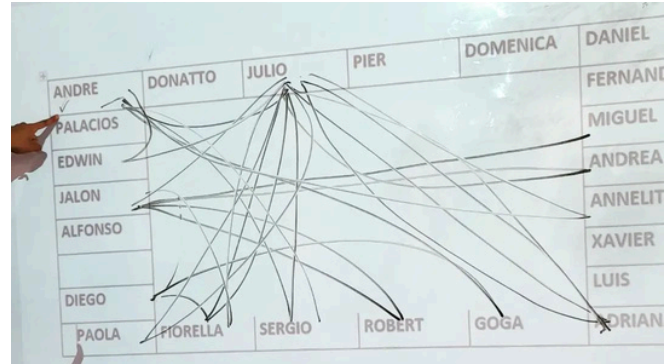
Next, students were asked to dry out the coconut husks and bring them to class. Because it was the rainy season, students learned that when left out too long, coconut husks would become moldy and unusable, and ultimately became 'just garbage'. After the students gathered the coconut husk fiber—commonly known as coir—and brought it to class, they weaved the fibers to create bracelets. Students also made decorations for candles, bathrooms, and plant holders. This allowed them to be creative while learning to reuse and repurpose waste.

After observing the success of the project inside the classroom, it was expanded to the wider community. Glenda and her students visited another school to lead a workshop for students and parents on how to make a sustainable business using coconut husks.



## Impact

The project not only taught students practical skills, but also allowed them to observe their immediate environment becoming more conscious of their surroundings. The project encouraged students to reconsider how resources are used and whether their full potential has been exhausted.



After the project ended, students told Glenda about the actions they had taken in regards to reducing and repurposing waste. For example, one student's birthday party became the site for positive change when wasteful, store-bought confetti was exchanged for recycled, dried and hole-punched leaf confetti. Students proudly shared they had hosted a recyclable SDG-themed party, demonstrating that they were beginning to apply their gained knowledge beyond the classroom.

## Reflection

When Glenda started out as an Advocate, the phrase 'Once an Advocate, always an Advocate' was mentioned several times throughout her training, but she was skeptical about how much she would take with her. As time has passed, she now realizes how true this phrase is.

Reflecting on her time as an Advocate, she states, “[The Advocacy] stays with you. It makes you more aware, more conscious of reality”. Now, Glenda continuously searches for meaningful and authentic curricular connections to the SDGs, either through a one-hour activity or a bigger project.

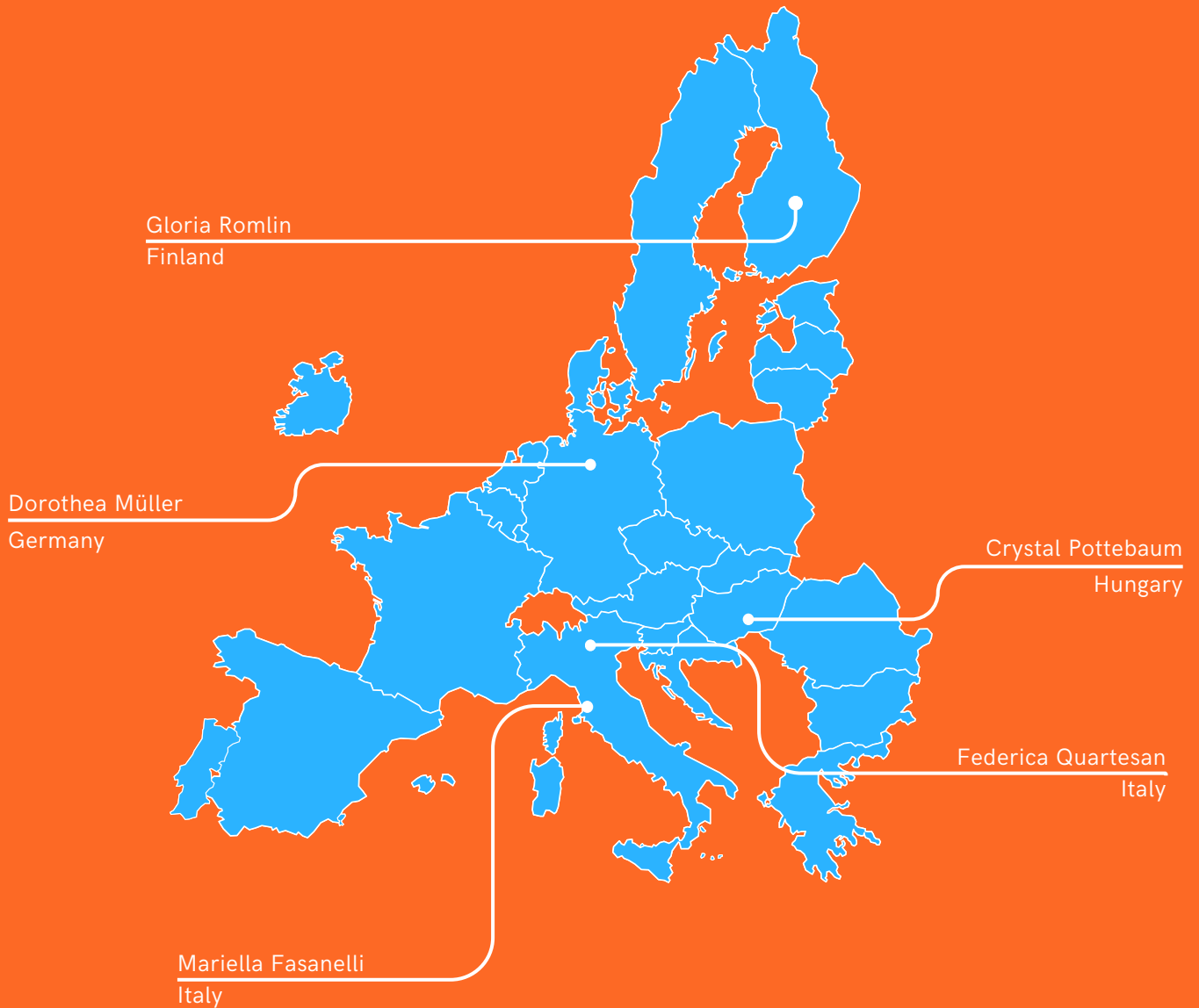
Glenda advises other Advocates to develop ESD projects on topics and issues that students can connect to on a personal level, as well as to scaffold student learning so that they are continuously building on previous knowledge.



This approach allows students to be agents of change, taking ownership of their learning and projects. She also encourages Advocates not to be intimidated by the scale of other ESD initiatives. Starting with small, meaningful actions linked to the SDGs is both valid and effective, and can later evolve into larger-scale impact.

Finally, Glenda believes that school administrators and leaders should better recognize how educators can meaningfully complement and enhance activities in the national curriculum with SDG-connected activities. The same standards and goals can be achieved, even if the SDGs aren't explicitly mentioned. It would be beneficial if schools formally integrated ESD across subjects, as a stand-alone subject, or within staff development in order to provide a greater support system to educators.

# Europe





# Federica

***"Prior to the establishment of Casnati for ESD, sustainability education at the school was fragmented and limited to isolated efforts by individual teachers. Casnati for ESD emerged to address this gap by creating a systemic, structured, and measurable approach to integrating ESD." - Federica Quartesan***

## A Scalable Model for Integrating Sustainability into Education



Community Partnerships and Outreach



Administrator/ Coordinator



Government / National



Explored and Established

### Overview

Federica Quartesan is a high school science teacher and sustainability advocate based in Como, Italy. She serves as the Coordinator of Civic Education at Centro Studi Casnati, where she ideated and leads the Casnati for ESD project, an award-winning initiative recognized at regional and international levels. Casnati for ESD is an interdisciplinary initiative launched by Centro Studi Casnati in Como, Italy, to embed ESD into the school curriculum through a collaborative, network-driven approach. The project connects the school with local and national stakeholders—including universities, research centers, public institutions, businesses, and nonprofit organizations—to create a shared ecosystem that promotes sustainability awareness and civic engagement. Through digital outreach, public events, and strong territorial partnerships, Casnati for ESD has

received notable institutional recognition, including an award from the Lombardy Region. Its growing reputation positions it as a potential national and international model for implementing ESD at the school level.

### Theory of Change

Prior to the establishment of Casnati for ESD, sustainability education at the school was fragmented and limited to isolated efforts by individual teachers. Casnati for ESD emerged to address this gap by creating a systemic, structured, and measurable approach to integrating ESD. Three key insights shaped its development:

- First, there was a disconnect between formal education and real-world sustainability challenges that underscored the need for hands-on, meaningful learning experiences.
- Additionally, cross-disciplinary collaboration and engagement with external partners were recognized as essential to enrich learning and broaden impact.
- Finally, long-term success was understood to depend on institutional recognition and alignment with wider educational policies.

Inspired by the Global Schools Program, Casnati for ESD was designed as a whole-school initiative that aligns ESD with the school's governance, pedagogy, and community involvement, ensuring sustainability becomes a foundational part of its educational identity.

### Approaches and Action

Casnati for ESD is structured around three main pillars that collectively form the backbone of the initiative.

The first focuses on building territorial networks and engaging stakeholders. By developing partnerships with universities, research institutions, local government bodies, and environmental organizations, the school has been able to align its educational goals with broader sustainability priorities in the region. Collaboration with the Ufficio Scolastico Territoriale di Como and other public agencies has helped strengthen these ties, while the creation of a digital platform called [esd.centrocasnati.it](http://esd.centrocasnati.it) provides a space to share resources, best practices, and project outcomes with other schools and educators.

The second pillar centers on curriculum innovation and pedagogical transformation. ESD is now integrated into a wide range of subjects, including Science, Economics, and Foreign Languages, through interdisciplinary modules and project-based learning. Students



have taken part in initiatives such as environmental monitoring and sustainable urban planning, working alongside professionals and researchers to solve real-world problems. Teachers receive ongoing training to enhance their capacity to deliver sustainability-focused lessons, ensuring that ESD becomes a consistent element across the curriculum rather than a sporadic activity.

The third pillar emphasizes awareness-raising and community engagement. Public events, such as the high-impact conference held on November 5, 2024, which gathered over 100 participants, serve as platforms for dialogue among students, educators, policymakers, and sustainability experts.

The drafting of an ESD Manifesto, outlining the core values and commitments of the initiative, further anchors the project in the school's identity and mission.

Digital media, particularly Instagram and Facebook posts, under the hashtag [#casnatiforESD](https://www.instagram.com/casnatiforESD), have been strategically used to increase visibility and foster engagement among families and external partners. Media coverage in local newspapers and international educational platforms has further amplified the project's reach.



## Impact

The project has received top marks in the Lombardy Region's Environmental Education Grant and was highlighted in national initiatives such as Youth4Climate, supported by the Italian Ministry of the Environment and UNDP. Financially, it secured €10,000 in funding and generated an estimated €10,000–€16,000 in media value through press and digital outreach. Casanti for ESD also became a member of the University of Saint Thomas Como Environmental Education Network, integrating with 20 schools and 28 partner organizations. Student engagement showed measurable improvement, with increased interest and responsibility toward environmental issues, as evidenced by surveys, participation data, teacher feedback, and social media metrics. Also, the project now hosts a growing digital library of educational materials on its website, facilitating replication in other schools.



## Reflections

The project continues to have opportunities for growth while simultaneously solving key challenges. Efforts are underway to institutionalize the initiative at the national level through collaboration with the Ministry of Education. In addition, improvements to digital outreach are planned, including a refined social media strategy and partnerships with educational influencers.

Securing long-term funding remains a priority, although strong community partnerships provide a solid foundation for sustainability.

Looking ahead, Centro Studi Casnati is determined to advocate for the integration of ESD in national education policies and launch new tools such as a "Casnati for ESD Toolkit" and a guide to using social media for ESD. With growing institutional support, community engagement, and digital presence, Casnati for ESD stands as a scalable and replicable model for embedding sustainability into education.





***“The earlier students develop habits that reinforce critical thinking and global awareness, the more likely they are to become active participants in shaping a better future.” - Gloria Romlin***

## Student Agency and Ownership of Learning for the SDGs



Schoolwide Approach



Administrator/ Coordinator



Government / National



Just Started

Gloria theorized that when students are given the opportunity to choose what matters to them, they become more engaged and empowered. She believes that the earlier students develop habits that reinforce critical thinking and global awareness, the more likely they are to become active participants in shaping a better future.

### Overview

Gloria Romlin, coordinator of the afternoon club at a private primary school in Finland, pioneered a school-wide effort to introduce the SDGs to young learners. In collaboration with her school's UNESCO Associated Schools Network (ASP) ambassadors, Gloria launched a program designed to give students a voice in choosing and exploring the SDGs that matter most to them. Considering her school is at the start of their journey in exploring ESD, Gloria's approach was rooted in dialogue, creativity and student empowerment in order to motivate and engage her colleagues.

### Theory of Change

Finland's education system gives schools the autonomy to craft a local curriculum within national guidelines, a strength that Gloria used to introduce ESD from the ground up.



## Approach and Actions

With minimal resources and limited time, Gloria began by introducing the SDGs to teachers and students through a school-wide workshop. To do so, she used videos and group discussions to spark ideas and reflection in both teachers and students.



Following their reflections, the students decided that instead of focusing on one SDG, they would cover six, with three eventually being chosen to showcase around the school premises to document their work. After this decision was made, Gloria carried out a teacher survey to collect feedback from colleagues to assess their readiness and willingness to integrate the SDGs into their own classrooms.

Despite obstacles like limited leadership support and finding SDG resources in Swedish, Gloria remained committed. She sourced SDG printables, created discussion spaces, and emphasized experience-based learning in her school environment.

## Impact

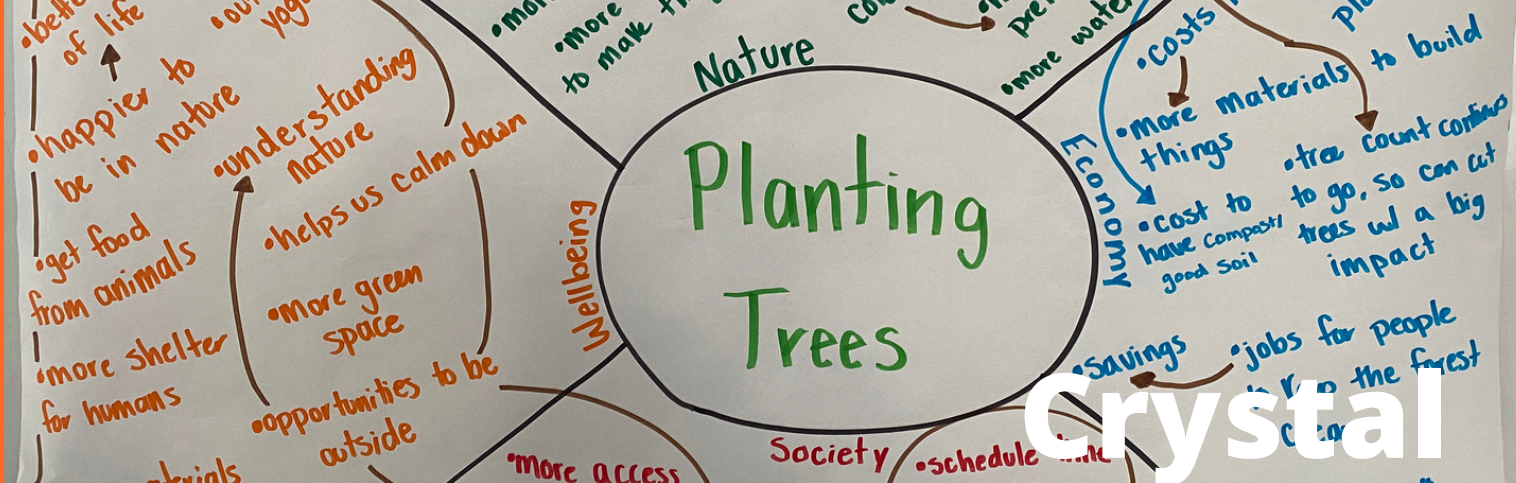
Gloria noticed the positive repercussions of her project almost immediately. After the project, students wanted to take ownership of the learning process when it came to integrating SDGs into the classroom and to apply the goals to future lessons. The teachers also became more familiar with the SDGs and their aims.



Gloria's project visibly marked the beginning of her schools' journey with ESD, helping to stimulate reflection and share commitment toward the SDGs. Her project has been a catalyst for expanding and promoting more ESD engagements in the future. Her long-term vision includes embedding ESD into school routines, securing stronger leadership support, and building a network of classroom advocates.





## How-To Start Your School's Journey with ESD:

- **Host an SDG intro workshop:** Use accessible videos and consider the target audience when introducing the goals to students and staff.
- **Let students lead:** Invite students to vote on or choose the SDGs they care about and build learning projects around these goals.
- **Visualize the process:** Create posters or bulletin boards to share the school's SDG vision with the wider community and update the journey visually as you progress.
- **Survey teachers:** Gather input from staff to understand their needs and hesitations. Use this input to shape future planning and to better support them.
- **Start small:** Initial change doesn't have to be schoolwide. Begin by integrating the SDGs into one classroom, club, or after-school group, and grow from there.
- **Find or translate SDG materials into the school's local language:** SDG dashboards and infographics are a great place to begin.



**“ This project revealed that when students see the tangible results of their efforts, this can inspire ongoing engagement and create a ripple effect throughout the school.” - Crystal Pottebaum**

## Integrating Sustainability in Education through Voice and Choice

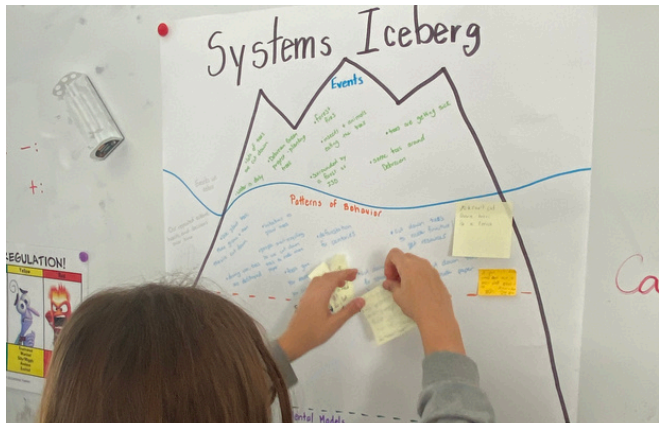
-  Collaborative Projects and Interdisciplinary Learning
-  Administrator/ Coordinator
-  International Baccalaureate
-  Just Started

**Overview**  
 Crystal Pottebaum is the K-12 Service & Sustainability Learning Coordinator at the International School of Debrecen. In her role, she supports teachers in embedding service learning and sustainability across the curriculum. She collaborated with Grade 4 teachers and students to integrate sustainability into their unit on biodiversity, transforming their learning into meaningful reflection and action. Using tools such as the Sustainability Compass and the Systems Iceberg, she guided students to identify areas for improvement at their school and to consider how planting trees could impact their community and environment.

By giving students choice and ownership of their projects, Crystal ensured they were

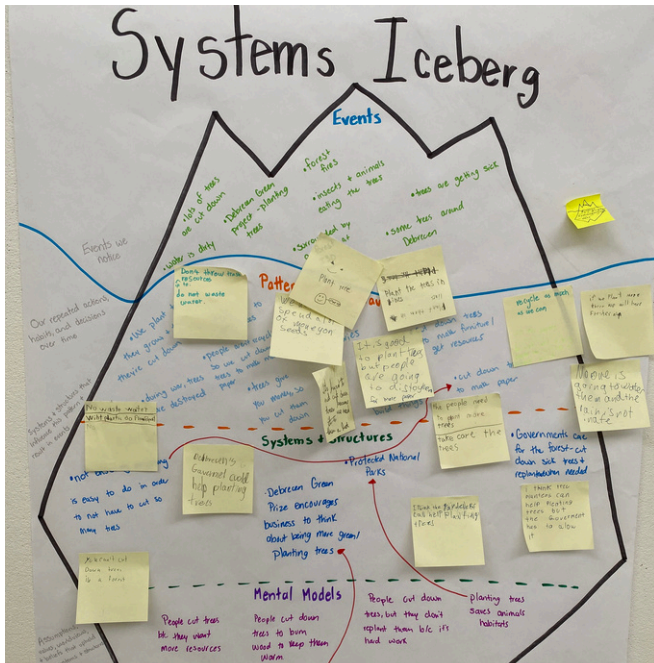
invested in their learning. This approach helped them connect classroom concepts to real-world change, making their studies both engaging and impactful.

**Theory of Change**  
 This unit was grounded in Crystal’s belief that students should have both voice and choice in their learning, with teachers serving as facilitators rather than information providers. Her goal was to empower students to see themselves as agents of change, engage in authentic problem-solving and critical thinking, and help students recognize opportunities for action within their community. Through this process, she hoped to spark a culture of responsibility and initiative that extended beyond the unit.



## Approaches and Action

Crystal joined the Grade 4 planning team as they prepared the unit on biodiversity. Drawing on her experience as a former Grade 4 teacher, she co-designed a series of lessons that helped students identify problems within the school environment. Next, they narrowed their focus to projects aligned with biodiversity. Together, the students decided to take action to improve air quality by planting trees.



Students then explored the impact of this choice through [Compass Education's Sustainability Compass](#) (Wellbeing, Society, Nature, Economy) and the [Compass Education's Systems Iceberg](#) tool (events, patterns, structures, mental models).

Then they developed a comprehensive action plan and started researching which native Hungarian trees were suitable for the climate. Following this, they interviewed the Facilities Team to determine planting sites, and organized a fundraising drive to be able to purchase the trees.

In the end, students successfully procured and planted two native trees in the schoolyard, a lasting symbol of their learning and contribution.

## Impact

The main outcome was the planting of two trees in the schoolyard, which the Grade 4 students continue to check on and care for during recess. Other students have been inspired to design their own initiatives as a result and the school now has a dedicated Eco-School group and a team of changemakers leading individual projects.

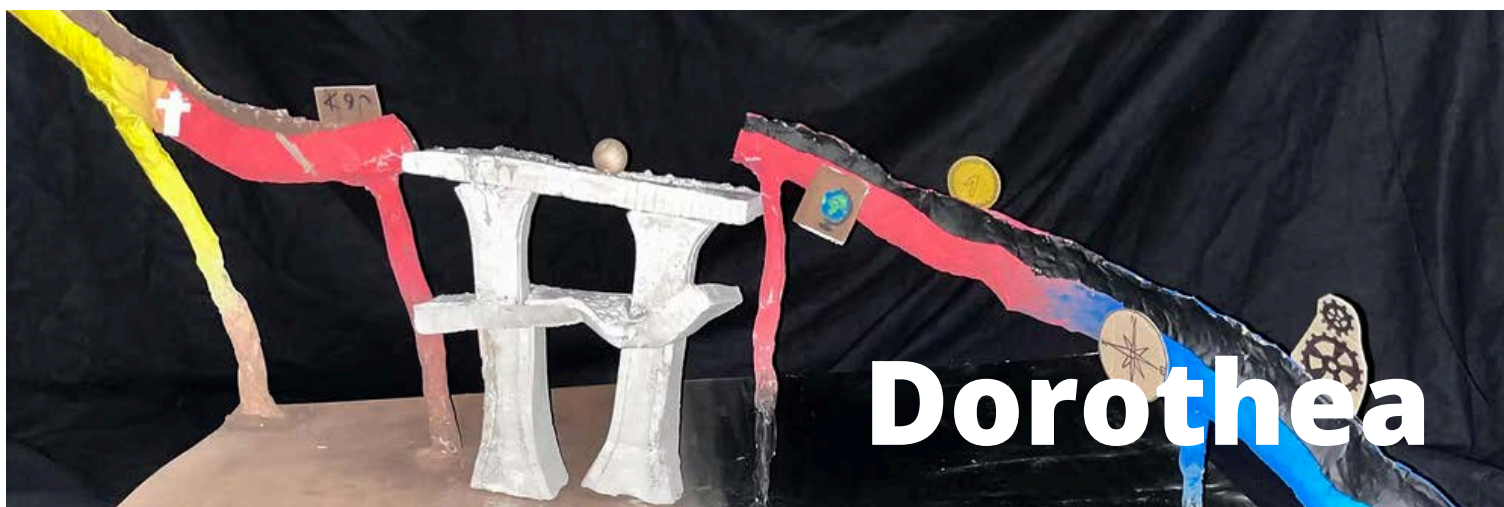
This project shows that when students see the tangible results of their efforts, this can inspire ongoing engagement and create a ripple effect throughout the school.

## Reflection

During this project, student choice, supported by structured pedagogical tools, led to a lasting change in both the school environment and the students' mindset. The small, but significant, act of planting two trees will continue to grow, literally and figuratively, for years to come. For the students, those trees are a reminder that their actions matter, and for the school, they are a testament to the belief that children are the future of positive change.

## Toolkit

- [Sustainability Compass](#)
- [Systems Iceberg](#)
- [Global Schools Program and UN at Your Doorstep Learning Guide on Ecosystem Restoration, including Compass Education tools.](#)



# Dorothea

*"Integrating Ages of Globalization into art curriculum challenged students to engage critically with global issues and translate them creatively into the present day...the outcome showed a diverse handling and critical reflection of every stage of globalization." - Dorothea Müller*

## Tech Museum of Time: A School-Based, Student-Curated Exhibition



Collaborative Projects and Interdisciplinary Learning



Secondary Teacher



Government / National



Explored and Established

### Overview

Dorothea Müller created the virtual "Tech Museum of Time" as part of an interdisciplinary learning experience that brings history, technology, art, and sustainability together. The exhibition was initiated and brought to life by a group of students at the Wilhelms-Gymnasium, Stuttgart, Germany, under the direction of Dorothea Müller. Guided by the Ages of Globalization framework, students explored how technological innovation has shaped human societies across seven historical ages—from the Paleolithic era to the Digital Age. This exhibition is part of a broader STEAM-based lesson design that emphasizes systems thinking, creativity, and student agency.

### Approaches and Action

Working as researchers, designers, and storytellers, students investigated key inventions from their chosen age and translated their findings into original artwork and exhibition pieces using mixed

media, recycled materials, and visual storytelling. The result is a student-curated museum that invites visitors to reflect on how technology responds to human needs, transforms societies, and raises new questions about civic responsibility and our shared future. Visitors are invited to explore the artwork, follow the historical journey across the Ages, and reflect on how today's technologies might one day be viewed through the lens of time.

### Seven Ages, Seven Stories of Innovation:

#### Paleolithic Age, 70,000–10,000 BCE

Artists: Valerio, Len, Ilayda

The Paleolithic Age was the first period of the Stone Age. It began around 2.5 million years ago and ended around 10,000 BCE. During the

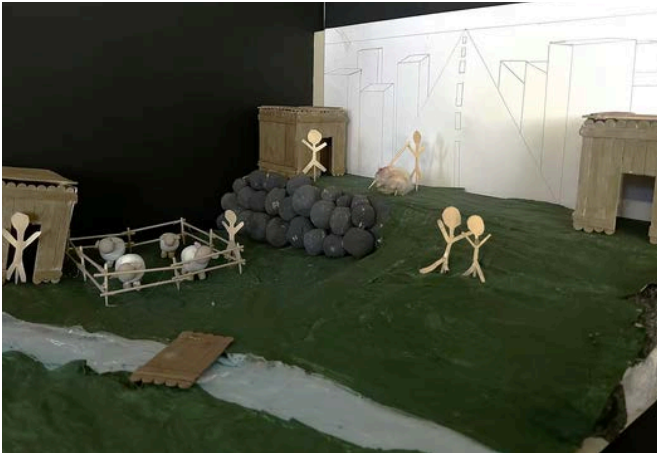


Paleolithic Age, humans lived as hunters and gatherers. Now, humans no longer need to hunt for food. Instead, we buy food in supermarkets and throw the packaging into the trash, showing the dramatic changes in human life since the Paleolithic Age.

**Neolithic Age, 10 000–3000 BCE:**

**Artists: Henry, Jasmin, Paul**

The Neolithic Age was the period in which humans began to settle down and form the first civilizations. This change was mainly caused by the discovery of agriculture, which made it possible to grow crops and improve them over time by selecting the best seeds.....the silhouette of the modern world in the background creates a contrast and shows how far humanity has come, and moved away from their origins.



**Equestrian Age, 3000–1000 BCE**

**Artists: Antonio, Christos, Panagiottis**

The Equestrian Age describes a period in history in which the horse played a central role in military power, transportation, and social organization. During this time, horses became a key factor for dominance and mobility, especially in warfare. Students say, "In our artworks, we used copper as the main metal to represent military dominance. Horses made of copper symbolize their important role in transportation and warfare. We also tried to show how many people lost their loved ones because of war, which led to the provocative title: 'I survived, but what do I have to live for?' If we destroy our species through weapons, there will be nothing left to live for."



**Classical Age, 1000 BCE–1500 CE**

**Artists: Laura, Eliza, Leonie, Jannes, Konstantin**

At its center stands a concrete aqueduct, which connects ancient and modern times and represents advanced engineering and an organized society. The marble track begins in yellow and changes to red, symbolizing the transition from simple structures and religious influence to technical progress, unrest, and power struggles. The aqueduct marks a high point of ancient technology and the preservation of knowledge. After the aqueduct, the track continues in blue, representing knowledge, technology, and the future. As the marble speeds up and disappears at the end of the track, it illustrates that time continues to move forward without end.



**Ocean Age, 1500–1800**

**Artists: Lena, Selma, Helena, Carmen**

This wooden model ship represents the Ocean Age, a period defined by expanding horizons and the global exchange of goods. Inspired by the ships used during the voyages of Christopher Columbus, the model reflects the

early stages of European exploration across the Atlantic. While this era greatly changed the European worldview, it also had devastating effects on Indigenous peoples, including cultural disruption, the spread of diseases, and forced labor. The ship model therefore symbolizes both technological innovation and the encounters that shaped the modern world. It invites viewers to reflect on how the Ocean Age transformed global relationships and continues to influence them today.

### Industrial Age, 1800–2000

Artists: Suen, Franziska, Carl, Lovis

This artwork depicts a map of Western Europe and Eastern North America. Factories, which emerged around 1760, made production more efficient but also led to poor working conditions and serious social problems. This is symbolized by the factories placed in Sweden and Norway. The human figure trapped beneath the factory represents the difficult and oppressive conditions faced by many workers.

The locomotive, the car, and a computer are also shown to represent how industrialization encouraged innovation, mechanization, and technological progress. The dead, black trees placed around each invention represent the negative environmental effects of industrialization and encourage viewers to reflect critically on its consequences. In conclusion, the artwork illustrates that while the Industrial Age saw a big step forward for humans, there are also serious environmental problems caused by the industrial revolution.



### Digital Age, 2000–today

Artists: Vlada, Evi, Antonia, Sunghyun

The Digital Age describes the era in which digital technologies play a central and increasingly important role in the economy, communication, education, and everyday life. This age began around 1970 with the spread of computers and later the development of the internet, which fundamentally changed how people access and share information. Artificial intelligence is now rapidly infiltrating our everyday life, which raises important questions about the future of human creativity and reminds us that, as humans, we should not allow technology to fully replace us.



### Reflection

Dorothea shares that integrating Ages of Globalization into her art curriculum challenged students to engage critically with global issues and translate them creatively into the present day. The global framework offered new perspectives for both her and her students, making the “Tech Museum of Time” a deeply enriching teaching and learning experience. Students were challenged by this open space (having an intellectual construct) and used a free range of material to create their art work. The outcome showed a diverse handling and critical reflection of every stage of globalization.

### Additional Resources

The Tech Museum of Time can be [viewed here](#).



# Mariella

***“Global education and sustainability are not separate subjects, but essential lenses through which history, economics, politics, and culture can be interpreted in a deeper and more human way.” - Maria Rosaria (Mariella) Fasanelli***

## Dialogue Across Borders: Ages of Globalization–Based Activities



Schoolwide Approach



Secondary Teacher



Government / National



Explored and Established

### Overview

Maria Rosaria (Mariella) Fasanelli is an English as a Foreign Language (EFL) teacher at Liceo N. Machiavelli in Rome, Italy, working with students from Grades K9 to K13. Mariella is an active member of the Ages of Globalization (AoG) educators committee, and she integrated the Ages of Globalization course into both her formal curriculum and extracurricular activities. The integration of AoG materials provided a framework that connected global challenges such as human rights, sustainability, and peacebuilding to students’ lived experiences.

### Theory of Change

Mariella believes that education should help students understand the world as an interconnected system and recognize their meaningful role within it. Global education and sustainability are not separate subjects, but essential lenses through which history, economics,

politics, and culture can be interpreted in a deeper and more human way.

Through dialogue and real-world connections, the classroom can become a space for curiosity, reflection, and shared discovery. It is also a space where students can cultivate hope: the awareness that, despite the many challenges our world faces, positive change is still possible through knowledge, cooperation, and responsible action.



### Approaches and Action

Since one of the pillars of Civic Education in Italy includes education for sustainable development and the 2030 Agenda, related materials from the AoG course—including those from the dialogue series UN at Your Doorstep—were particularly easy for Mariella to incorporate into her teaching. These resources address topics such as environmental sustainability, human rights, access to quality education, climate action, and gender equality.

Specifically, one resource that Mariella used both in regular classes and during a meeting with students from Gymnasiet Lärkan in Helsinki, Finland, was the video by Professor J. Sachs titled “Class 6, Chapter 5: Finding Peace and Cooperation in a Deeply Divided World.” Students’ reflections on the video led to an international group activity called “Our Common Rights: Our Common Voice.” In mixed groups, students collaboratively drafted a short Human Rights Statement beginning with the sentence: “As young people from Finland and Italy, we believe that...”, which then became the basis for discussion and comparison across student groups. Apart from using materials from the AoG course across several classes, as a UNESCO ASPnet school, Mariella and her colleagues designed specific dialogue-based activities based on AoG materials and used these when hosting foreign student delegations visiting Rome for study trips or Erasmus+ mobilities.

These activities actively engaged students by placing them in mixed international groups where they had to explore and discuss concrete real-world challenges, such as freedom of expression, the protection of human rights, comparing national perspectives, and reaching shared conclusions.

### Impact

Curricular activities from the AoG course helped students deepen their understanding of global interdependence and recognize that many of the challenges they experience or study are shared across societies. Mariella’s school observed greater confidence in students’ expressions of their views in English, increased openness to different perspectives, and a more mature awareness of their role as active global citizens.

Mariella’s student, Stefano, said: “Writing the Human Rights statement together with Finnish students, helped me see that we share the same concerns about equality and freedom, even in different countries.”

### Reflection

Now that Mariella is in her second year of using AoG materials, she feels more aware of the structure and possibilities of the course and less intimidated by the richness and academic level of its content. Building on this growing awareness, she plans to continue making the most of the scalability and transferability of AoG resources, integrating them flexibly into her teaching and involving more colleagues so that these opportunities can reach a wider group of students.

Mariella says that educators should not feel intimidated by the scope of the Ages of Globalization course. It is helpful to select a clear focus and make use of the scalability of the materials, adapting them to the developmental abilities of the targeted students and the available time. Even single lessons linked to international days—such as the International Day for the elimination of violence against women—can become a meaningful entry point by drawing on relevant resources from the course, such as the activities guide on gender equality from UN at Your Doorstep.



# Oceania



Amanda Winnett  
Australia

Jo Au Lok Yee  
Australia



*"The experience transformed classroom learning into a school-wide advocacy event, celebrating student agency." - Jo Au Lok Yee*

## Tackling Global Inequalities through Sustainable Action



Classroom Integration



Primary Teacher



International Baccalaureate



Explored and Established

### Overview

Jo Au Lok Yee is an IB Primary Years Program (PYP) Homeroom Teacher at the Australian International Academy of Education in Sydney, Australia. With ten years of teaching experience across international, public, independent, and rural schools in countries including Hong Kong, Luxembourg, Kuwait, Indonesia, and Australia, she aims to bring a global perspective to her classroom. Passionate about education equity, she became a Global Schools Advocate to address the disparities she had witnessed between suburban and rural students, specifically regarding unequal access to resources, quality teaching, and learning opportunities, with the goal of developing critical consciousness about injustice and engaging students in social action.

### Theory of Change

Jo Au's inspiration stems from having taught in diverse educational settings, where she has observed a significant difference in how students from wealthy private schools, versus those from low socio-economic or rural families, perceive and value their possessions. This was sharply highlighted when she witnessed a student at an independent school throwing away an apple after a single bite, just because he disliked the taste. Meanwhile, miles away in rural Indonesia, she had seen a student using the same short pencil for an entire week because school supplies were rare. Her experience, coupled with her own background, motivated her to design a unit to foster a deeper appreciation and consistent value for resources in her students.



By integrating SDG 10: Reduced Inequalities with SDGs: 11 Sustainable Cities and Communities, 12: Responsible Consumption and Production, SDG 13: Climate Action, and SDG 15: Life on Land, she aimed to make her Year 2 students more conscious of their own consumption and cultivate gratitude for the resources they have.



### Approaches and Action

Jo Au's unit fell under the IB PYP transdisciplinary unit of inquiry theme: "Sharing the Planet". The unit of inquiry was initiated with a "Tuning In" stage, where she used dollar street to activate students' prior knowledge and interest. This revealed global inequalities to her students, especially regarding unequal access to natural resources and the effects of pollution. By inferring the environmental conditions and examining specific household items in the photos, students gained initial insights into how people live in other countries.

The next stage was the "Finding Out" stage, where Jo Au introduced her students to different kinds of natural resources, distinguishing between renewable and non-renewable resources, using a video and a fill-in-the-blanks activity.

Subsequently, in the "Sorting Out" stage, students explored and researched the use of renewable and non-renewable resources through an iPad research project and a reading comprehension task. In the latter, students worked in pairs to read a factsheet, extract details on the use of a particular resource, and note down information. To deepen their awareness, Jo Au also used an award-winning animation by Abdullah Rashid to spark students' interest to understand the link between human activities and pollution.

To foster a sense of responsibility and stewardship, Jo Au moved into the "Conclusions Making" and "Action Taking" stage by having the students reflect on what they can do on a daily basis to sustain the Earth's natural resources. She also introduced the 3Rs—reduce, reuse, recycle.

Additionally, Jo Au incorporated a daily "Clean Up Challenge" as a classroom routine, alongside a playground cleaning duty. This cultivated a sense of responsibility in her students to organize their belongings and keep the campus clean. This was coupled with an incentive for the students—those who had the cleanest tables earned points and the winning group received a "Best Teamwork" trophy, fostering collaborative learning and contributing to SDG 11: Sustainable Cities and Communities by creating clean spaces and SDG 12: Responsible Consumption by encouraging responsible waste management.



Finally, the school implemented a "Resource Renewal" exchange. Instead of limiting actions to recycling, students organized a swapping event where they exchanged used items (clothes, books, toys). This experience consolidated the principles of resource stewardship in the school, reducing waste and fostering community connection.

## Impact

The project led to a growing resource awareness and behavior change among students. They became more conscious of the value of resources and understood how small actions could contribute to pollution and resource exhaustion. Meanwhile, the student-led primary assembly was a powerful demonstration of student agency, creative expression, and interdisciplinary learning.

By crafting fashion from recycled materials and presenting during the assembly, the Year 2 students embodied the principles of resource renewal and became advocates for social change, raising awareness across the entire school community. The assembly was met with widespread positive feedback from Kindergarten to Year 2 students and their teachers, highlighting its effectiveness in making sustainability topics relatable and promoting engagement across different grades.

## Reflections

The successful integration of these ESD and SDG activities was enabled by the flexibility of the IB PYP framework and the pedagogical space to move beyond traditional teaching and embed deep conversations about global issues like resource consumption and inequality.



Furthermore, explicit support from school leadership was a key driver of success. The permission granted by the school to allow students to showcase their learning through the primary assembly was vital. The experience transformed their classroom learning into a school-wide advocacy event, celebrating student agency and significantly amplifying the project's overall positive impact.

In the long term, Jo Au aspires to motivate more K-6 students and educators to actively contribute to reducing inequalities (SDG 10), simultaneously emphasizing the crucial role that teachers hold in ushering the next generation toward achieving a more just world.

## Toolkit

- [Dollar Street](#), Gapminder
- ["Man," Award-winning Environmental Pollution Animation](#), Steve Cutts
- ["Earth, We're In It Together," Song](#), Auntie Litter Inc.





# Mandi

*“switching the focus from crisis to connection would give students the chance to see the beauty in nature, spend time in it, understand it, and have a relationship with it.” - Mandi Winnett*

## Positive Connections and Empowerment Through a Miyawaki Forest



Community Partnerships and Outreach



Administrator/ Coordinator



Government / National



Just Started

### Overview

Amanda Winnett is a Nature Pedagogy & ESD Specialist working with primary students at the Spearwood Alternative School in Perth, Australia. Mandi collaborated with the Harry Butler Institute at Murdoch University as part of a science program on the ecology and restoration potential of pocket forests in the Australian context, working alongside the institute to create Spearwood’s own Miyawaki Forest. The project aimed to help students develop a positive approach toward sustainability through hands-on activities and citizen science, the goal being to inspire a love for nature while addressing key environmental challenges within the school community.

### Theory of Change

Mandi’s idea for the project began when she realized that students are being exposed to a negative mindset about the current state of the world.

As a passionate nature educator, she also wanted to foster a deeper understanding and connection between her students and nature, ensuring that nature would be meaningfully integrated within an early childhood context. Mandi believed that switching the focus from crisis to connection would give students the chance to see the beauty in nature, spend time in it, understand it, and have a relationship with it. Her aim was to provide a platform, space, and experience for students in nature, with the hope that this would spark student action to protect the environment.



## Approach and Actions

The Miyawaki Forest project was launched as a community-driven initiative, bringing together students, parents, teachers, and local stakeholders in a shared effort. It was built upon the school's existing Bush School Program, which embeds nature pedagogy across the curriculum, and extends this work by creating opportunities for deeper exploration and student-led action.

Critical to the project is Mandi's ongoing effort to incorporate the two-way science approach with local Noongar (Aboriginal) knowledge and ways of knowing and being. The Bush School Program has been extended to the whole school, alongside Aunty Nicole Jetta, who is teaching students the local Noongar language. Mandi has also developed a Bush Kindy program that runs two days a week.

Specifically, the Miyawaki Forest project started by prepping the site and collecting compost. Each class was assigned a part of the site, and they began by planting the native seedlings and conducting monthly monitoring. Alongside Murdoch University, the concepts of 'Zentangling' and 'Nature Journaling' were explored, where students were asked to examine the shapes and patterns of the forest. These learnings linked to other subjects, such as Mathematics, and to other ESD practices.

Theory became action through embedding ESD into the whole school program for 2025, with a focus on sustainability. Each class was responsible for either recycling, composting, worm farming, or property (including lost-and-found sports equipment). The Miyawaki Forest project, is thus a schoolwide initiative that brings nature pedagogy into classrooms, integrating nature and ESD from an early age.

## Impact

For students, the Miyawaki forest provided a strong sense of identity, allowing them to be connected to the natural world. The school also

noted improved student well-being and communication skills.



Within the wider community, parents have also shown a strong interest in the Miyawaki forest project, and the initiative has sparked conversations about how environmental education can be more deeply integrated into school life. Overall, nature pedagogy and the related projects have always operated with strong support from school leadership and the school community, which ensures long-term sustainability.



## Reflections

In conclusion, Mandi is already sharing the outcomes of the Miyawaki Forest project internationally. She presented action-research on this project at the OMEP conference in Bologna in July 2025, as part of the ESD Award from the World Organization for Early Childhood Education. External funding and grants are being explored to further expand the project's

reach. In the long run, the project aims to inspire systemic change, ensuring that sustainability becomes a core part of the students' education and daily lives, as well as creating a lasting impact that extends beyond the classroom.



### How to Engage with Nature-based Pedagogy:

- **Find a natural space that students can visit regularly:** This can be a school garden, a local park, or a natural area. Ensure that a consistent day and time is set aside to visit and care for the environment to observe seasonal changes.
- **Give students time to explore the space:** Invite them to look, listen and identify plants, animals, insects, birds, and the environment. Ask the students: What do you see? What do you hear? What do you feel? What do you think lives here?
- **Have students document the space:** Ask students to record observations in nature journals. They can document what they find through drawings, photos, and notes.

- **Let students' curiosity lead the way:** By making space for student voices, they will be more motivated to visit the natural space regularly. Encourage discussions about the age of plants, animals, and trees and how important they are.
- **Get more people involved:** Consider inviting a guest teacher from another subject area to visit the natural space alongside your class, in order to make cross-curricular connections. Inspire students to involve their parents and the local community.
- **Read stories or local folktales about the natural world:** This is great way to bring in more local knowledge about the natural environment.
- **Brainstorm solutions as a group:** Inform students about the risks and dangers that can harm the natural environment. Ask students to think about how the area can be improved or helped (picking up litter, planting native plants, putting up signs to inform others to look after the environment, caring for biodiversity)

### Tools and Links

- [Miyawaki Forest - Planting pocket forests with the next generation of eco warriors](#), the Harry Butler Institute at Murdoch University
- [Zentangle Method](#)
- [Pocket Forests Project](#), the Harry Butler Institute at Murdoch University
- [Mandi's presentation on Miyawaki Forests](#)

# Lessons Learned

Overarching lessons can be drawn from the Global Schools Advocates' journeys and projects. While the stories vary in type of project, methodologies and pedagogical approaches, some general teachings can be concluded that provide the foundation for fruitful implementation of ESD.

## Beyond the Classroom

A major lesson learned is the importance of moving beyond the classroom. This can be done in a variety of ways. Case studies show that space matters, through the facilitation and creation of new spaces for learning and curiosity. Restoring degraded spaces in nature provides opportunities for recreation and learning, creating a shared space for knowledge while also producing lessons from the process itself. In many cases, the integration of nature-based education and pedagogies has led to increased student engagement.

Another way of moving beyond the classroom is through hands-on and experiential learning. Case studies show that incorporating experiential learning into the classroom equips students with both the knowledge and the tools to become sustainable, responsible global citizens. Many projects showcased in the case studies include awareness campaigns, which are experiential and allow students to exhibit their gained knowledge and to become advocates themselves.

## Student Ownership & Agency

A further foundation of effective, sustainable ESD is shown to be student ownership and agency. Projects indicate that positioning students at the forefront of their own learning fosters independence. There is power in agency, and enabling a sense of agency leads to active learner participation. Through a variety of methodologies, student-centered learning provides effective outcomes. Student-led projects build students' capacities and harness their belief of doing something that matters. Furthermore, being treated as capable agents of change instills the feeling that they matter. The case studies reveal that letting the students' curiosity and inquiry drive forward ESD initiatives provides more space for creativity and engagement.

## Connection and Contextualization

Another overarching conclusion pertains to the crucial need to connect learning to local contexts and the lived experiences of students, teachers, and their communities. The case studies reveal that this motivates students to do more and push beyond existing knowledge. A reason to care is established, changing the perception of a distant crisis and acknowledging how it affects students' local communities. Direct, hands-on engagement with their immediate environment fosters a strong sense of responsibility, motivating students to take action on the issues they encounter around them.

Complementing the lesson learned is the need to map new ESD initiatives onto existing curricula, as well as integrating them into current national frameworks. Building on what already exists and works results in more sustainable integration. The Advocates' reflections show that aligning projects with existing contexts and content ensures they remain grounded in lived experiences.

## The Role of Schools and Teachers

The case studies underscore the critical role of schools and teachers. Teachers must feel empowered, supported, and sufficiently equipped to take on ESD initiatives. Sustainable pedagogical reform and teacher training is crucial to meet these ends. In many cases, this is already being undertaken across the Global Schools Program, but school leadership and extended teacher involvement remain obstacles for fruitful ESD implementation. Case studies show that resistance to change, time constraints, and resource limitations remain.

# Lessons Learned

## A Ripple Effect

Reflections from the projects exhibited that actions do not need to be large and resources do not need to be in abundance to make a difference. To start, the mere intention of bringing ESD into classrooms is all it takes to start a ripple effect across a school community. A ripple effect can arise from any small act and reach the wider community, leading to the creation of a culture of sustainability.

An important aspect of the ripple effect is the idea of continuity. One small act can create a knowledge base, but ESD needs to be passed on to next generations to sustain development and ensure continuous learning.

It is important to note that in the case studies where school leadership was supportive, projects were able to scale faster and become even more impactful across the school. In instances where school leadership acted as a barrier, educators reported more difficulties with their ESD projects and initiatives.

## Conclusion

Overall, the outlined case studies show that ESD continues to be important, relevant, and necessary. Projects led to increased student participation, feelings of agency over students' own learning, and pro-active involvement with the world around them. The Case Study Guide demonstrates that there are many ways and forms in which ESD can be incorporated into a classroom, and a single project can be the beginning of long-term, widespread commitment for ESD.

## Monitoring and Evaluation

The case studies also exhibit the importance of continuous feedback, monitoring, and evaluation. Most of the projects showcased incorporate ongoing assessment, establishing a feedback loop to promote a deeper understanding of the project's effectiveness.

Some projects incorporated needs-based assessments to ensure they are properly adapted to the context of the school and the curriculum.

To be successful, educators need time to continue adapting and evaluating their projects to ensure that they remain relevant for students, colleagues, and the wider community.

# Appendices

The following pages provide more information on the educators and schools featured in the case-study guide, organized by role, location, level of ESD integration, and stage of ESD journey.

## Role

### Administrator/ Coordinator

Academic Coordinator, Batool Kazmi  
 Afternoon Club Coordinator, Gloria Romlin  
 Chief Program Officer for Casnati for ESD, Federica Quartesan  
 Educational Officer, Emmanuel Omeiza Momoh  
 English Curriculum Manager, Nwa Abbas  
 Environment Facilitator, Shweta Awasthi  
 Head of Environmental Sciences, Marcela Villan  
 IB Diploma Program Coordinator, Sania Rasool  
 IB Diploma Program Community Engagement, Megan Vosk  
 Montessori Elementary Director, Murali Krishnan  
 Nature Pedagogy & ESD Specialist, Amanda (Mandi) Winnett  
 School Academic Coordinator, Mani Ram Ghimire  
 Service and Sustainability Learning Coordinator, Crystal Pottebaum  
 Social Impact and Sustainability Program Director, Rafi Cristobal

### Teacher

Biology, Büşra Dursun  
 English, Glenda Torres  
 Grade 6, Amar Sad  
 Individuals and Societies, Megan Vosk  
 Middle School, Samreen Qaseem  
 Science and Environmental Systems and Societies, Jessica Flórez Murchia  
 Secondary, Amadou Mariko  
 Secondary Subject, Adamson-Abiodun Temitayo  
 Social Studies, Edwin Quiñosa  
 Social Studies, Maria Jonaper Palmares  
 Teaching Fellow, Mary Akatch  
 Year 2, Jo Au Lok Yee  
 English as a Foreign Language (EFL) teacher, Mariella Fasanelli  
 Art & German Language Teacher, Dorothea Müller  
 Teacher and Scholarship Program Associate, Yaya Dama

# Location (By Continent)

## Africa

Bukina Faso, Yama Dama  
Kenya, Mary Akatch  
Libya, Maria Jonaper Palmares  
Mali, Amadou Mariko  
Nigeria, Adamson-Abiodun Temitayo  
Nigeria, Emmanuel Omeiza Momoh

## Asia

Hong Kong, Rafi Cristobal  
India, Murali Krishnan  
India, Shweta Awasthi  
India / Pakistan, Samreen Qaseem  
Laos, Megan Vosk  
Nepal, Mani Ram Ghimire  
Pakistan, Batool Kazmi  
Pakistan, Nwa Abbas  
Pakistan, Sania Rasool  
Philippines, Edwin Quiñosa  
Saudi Arabia, Jessica Flórez Murchia  
Syria, Amar Sad  
Turkey, Büşra Dursun

## Europe

Finland, Gloria Romlin  
Germany, Dorothea Müller  
Hungary, Crystal Pottebaum  
Italy, Federica Quartesan  
Italy, Mariella Fasanelli

## Oceania

Australia, Amanda (Mandi) Winnett  
Australia, Jo Au Lok Yee

## South America

Argentina, Marcela Villan  
Ecuador, Glenda Torres

# Curriculum

## Government / National

Adamson-Abiodun Temitayo  
Amadou Mariko  
Amanda (Mandi) Winnett  
Amar Sad  
Dorothea Müller  
Edwin Quiñosa  
Emmanuel Omeiza Momoh  
Federica Quartesan  
Glenda Torres  
Gloria Romlin  
Mani Ram Ghimire  
Marcela Villan  
Mariella Fasanelli  
Mary Akatch  
Yaya Dama

## National (Abroad)

UK National, Maria Jonaper Palmares  
UK National, Nwa Abbas  
US, Rafi Cristobal

## International Baccalaureate

Büşra Dursun  
Crystal Pottebaum  
Jo Au Lok Yee  
Megan Vosk  
Sania Rasool  
Shweta Awasthi

## Other

Cambridge International, Samreen Qaseem  
IB and NEASC, Jessica Flórez Murchia  
IGCSE and Montessori, Murali Krishnan  
Pearson Edexcel, Batool Kazmi

## ESD Journey

### 0-1 Years: "Just Started"

Amadou Mariko  
Amanda (Mandi) Winnett  
Büşra Dursun  
Crystal Pottebaum  
Glenda Torres  
Gloria Romlin  
Jessica Flórez Murcia  
Mary Akatch  
Sania Rasool

### 2-3 Years: "Early Exploration"

Amar Sad  
Batool Kazmi  
Edwin Quiñosa  
Emmanuel Omeiza Momoh  
Maria Jonaper Palmares  
Megan Vosk  
Murali Krishnan  
Nwa Abbas

### 4+ Years: "Explored and Established"

Adamson-Abiodun Temitayo  
Jo Au Lok Yee  
Mani Ram Ghimire  
Marcela Villán  
Rafi Cristobal  
Samreen Qaseem  
Shweta Awasthi  
Yaya Dama  
Dorothea Müller  
Mariella Fasanelli  
Federica Quartesan

# Level of Integration

## Classroom Integration

Amar Sad  
Emmanuel Omeiza Momoh  
Jessica Flórez Murcia  
Jo Au Lok Yee  
Nwa Abbas  
Yaya Dama

## Collaborative Projects and Interdisciplinary Learning

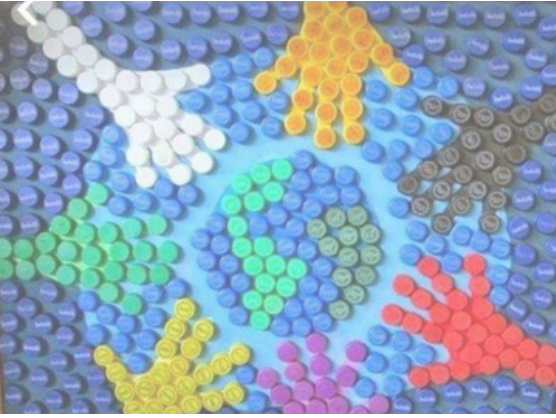
Crystal Pottebaum  
Dorothea Muller  
Glenda Torres  
Gloria Romlin  
Jo Au Lok Yee  
Mani Ram Ghimire  
Marcela Villán  
Maria Jonaper Palmares  
Mary Akatch  
Megan Vosk  
Murali Krishnan

## Schoolwide Approach

Adamson-Abiodun Temitayo  
Amar Sad  
Gloria Romlin  
Mani Ram Ghimire  
Murali Krishnan  
Sania Rasool  
Shweta Awasthi

## Community Partnerships and Outreach

Amadou Mariko  
Amanda (Mandi) Winnett  
Batool Kazmi  
Büşra Dursun  
Edwin Quiñosa  
Federica Quartesan  
Mani Ram Ghimire  
Mary Akatch  
Megan Vosk  
Rafi Cristobal  
Samreen Qaseem  
Shweta Awasthi



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