



GLOBAL SCHOOLS ANNUAL REPORT 2023

Supporting Schools and Educators
in shaping a more sustainable world



Global Schools
Program

2030

2029

2028

2027

2026

2025

2024

2023

2022

2021

2020

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**THE GLOBAL SCHOOLS PROGRAM PROVIDES
TEACHERS AND SCHOOLS WITH THE RESOURCES
AND THE PEER SUPPORT THEY NEED TO TEACH
ABOUT THE SDGs...**

**AS A SUPPORTER OF THIS INITIATIVE,
I ENCOURAGE ALL TEACHERS AND SCHOOL
OFFICIALS OUT THERE TO USE THE RESOURCES
THAT THE GLOBAL SCHOOLS PROGRAM IS CURATING
AND PRODUCING WITH THE HELP OF LEADING
RESEARCHERS AND ACADEMICS TO ADVANCE THE
MESSAGE OF THE SDGS IN [THEIR] SCHOOLS.**

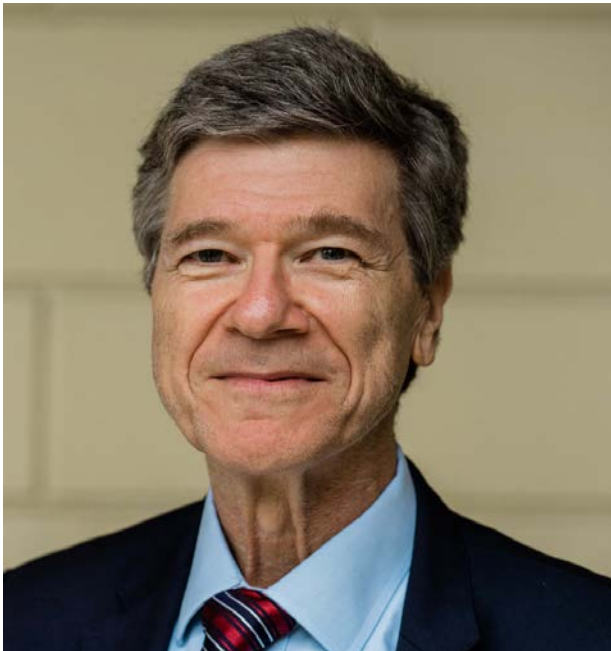
**Ban Ki-moon,
Former United Nations Secretary-General**

Letter from our President, Professor Jeffrey Sachs

Dear friends and colleagues,

I am delighted to present the Global Schools Annual Report and share the developments of the Global Schools Program during the past year. This report highlights the work of the Global Schools Program to mobilize schools and educators to integrate Education for Sustainable Development (ESD) in their teaching and school-wide practices. At a time when the world faces pressing challenges, equipping young people with the knowledge, skills, and values to drive sustainable change has never been more critical.

As President of the UN Sustainable Development Solutions Network, I am deeply gratified by the commitment, passion, and collective efforts of the Global Schools community to champion Education for Sustainable Development (ESD). This year, the program launched the toolkit: *“From Commitment to Action: Integrating Sustainable Development into National Educational Priorities: A Practical Guide for Policymakers, Practitioners, and Researchers.”* In addition, over 70,000 students participated in activities led by Global



Schools Advocates, and 240 ESD workshops were conducted, which resulted in the training of 7,800 additional educators.

I am extremely encouraged by the continued growth of the Global Schools community of schools, teachers, and volunteers. In addition, I am very enthusiastic about expanding our work to new regions and offering new opportunities for schools to engage with the SDSN via expanded K12 education offerings, such as my Ages of Globalization course.

The Global Schools Program is extremely grateful to its donors, partners, and volunteers for their continued support. We are also incredibly thankful to the educators and school leaders who champion this program in their school communities. These individuals demonstrate their commitment to creating a just and sustainable world for all. I look forward to continued progress in expanding out K12 education work, and I congratulate the Global Schools Team and volunteers on their incredible efforts.

Best wishes,

A handwritten signature in black ink that reads "Jeffrey D. Sachs". The signature is written in a cursive, flowing style.

Jeffrey D. Sachs

President of the UN Sustainable Development Solutions Network

Letter from Global Schools Leadership

We are thrilled to launch the Global Schools Annual Report 2023. As we reflect on the past year, we are filled with gratitude and a sense of accomplishment looking back on our work to bring education for sustainable development to school communities around the world. In 2023, we made tremendous progress growing our network, welcoming over 269 new schools to the Global Schools community. In addition, we also were once again named to the HundrEd Global Collection as one of the 100 most scalable and innovative K12 education programs worldwide.

In 2023, the major focus was the development of a toolkit, "From Commitment to Action: Integrating Sustainable Development into National Education Priorities: A Practical Guide for Policymakers, Practitioners, and Researchers," compiling lessons learned from our research pilots in Ghana, Morocco, and Türkiye. This toolkit provides a blueprint for policymakers, practitioners, and researchers to integrate Education for Sustainable Development (ESD) into their national priorities and curriculum. After its publication, this toolkit was used as a training tool for a series of capacity building workshops for SDSN Networks globally. Already, this guide has been used as a reference and input for leading agencies, including in the development of the UNESCO Greening Curriculum Guidance. In addition, we expanded our curricular resources for school communities. These included the translation of lesson plans into Swahili, as well as the publication of two Activities Guides on Healthy Communities and Clean Water.

This year, we carried out teacher training with 313 new Global Schools Advocates, based in 84 different

countries and territories. These Advocates integrated ESD into their school classrooms and practices, reaching 70,048 students as well as 46,542 community members, admins, school staff, and parents in whole-of-school activities that promote sustainable development. Finally, Advocates also carried out training workshops on SDGs and ESD for 7,877 additional educators within and outside of their school communities.

As of 2023, our Global Schools Community of Practice includes 1,800+ pre-primary, primary, and secondary institutions. Educators from over 124 countries have joined our professional development and capacity building sessions; also, they have joined Global Schools sessions at the ECOSOC Youth Forum and the International Conference on Sustainable Development. Furthermore, we have grown our online community, expanding followers by 25% across all platforms and gaining 796,543 total social media impressions.

This year, Global Schools representatives have engaged in new work on thought leadership by providing expert insights at multilateral events, among others. Select events include the ECOSOC Partnership Forum, the High Level Political Forum, the SDG Summit, the World Travel & Tourism Council Global Summit, and COP28. At COP28, we hosted events at the Climate Action Innovation Zone as well as at the Greening Education Pavillion hosted by the UAE Ministry of Education and UNESCO. Finally, as part of our engagement with Mission 4.7, we organized a global dialogue on sustainability education at Helsinki education week; supported the "Educate a Child" lecture series with Columbia University and Education Above All Foundation; and represented the Mission 4.7 taskforce at UNESCO's Intergovernmental Special Committee Meeting on the Revision of the 1974 Recommendation, focused on the monitoring and evaluation of thematic topics aligned with SDG 4.7.

Finally, we thank our dedicated Global Schools Project Leads and Project Officers who have contributed countless hours to realize some of our most ambitious initiatives, without whom our achievements would not have been possible. In addition, we thank our partners and donors for their generous support, and we extend our heartfelt gratitude to Siemens Gamesa Renewable Energy, Monash University, and the Jeffrey Cheah Foundation for their contributions.



A handwritten signature in black ink, appearing to read "Amanda Abrom".

Sincerely,
Ms. Amanda Abrom
Director, Global Schools Program



Photo Credit: Chilipo Gunda, Global Schools Advocate Alumni, Malawi

About Global Schools

The [Global Schools Program \(GSP\)](#) is the flagship primary and secondary education program of the [UN Sustainable Development Solutions Network \(SDSN\)](#). As the world's largest knowledge network for the Sustainable Development Goals (SDGs), the 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. The Global Schools Program seeks to transform education and provide schools with the tools and resources to support students in gaining the knowledge, values, and skills to succeed in an increasingly complex and challenging world.

Mission and Vision

Our mission is to support schools and educators in creating a more sustainable world. Global Schools believes teachers are crucial in the learning process, and provides teachers with free tools, frameworks, and training to teach sustainable development in the classroom; improve student skills; introduce the use of new pedagogical approaches such as active-learning and student-centered teaching methods; and improve the overall quality of education. Our programs are centered on providing educators with:

(1)

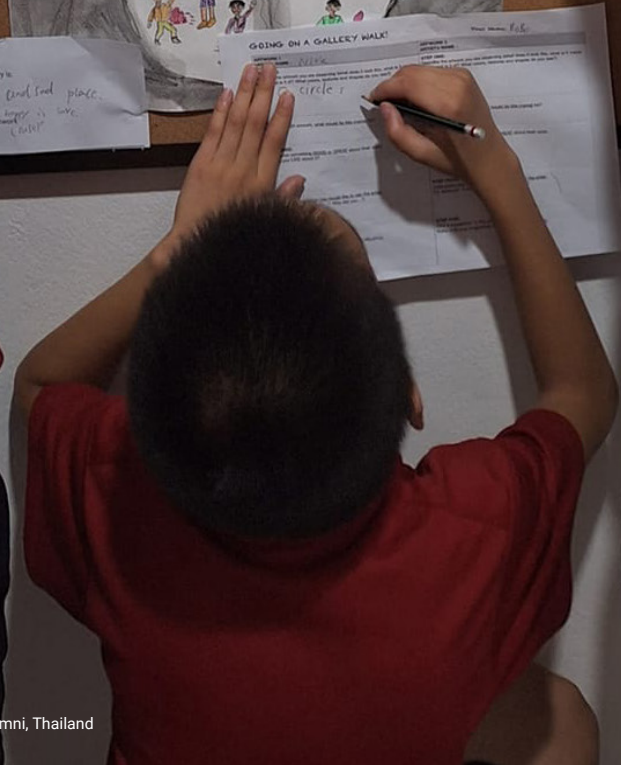
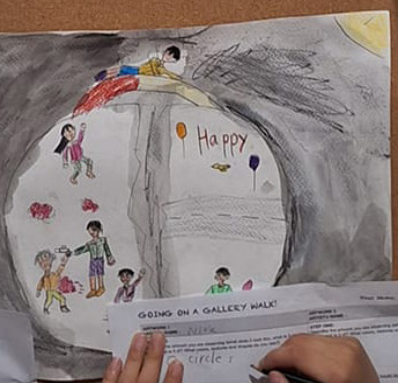
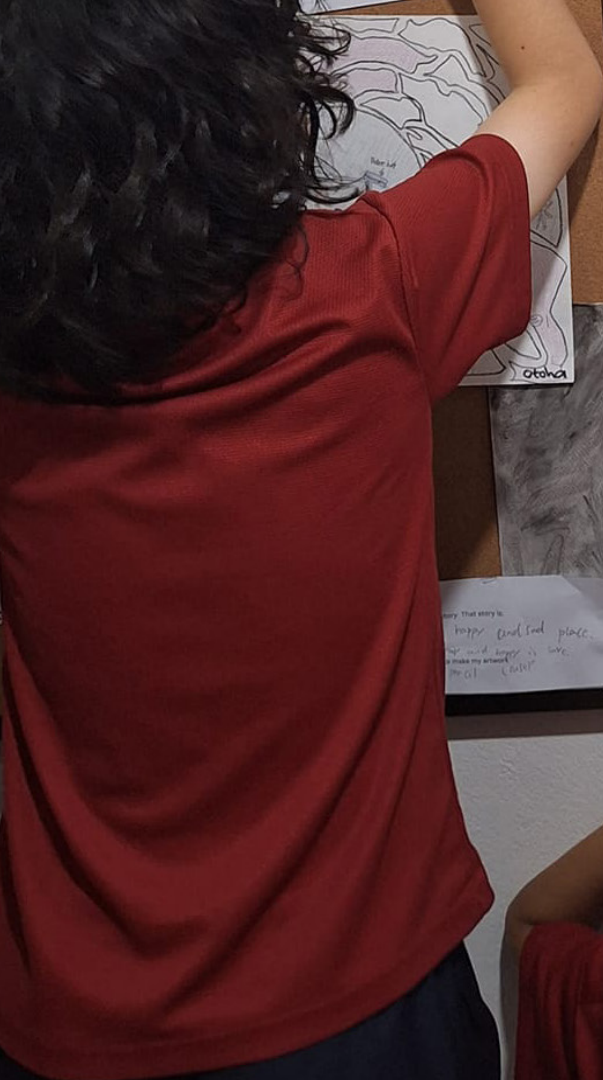
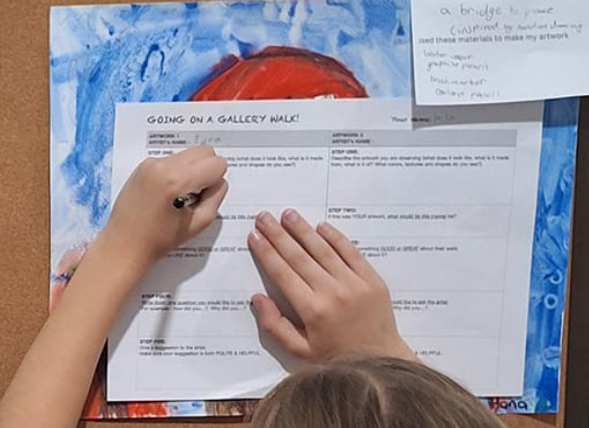
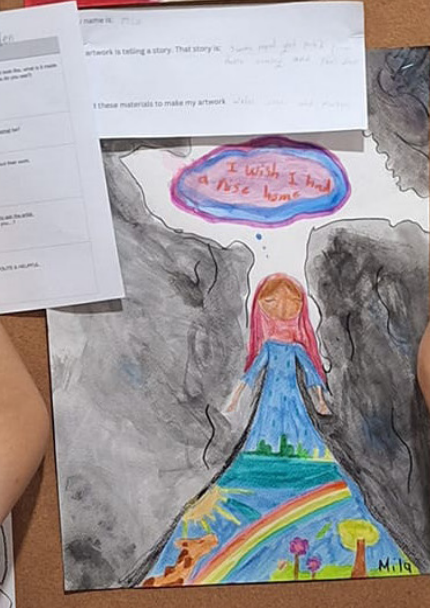
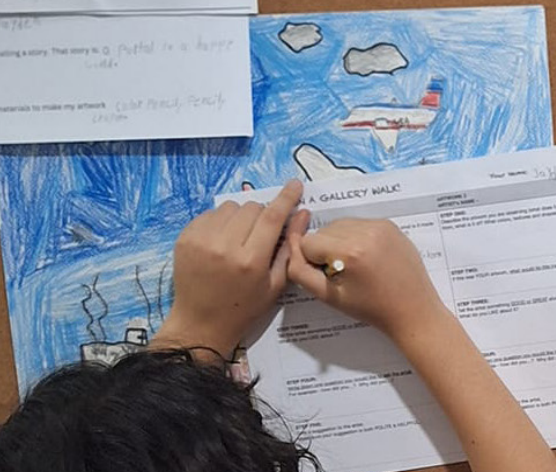
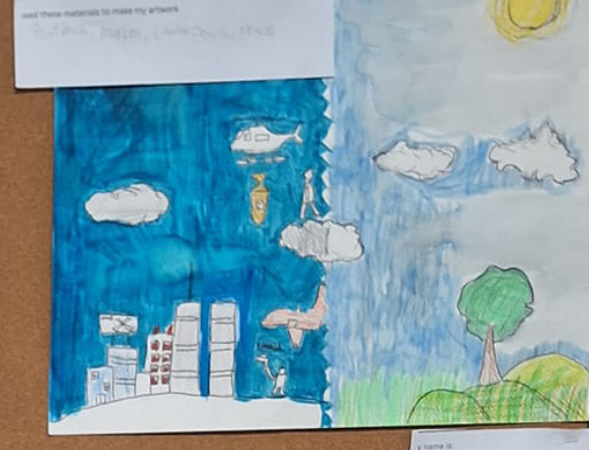
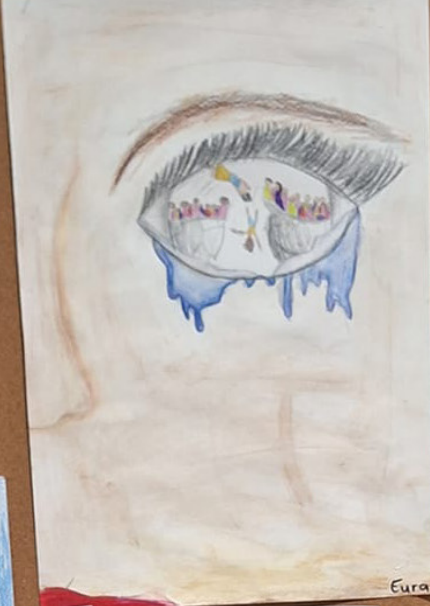
Training and capacity building on education for sustainable development

(2)

A global community of educators committed to integrating education for sustainable development in schools

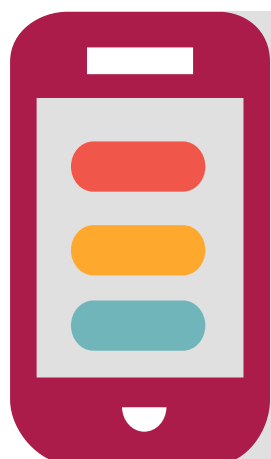


Photo Credit: Federica Quartesan, Global Schools Advocate Alumni, Centro Study Casnati, Italy



2023 Snapshot

	2023	Total program reach to date	% growth year over year
New schools	269	1,829	17%
Teachers (Advocates) Trained	313	1,463	27%
Students reached in sustainable development classroom lessons	50,015	146,759	52%
Students reached in whole-of-school student activities	70,048	246,057	40%
Teachers reached via training workshops	7,877	25,635	44%
Total teachers, staff, and administrators engaged in Global Schools activities across the school	12,482	41,916	42%
Community members and parents involved in SDG-related activities at Global Schools around the world	34,060	105,973	47%



185,244

Global Schools website page views

22,207

Blog views featuring innovative school practices

796,543

Total social media impressions



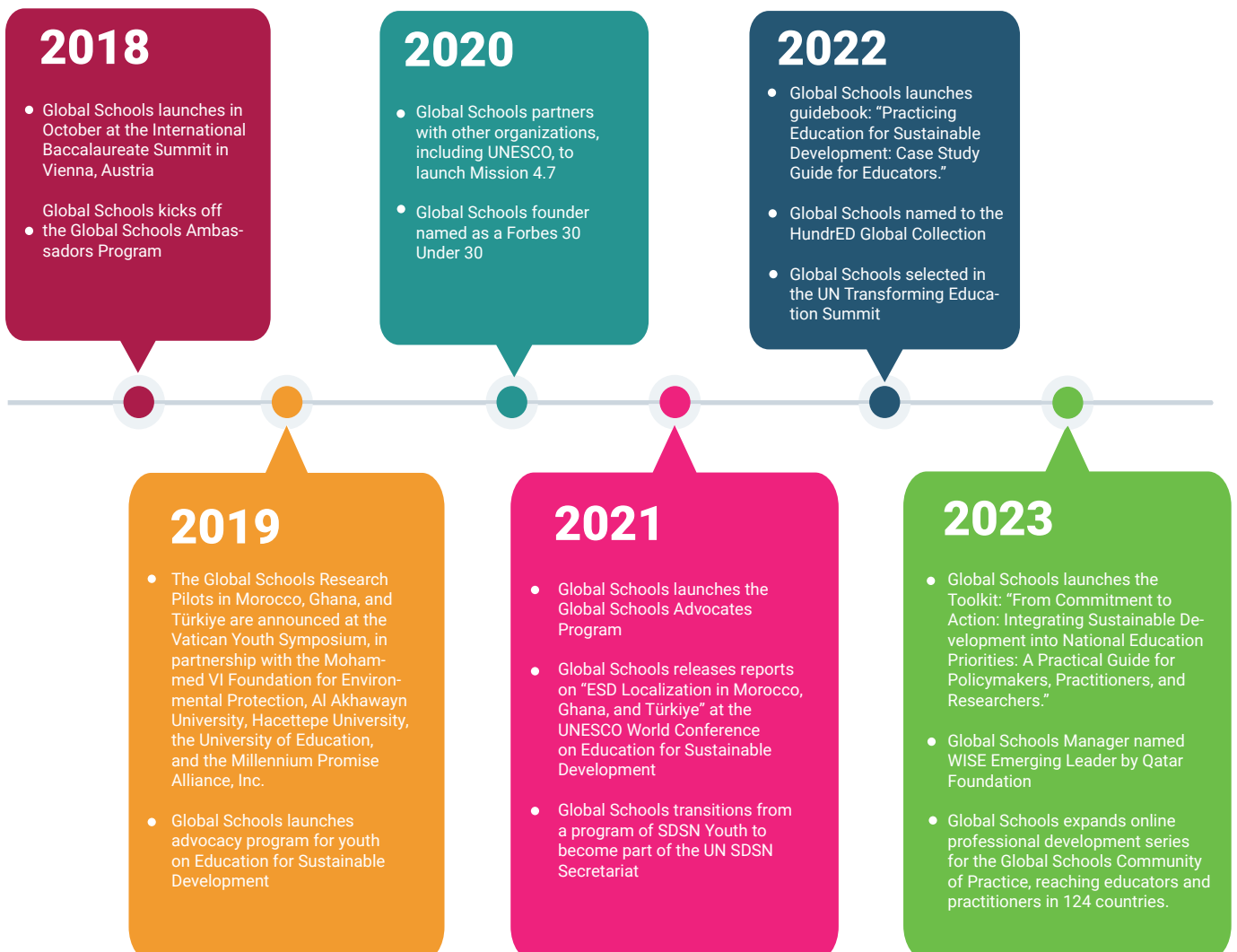
Celebrating 5 years of Global Schools

2023 marked a significant milestone for the Global Schools Program, as it celebrated its 5-year anniversary. The Global Schools Program began in October 2018 as an initiative under SDSN Youth. The program worked with volunteers, young leaders, and ambassadors to bring Education for Sustainable Development to schools across the globe.

In 2020, Global Schools transitioned to an official program of the UN SDSN Secretariat, becoming the SDSN's flagship primary and secondary education initiative. 2021 marked the launch of the Global Schools Advocates Program for educators, and led to a series of reports, lesson plans, and content releases in subsequent years for the international community.

As the program looks ahead, it will continue to provide high-quality teacher training and curricular resources for schools on sustainable development. In addition, it will strengthen collaborations with new partners and schools to build the Global Schools network and community of practice, providing more opportunities for students and teachers to engage with the UN SDSN worldwide.

Over the last 5 years



Global Goals



social inequality =

*社羣訂正後放右邊
櫃子上。



5. 明天帶小提琴和譜
*英語課前完成聯絡簿
數習



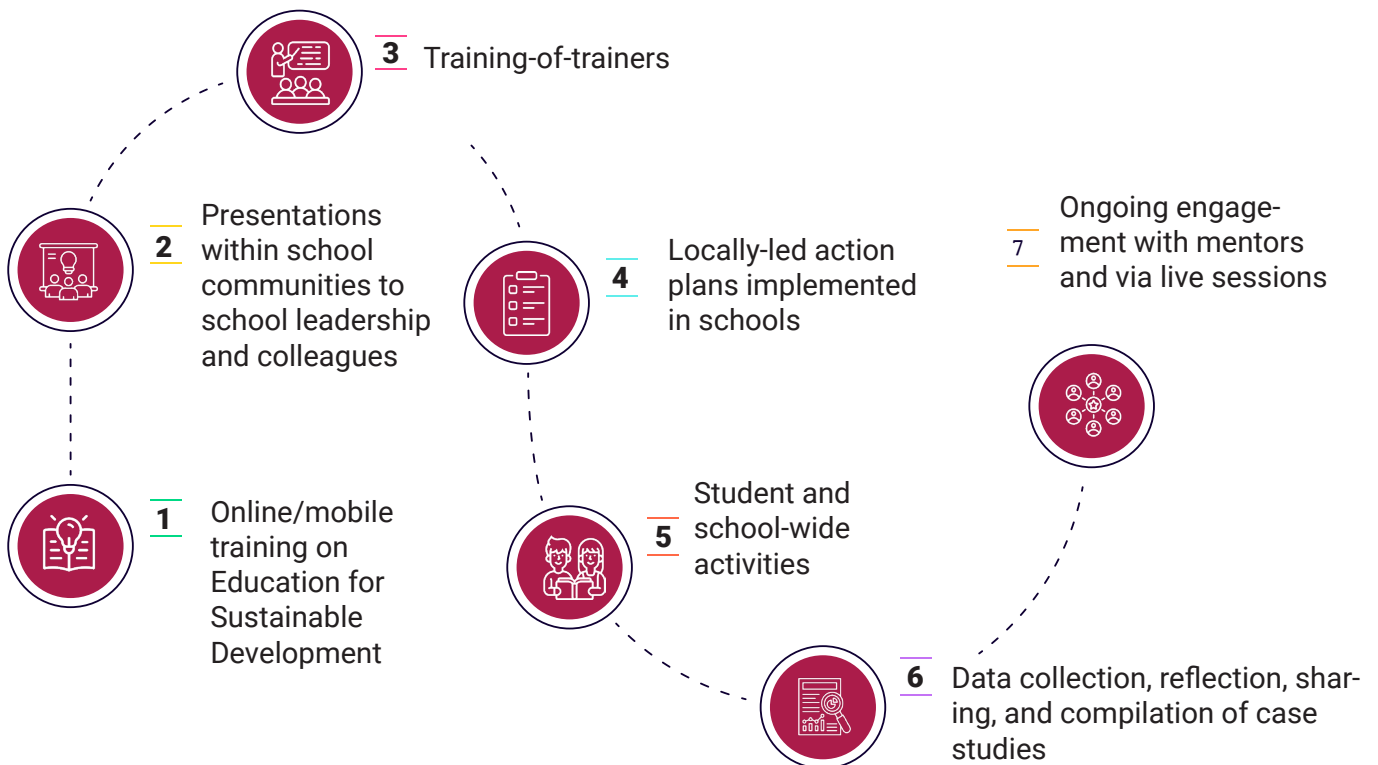
Training and Pedagogy

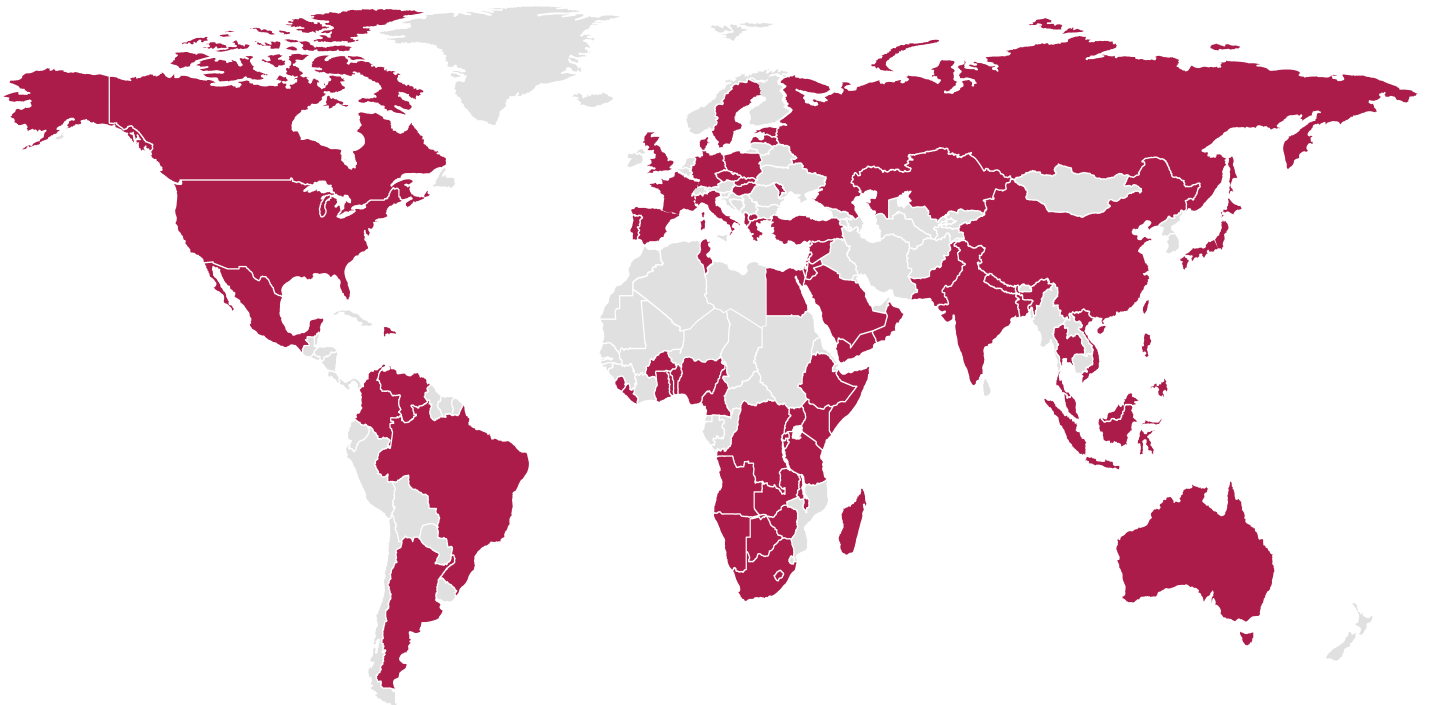
The [Global Schools Advocates Program](#) provides free training to schools, school leaders and educators at the pre-primary, primary, and secondary-school levels. The training and methodology enable Advocates to promote the SDGs and Education for Sustainable Development (ESD) in their classrooms; the program also works to build a global community of educators collaborating to change school policies and transform their learning environments through creating whole-of-school strategies to promote ESD. Global Schools Advocates work across 100+ countries to implement highly creative and transformative school-wide practices that instill the values of sustainable development across school curriculum, activities, and operations. The training program includes:




-  **30+ lectures/ audio podcasts**
-  **17 supporting documents** in the Advocate toolkit
-  **Mentor groups**
-  **Mobile and desktop training**
-  **Synchronous live training sessions** throughout the program

Methodology



Global Schools Advocates 2023¹

 Global Schools Advocates

313

focal-point educators trained

84

countries and territories represented

69%

of participating educators identified as female

99%

of training participants would recommend the training to colleagues

98%

of educators agree the training gave them new ideas to try in the classroom

Outputs



12,482

teachers, admins, and staff participated in school-wide SDG activities

224

training of trainers workshops conducted across 80 countries

7,877

teachers trained via ESD workshops

50,015

students directly benefited from a classroom lesson taught by Global Schools Advocates

70,048

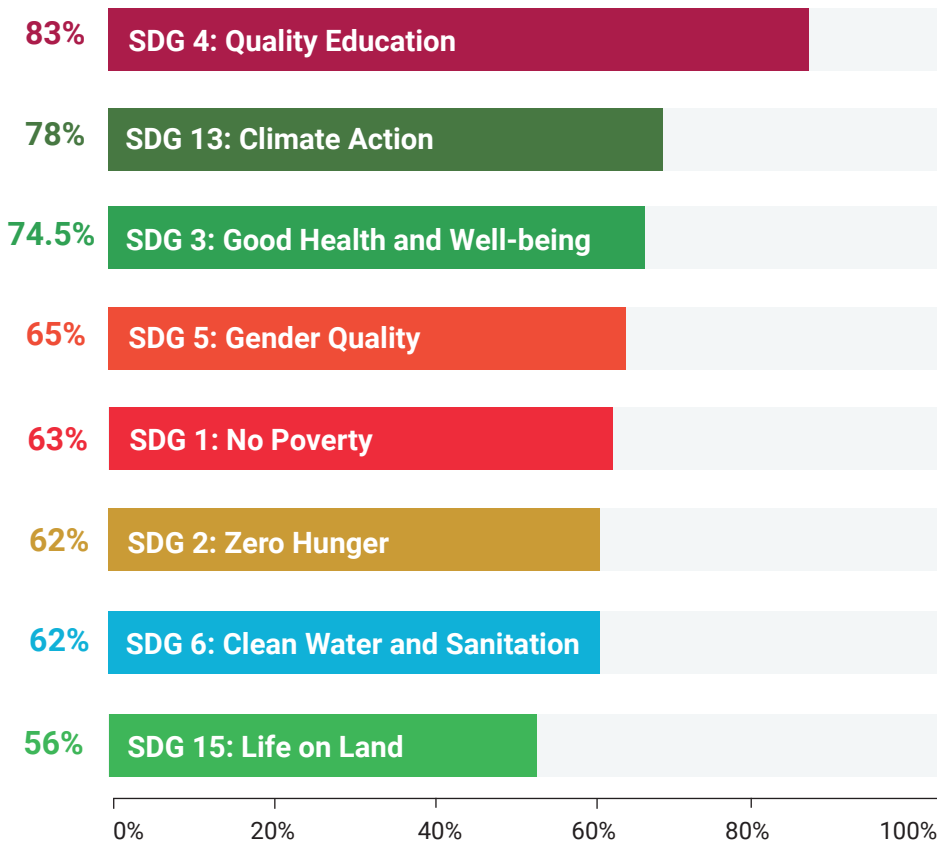
students reached in whole-of-school activities on sustainable development

34,060

community members and parents engaged in SDG activities

¹ 258 responses to the survey for final stats/data

Most Common Sustainable Development Themes in Lessons and Activities



Program Outcomes Analysis

Educators

Educators participating in the Global Schools Advocates Program exhibited a:



45%

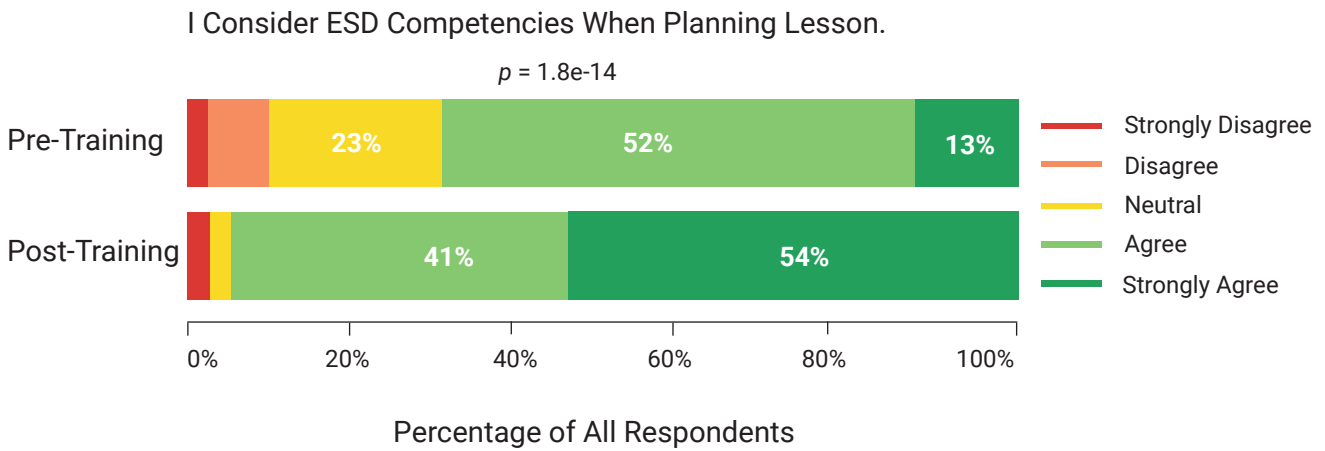
Increase in self-reported ESD knowledge after the training



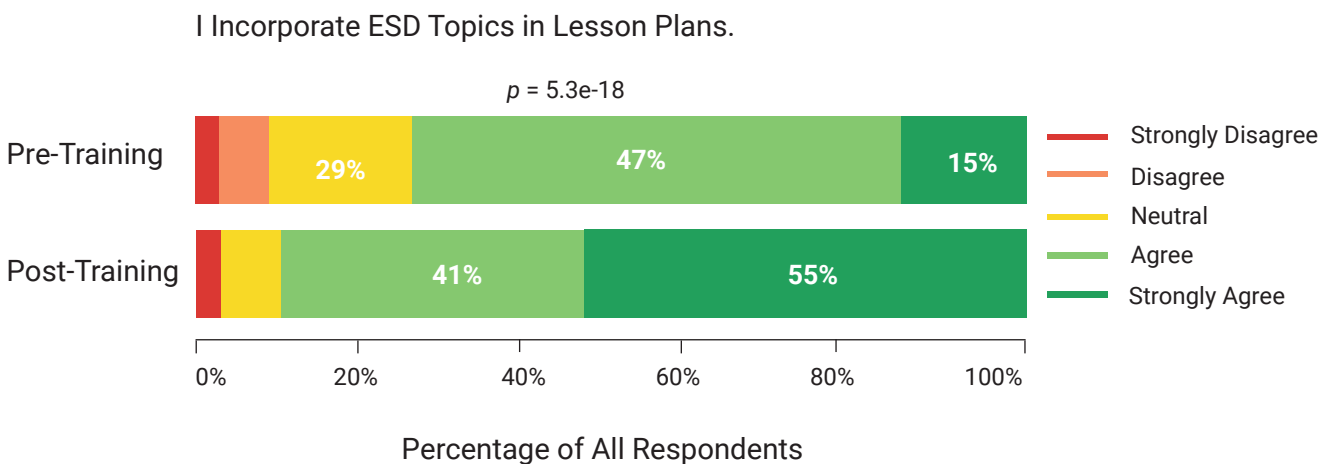
35%

Increase in self-reported SDG knowledge after the training

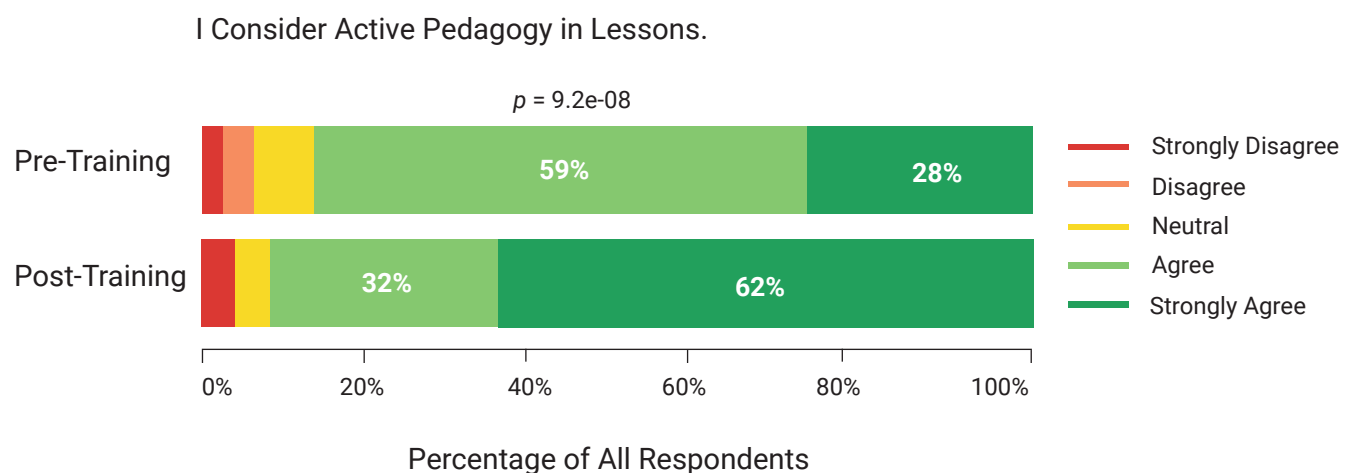
95% of respondents **agreed or strongly agreed** that they “consider ESD competencies when planning lessons” after the program, compared to 65% before



96% of respondents **agreed or strongly agreed** that they “incorporate ESD competencies in lessons” after the program, compared to 62% before



62% of respondents **strongly agreed** that they “incorporate active pedagogy in lessons” after the program, compared to 28% before



Program Stories & Testimonials

Our school has enhanced litter and waste management through the efforts of my club, 'SDGs Generation,' which is dedicated to promoting SDGs. As part of this initiative, I actively raised awareness about the significance of maintaining a clean school environment.



Tojoniaina Alain
Randrianaritiana,
Global Schools Advocate,
Madagascar

Since we declared our aims and targets within the Global Schools Program, it has been so satisfying to see how our students and teachers are already motivated and willing to take a part on implementing the SDGs in and outside of the school. For us, this program is the main source to organize our acts and plan properly with different subject teachers. Now we have three teams of SDG action-planners and they are working efficiently to organize activities in our school to make it real.



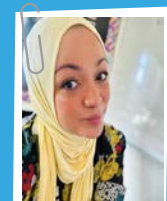
HAZAL ZEKA,
Global Schools
Advocate, Turkey

We are actively working towards improving litter and implementing good waste management practices at my school. Recently we partnered with a recycling company to pick up plastics. Parents have been advised in line with our ESD curriculum to send plastics to school...we now have an ESD Teacher in the High School arm while in the Years 1 to 5, the room tutors have integrated ESD as part of the lesson plans. Looking ahead, I have proposed making sustainability a strategic goal/vision of the school and in that regard we have introduced a new portfolio for students [called the] Environmental Sustainability Prefect.

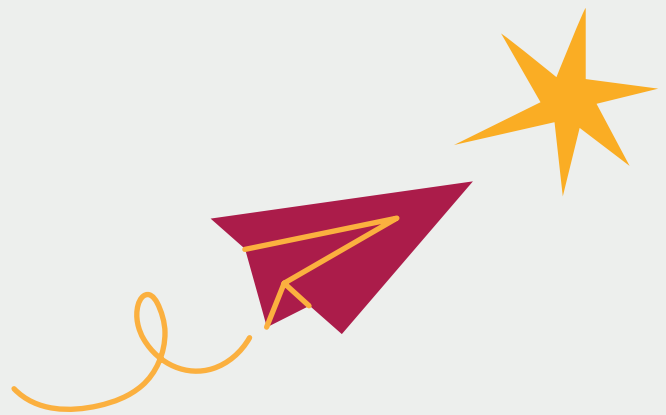


Daniel Ndubuisi
Chukwuemeka,
Global Schools Advocate,
Nigeria

My proudest moment as an advocate has been experiencing the positive feedback from my students during our end-of-unit reflections. It was truly heartening to read about their observations and thoughts, realizing the impact that discussions on ESD and SDGs had on their perspectives. Witnessing their enthusiasm how these conversations sparked critical thinking about important global issues was especially meaningful. The genuine interest and transformative shift in their thinking showcased the effectiveness of incorporating sustainability education into my curriculum, reinforcing the significance of fostering a generation that is not only knowledgeable about but also actively engaged in addressing the challenges our world faces. I'm a very proud teacher!



Brenda Bustillos, Global
Schools Advocate,
Jordan





Capacity Building Workshops

Training of Trainers

Global Schools Advocates act as local facilitators of the program and carry out training of trainers workshops with other faculty and teachers as part of their mandates.



87%

of Advocates in the 2023 cohort facilitated and planned training of trainers workshops



7,877

educators were trained on Education for Sustainable Development



Yarinett del Carmen Rojas Rodriguez, Global Schools Advocate in Venezuela, developed the Global Schools workshop for teachers in her town, titled: *Education for Sustainable Development: Training Program for Teachers as Agents of Change*. She presented Global Schools and the participants co-designed lesson plans and project-based learning proposals on the SDGs, which were shared with the group for feedback. This was the first workshop in a series for the local com-

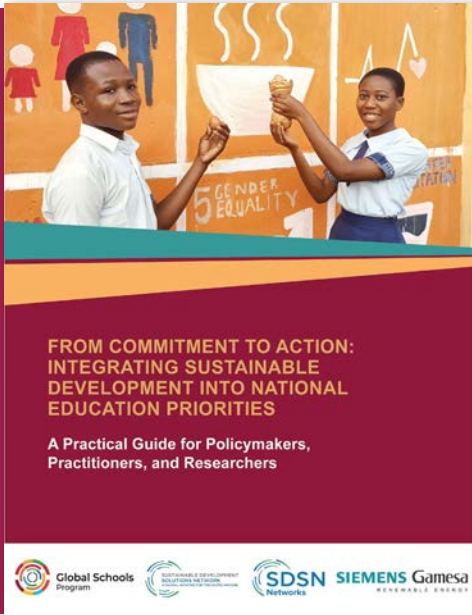


Lei Ka Man, Global Schools Advocate in China, facilitated a workshop with her colleagues that included the SDGs Game simulating how the real world looks up until 2023. The workshop provided real exploration of economical, environmental, and societal issues.



Didem Demirci Çiçek, Global Schools Advocate in Türkiye, presented on "Sustainability Projects at School" and the Global Schools Program at the 25th Autumn Teachers' Symposium. This workshop addressed the concept of sustainability and the school's journey with the Global Schools Program by showcasing SDG-related projects at TED Istanbul College and how other teachers could take lessons learned to their own contexts.

Research and Curriculum

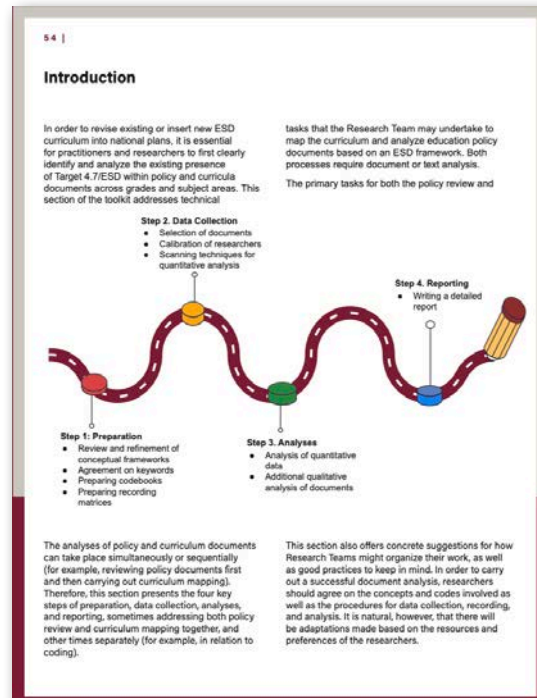


In June 2023, Global Schools launched a new toolkit to support practitioners, policymakers, and researchers in creating or adapting curriculum on sustainable development, as well as integrating this curriculum into national priorities.

The toolkit, *“From Commitment to Action: Integrating Sustainable Development into National Education Priorities: A Practical Guide for Policymakers, Practitioners, and Researchers,”* was authored by Dr. Felisa Tibbitts, Chair in Human Rights Education and UNESCO Chair in Human Rights and Higher Education, Utrecht University (Netherlands); Mr. Sam Loni, UN Sustainable Development Solutions Network; Ms. Amanda Abrom, UN Sustainable Development Solutions Network; and Ms. Gabriela Chacon Ugarte, UN Sustainable Development Solutions Network.

The contents of the toolkit were shaped based on the results of a research pilot carried out in Ghana, Türkiye, and Morocco. Partners that participated in the pilot project include the Mohammed VI Foundation for Environmental Protection (Morocco), Al Akhawayn University (Morocco), Hacettepe University (Türkiye), the University of Education (Ghana), and the Millennium Promise Alliance, Inc. (Ghana).

The research pilots were led by Professor Abdelkrim Marzouk, Professor Mustafa Öztürk, Professor Andy Ofori-Birikorang, Ms. Kenza Khallafi, Ms. Meryem Khodari, and Chief Nathaniel Ebo Nsark, as well as other authors, educators and stakeholders. Project advisors included Professor Fernando Reimers (Harvard University), Professor Felisa Tibbitts (Utrecht University), Professor Oren Pizmony-Levy (Columbia University), and Professor Alan Reid (Monash University). More than 60 researchers were recruited for this project, working inside the 3 pilot countries, across 4 separate languages (English, Turkish, Arabic, and French). This approach has brought together 80 in-country partners and stakeholders to propel a movement for sustainable development education across the three pilot countries.



ACTIVITIES GUIDE: HEALTHY COMMUNITIES



Sample Introduction Activities

13

Activity One: World Health Organization Fact Sheets

Using the [World Health Organization's database of fact sheets](#), explore a range of health related topics. You can start by reviewing some of the key topics discussed in the background section of this guide to help your students build their understanding of good health and well-being. Then engage your students to find out what health topics and diseases they find interesting and have them read about some interesting facts listed. One way to adapt this activity without internet is to write out several topics and definitions on the board from the fact sheets and have your students sort the topics. The goal is not to be correct, but to have students be able to explain their sorting reasoning and the connections they see between different concepts and facts related to good health.

Activity Two: Resource Watch

Using the [World Resource Institute's Resource Watch](#), explore different health and climate related data on a world map. You are able to view numerous different indicators, such as pollution exposure, air quality, national infant mortality, and a few others. Feel free to ask your students what they find interesting and what they observe on the maps. Then have your students identify possible trends in the maps and similarities and differences between the different data maps. To carry out this activity offline, ask students to think about a community in their area. Then write four categories on the board: water, food, weather, air. Ask students to raise their hands and describe these elements in their local community. Then, work together as a class to list ideas about how these elements affect health.

Activity Three: What I know, What I used to know

Have students [fill out this worksheet](#) following the initial discussion of the topic. This encourages students to reflect on what they are learning and how their knowledge has developed (Project Zero, "I Used to Think... Now I Think").

Global Schools also launched resources for its schools network. These included a set of lesson plans in Swahili, a SDG 3 Healthy Communities Activities Guide, and a SDG 6 Clean Water Activities Guide.

These guides provide activities and worksheets that can be used in a long-term unit to build understanding of sustainable development topics, and support in the creation of community action projects.

ACTIVITIES GUIDE: CLEAN WATER AND SANITATION



Sample Introduction Activities

11

Activity One: Be a Water Saver

Have your students [fill out this easily achievable list](#) and assess their water use. This list can be found on the American Museum of Natural History site titled "Be a Water Saver". Students will work together to complete a checklist on their water use. The checklist is divided into 11 categories. After students fill out the checklist, ask them to share their answers in pairs before sharing to the wider group. Then, discuss how they can become water savers themselves. Ask them to make their own list, decorate it, and hang it up either in the classroom or at home to remind themselves how to save water. Explain over the course of the unit, you will dive into deeper detail on these themes and topics. Additionally, feel free to have your students fill out this sheet multiple times throughout the unit or the year to see what water saving habits they are able to build. Feel free to adjust the topics based on the typical infrastructure that you and your students have available.

Activity Two: Water Footprint Calculator

Use [watercalculator.org](#) to have students calculate their "Personal Water Footprint". Compare and contrast differing responses in a class discussion. Ask students what they are most interested in learning more about as the unit continues. If you are located outside of the United States, please read through this [page](#) for conversions and additional guidance. Alternatively, you can have students walk around the school grounds 5 times carrying a water bottle in each hand to simulate the walk that some women and children take when they walk 5km to fetch clean water. Have students reflect upon their experience and how they would feel/ do feel collecting clean water daily.

Activity Three: The Story of Cholera

Play [this video](#) from the [Global Health Media Project](#) about the spread of cholera. Note that this video contains graphics representing open defecation and vomiting. Please appropriately warn your students before starting the video. After watching the video, divide students into small groups to discuss what they saw in the video. Then, ask the groups to share what they discussed. Alternatively, following the end of the video, ask follow up questions such as: what were your immediate thoughts, what did you learn about water borne diseases like the ones in this video, and in what ways did the video show you how to prevent the spread of diseases?

Activity Four: Resource Watch

Using the [World Resource Institute's Resource Watch](#), explore different water related data on a world map. You are able to view numerous different indicators, such as water stress, flood risk, plastic pollution, and a few others. Feel free to ask your students what they are interested to see and what they observe on the maps. Have your students identify possible trends, similarities, and differences between the various maps.

Celebrating 5 Years of Global Schools



Content in
14 languages

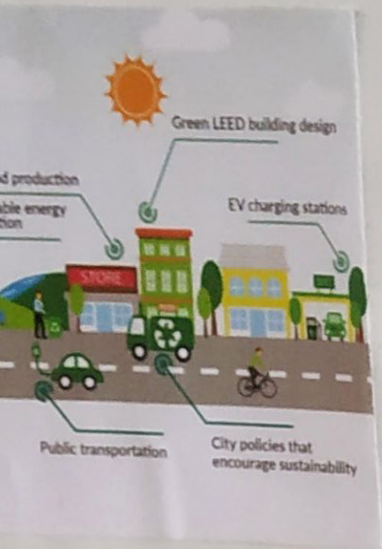


8 activities guides
on the SDGs



55+ page toolkit for
educators

SUSTAINABLE CITIES



most efficient and transportation takes care of harmful emissions generating community and expands.

Walkable and bikeable neighborhoods:- One of the best way to reduce carbon emissions throughout a community is to have citizens ditch transil altogether.

Electric vehicle:- An electric vehicle has lower emissions compared to a gas vehicle, which produces CO2. For cities hoping to reduce emissions, vehicle charging stations and electric vehicle alternatives must become commonplace.



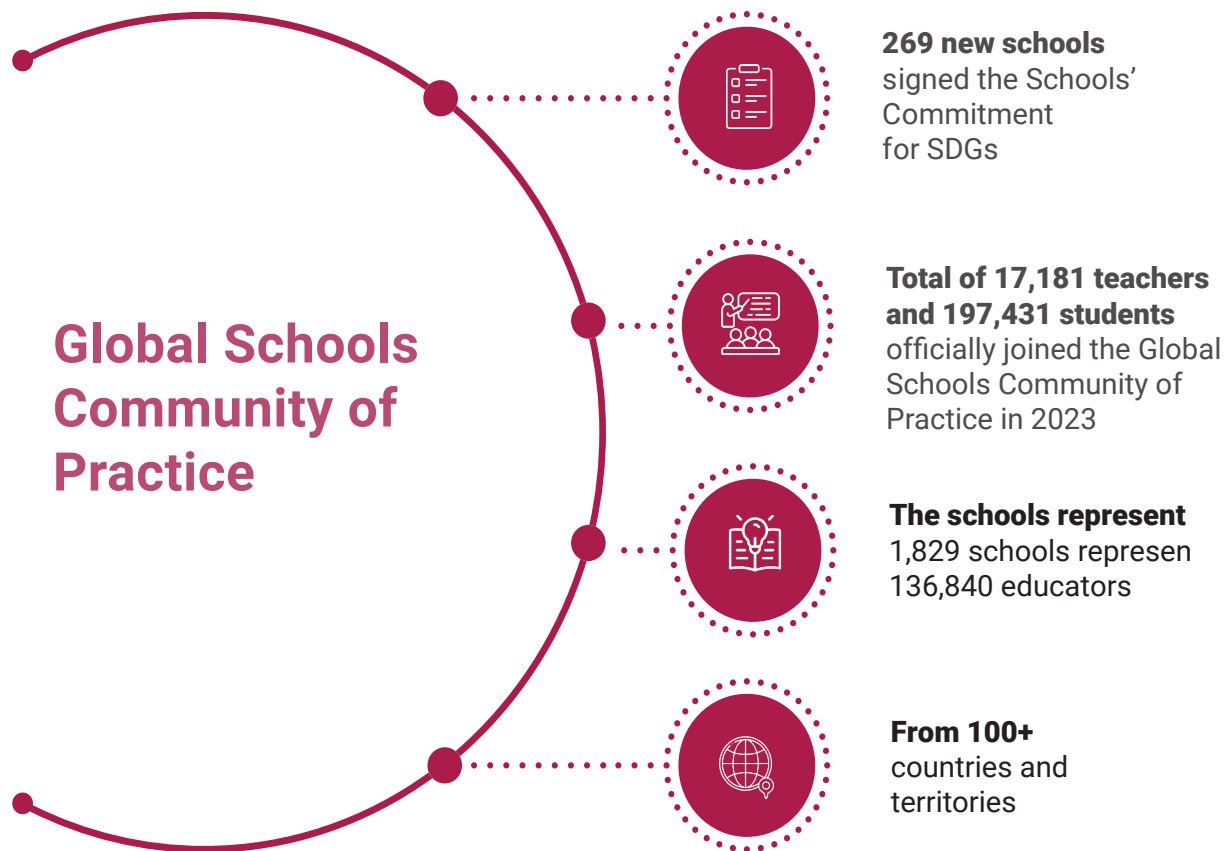
Global Schools Community of Practice

The Global Schools Community of Practice is a vibrant and engaged network of schools that is committed to incorporating SDGs and ESD into their school curriculum, teaching, learning, and operations.

In 2023, 269 new schools signed the Schools' Commitment to the Sustainable Development Goals and officially joined the Global Schools

Community of Practice, adding a total of 17,181 teachers and 197,431 students. To date across the years, 1,829 pre-primary, primary, and secondary formal and non-formal learning institutions belong to the Global Schools community.

These schools represent 136,840 educators and 1,646,912 students in 100+ countries and territories.



Professional Development & Community Building

Schools in the Global Schools community have the opportunity to access expert training sessions delivered by other educators, practitioners, and researchers, which can help enhance pedagogical and professional skills. In 2023, participants from 100+ countries joined the Global Schools Program's professional development sessions.

During these sessions, Global Schools partners with organizations to feature innovative pedagogical approaches and new resources for the community.

Select topics for professional development sessions in 2023 include:

1

[Gamification in the Classroom for the SDGs](#), with Siemens Gamesa Renewable Energy

6

Using EdTech to Teach the SDGs, with Global Schools Alumni Ngozi Awazie

2

Harnessing Human Wisdom to Learn & Unlearn, with Project Fuel

7

Practical Strategies for Localization, with Dr. Mustafa Ozturk, Associate Professor at Bogazici University & Co-author of UNESCO Greening Curriculum Guidance

3

[The Importance of Play in the Classroom](#), with Education for Sharing

8

Bridging the Classroom and Community

4

Incorporating ESD into Primary Education: an Interactive Playbook Approach, with UNESCO

9

Systems Thinking for a Better World, with the Global Schools Senior Mentor, Marcela Villan and the Global Teachers Club

5

[SDGs through Art and Education](#), with SDSN Spain

10

[Green STEM Workshop](#), with Global Schools Mentor Marti Hendrichs

Mentoring Program

The Mentoring Program is an opportunity for Alumni Advocates to provide guidance to new educators in the Global Schools Community on integrating ESD into their classroom lessons and school practices. On average, mentors work with groups of 5 teachers to promote collaboration, knowledge sharing, and community building.



90 mentors provided guidance to 340 educators



92% of mentors would want to be a mentor again in the future

Testimonials

The opportunity to collaborate and learn with and from our amazing advocates from all parts of the world as a mentor is always an incredible and enriching experience. We all share the passion to empower our students and drive change for a better future our students deserve through the SDGs and Education for Sustainable Development. As mentors and former advocates we understand the journey new advocates embark on and learn about the unique conditions, challenges and achievements of their different regions, schools and settings and most of all we celebrate and rejoice in their successes. I have been extremely fortunate to be able to support but especially learn with and from such impressive, motivated and inspiring teachers and colleagues.



**Katja Malinowski,
Germany**

As an SDGs advocate and Global School Program mentor, I've had the privilege of working with mentors and supervising mentees from diverse countries and languages. This role has been a dynamic exchange of knowledge and perspectives, enriching my understanding of global challenges and solutions. It has truly been a rewarding journey of mutual learning and collaboration.



**Ousmane Diallo,
Senegal**



Photo Credit: Atto Shiella, Global Schools Advocate Alumni, Uganda

Mission 4.7

Mission 4.7 is a high-level consortium that brings together leaders from government, academia, civil society, and business to accelerate the implementation of Education for Sustainable Development (ESD) around the world. As a founding member of the consortium, Global Schools works to promote the achievement of ESD at the highest levels of policy and advocacy.

Contributions to the 1974 Recommendation

From July 10th-13th [Global Schools](#) Program Manager Amanda Abrom represented [Mission 4.7](#) at the second session of the Intergovernmental Special Committee Meeting on the Revision of the 1974 Recommendation at the [UNESCO](#) Headquarters in Paris. Consultations focused on thematic topics such as sustainable development, human rights, peace and international understanding, and current global threats and challenges. The consultations also emphasized how to respond to the changing field of education due to technological developments, new research in the field, and more.





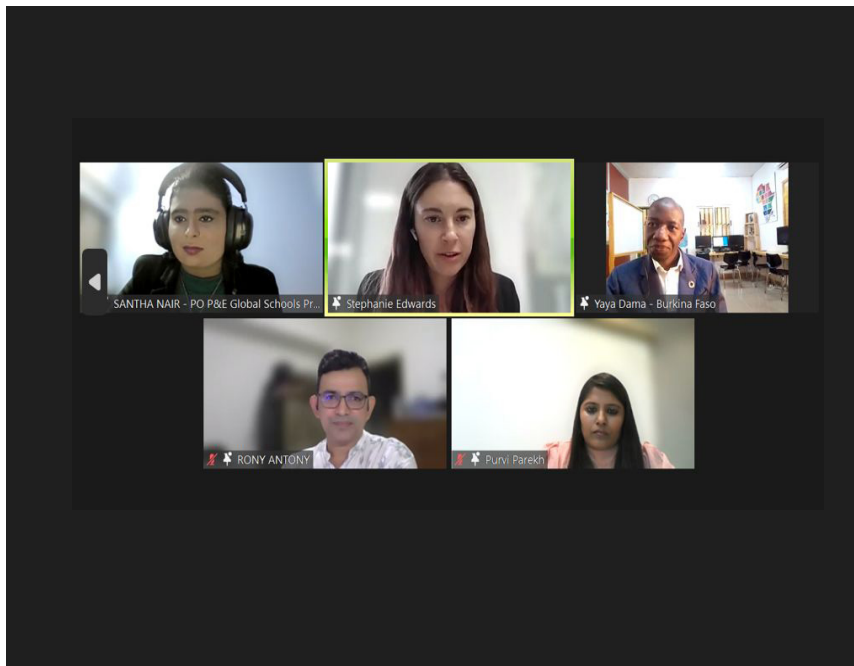
Photo Credit: Columbia University Center for Sustainable Development

“Educate a Child” Lecture Series

The panel featured a discussion by the Hon. Claudiana Cole, Minister of Basic & Secondary Education of The Gambia; the Hon. João Costa, Minister of Education of Portugal; the Hon. Vince Henderson, Minister of Foreign Affairs of Dominica; the Hon. Jose Mauricio Pineda Rodriguez, Minister of Education of El Salvador; and the Hon. Conrad Omalikeh Sackey, Minister of Basic and Senior Secondary Education of Sierra Leone.

Global Dialogues for Sustainable Education: Empowering Teachers and Students in ESD

As part of Helsinki Education Week, Global Schools organized a powerful roundtable with expert teachers and practitioners on sustainable education. This roundtable featured educators from Taiwan, Spain, India, Burkina Faso, Austria, the US, and Malaysia, including Ronnie Antony, Stephanie Edwards, Purvi Parekh, Yaya Dama, Philipp Harnik, Amanda Abrom, Santha Nair, and Karen Chand.





Global Outreach

Throughout 2023, the Global Schools Program has remained dedicated to nurturing an engaged and vibrant community. Achieving this goal has only been possible through our proactive approach to communication and outreach initiatives that have allowed us to cultivate a growing network.

Implementing a strong communications strategy has been essential. Therefore, we have put into action a variety of initiatives that have contributed to fostering meaningful connections, maintaining open lines of communication, and helping spread the mission of Global Schools through the online world. From highlighting successful stories to leveraging a variety of diverse communications channels and facilitating opportunities for collaboration, knowledge-sharing, and peer-to-peer support, Global Schools achieved a series of key milestones. In 2023 the Global Schools Program:

- Effectively managed and maintained numerous social media channels by creating a vibrant online network;
- Initiated external promotion efforts through news and media outlets, broadening our visibility and reach;
- Launched the “Why this decade is more important than ever for education and the SDGs” op-ed series leading up to the 2023 SDG Summit;
- Successfully executed and celebrated various UN international days with campaigns to engage educators and schools on Earth Day, International Women’s Day, World Teachers Day, and International Youth Day.

WEBSITE



185,244 page views
95,939 site sessions
62,107 unique users in 206 countries & territories

BLOG



22,207 views
13,376 unique visitors

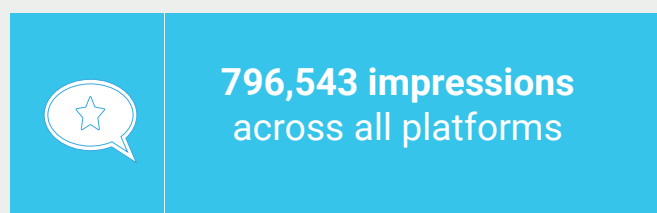
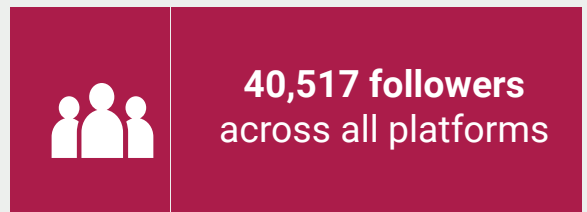
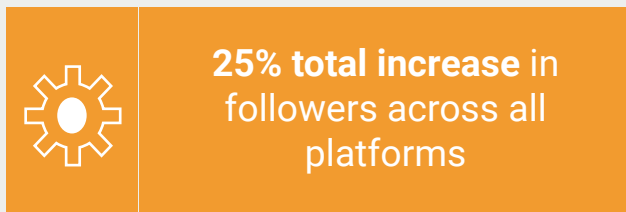
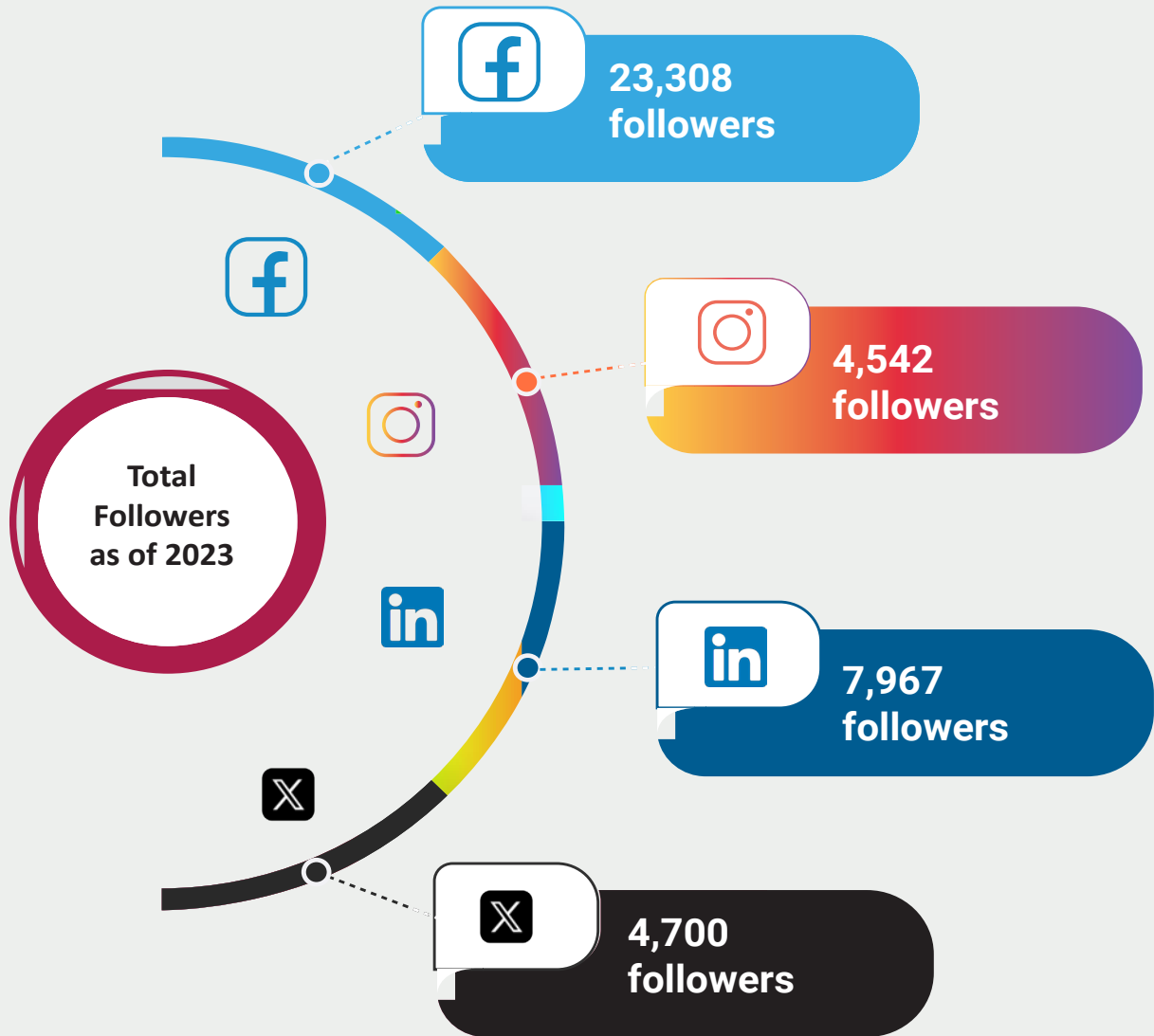
YOUTUBE



10,740 views
19% increase in views
702 hours of watch time

Social Media

Global Schools social media is an ever-growing community. In 2023, we saw a 25% total increase in followers across all platforms.



Global Schools in the media

The work of Global Schools and its community members has been showcased on various media platforms. Select articles include:



[Nurturing a sustainable future: Innovative approaches to education for sustainable development](#), HundrEd



[Spanish Teacher from Bolivia Leaves Lasting Legacy in USA](#), EPI



[Encouraging Youth Leadership on SDGs Through Transforming Education](#), IISD

Awards

HundrEd Innovation Award

The Global Schools Program was selected as one of the leading 100 education innovations globally in primary and secondary education in the [HundrED Global Collection Report 2024](#). Global Schools was selected out of a database of 3,000+ applications, after an intensive review of 183 academics, educators, and expert practitioners. Global Schools received this honor for its impactful and scalable teacher training and research programs, focusing on building educator capacity and developing sustainable development, global citizenship, and 21st-century competencies for students and within school communities.



WISE Emerging Leaders Program

Global Schools' Program Manager, Amanda Abrom, was named a [WISE Emerging Leader](#), an initiative of the [World Innovation Summit for Education \(WISE\)](#) and the [Qatar Foundation](#). This professional development program is designed for young professionals who are passionate about education and are committed to making a positive impact in their communities. Through a series of workshops, mentorship opportunities, and networking events, Emerging Leaders gain the skills, knowledge, and networks they need to become effective change-makers in the education sector.





3 GOOD HEALTH AND WELL-BEING



GLOBAL PROGRAM
RAJAGIRI PUBLIC SCHOOL

SUSTAINABLE DEVELOPMENT GOALS
RAJAGIRI PUBLIC SCHOOL
RAJAGIRI PUBLIC SCHOOL

Thought Leadership

As the flagship primary and secondary education program of SDSN, Global Schools engages in a series of multilateral conferences and events to provide insights on teacher- and school-led innovations across the network, as well as advocate internationally for ESD-focused policy, curriculum, and training programs.

World Logic Day

Global Schools was a key partner for World Logic Day events organized by [Logictry](#). Global Schools Program Manager, Amanda Abrom, spoke on a panel titled: ESG & Logic in the Corporate & Education Sectors. The event took place at the Long Center for the Performing Arts in Austin, Texas.











ECOSOC Youth Forum

On Tuesday 25th April, the Global Schools Program (GSP) held a virtual side event at the 2023 Economic and Social Council (ECOSOC) Youth Forum. The event was titled: Education for Sustainable Development (ESD): An Innovative Way to Model Partnerships and Collaboration in Schools to achieve the Sustainable Development Goals (SDGs). This side event was a showcase of teacher-led work in schools to build partnerships and a movement for ESD in education. Examples of partnerships and collaborations amongst schools as well as with their local communities were showcased.

2023 ECOSOC YOUTH FORUM - SIDE EVENTS

EDUCATION FOR SUSTAINABLE DEVELOPMENT EXAMPLES FROM THE GLOBAL SCHOOLS PROGRAM OF YOUTH IN ACTION

TUESDAY 25 APRIL 2023 8.00 AM EST (12PM GMT)

MODERATOR	SPEAKERS		
 SANTHA NAIR Global Schools Team Project Officer -Partnerships and Events	 AMANDA ABROM Global Schools Team Program Manager	 SAMUEL ISAJAH Head of Education Initiatives YTL Power International	 HARIZ JAWAD SOHAIL Global Schools Team Project Officer Partnerships & Events
 MELISSA GOMES CEO of EDVOLUTION	 NEETU LUTHRA Global Schools Advocate India	 FEDERICA QUARTESAN Global Schools Advocate Italy	 MOHAMED HELMY Global Schools Advocate Egypt



United Nations High Level Political Forum

Global Schools participated in a side event titled: Developing Responsible Business Leaders: Creative and Playful Pedagogies for SDG4 with the Principles for Responsible Management Education, providing interventions on how quality education can be achieved via play-based learning. The outcome of the High Level Political Forum feeds into the discussions for the SDG Summit.



Workshop at the AFS Youth Assembly in NYC

On August 11th-13th, the [Global Schools Program \(GSP\)](#) represented the [UN Sustainable Development Solutions Network \(SDSN\)](#) at the [28th Annual AFS Youth Assembly](#) held in New York City, hosted by [AFS Intercultural programs](#). The Global Schools Program team hosted a workshop titled: "Inspiring Global Citizenship: How to Build Global Education Projects in Schools and Youth-led Organizations." During the workshop, participants engaged in a series of interactive activities that showcased how educators and youth leaders could introduce competencies in the classroom that supported global citizenship education learning outcomes. In addition, the Global Schools team discussed their international outreach and work with thousands of educators and students across the globe.

The event was attended by ~75 participants who were actively engaged in creating their own global citizenship activities for the classroom. On Sunday, Raquel Armendariz, Comms Lead for the Global Schools Program, spoke on the panel "SDG17: Where do we go from here?". The discussion centered on the significance of Goal 17 to achieve the rest of the Sustainable Development Goals (SDGs). During the panel, Raquel drew attention to the positive transformative consequences of partnerships across sectors. She showcased Global Schools' and its associations with educators worldwide as an example of how sustainability can be promoted and achieved in local communities to face global challenges.



UNESCO Webinar on ESD

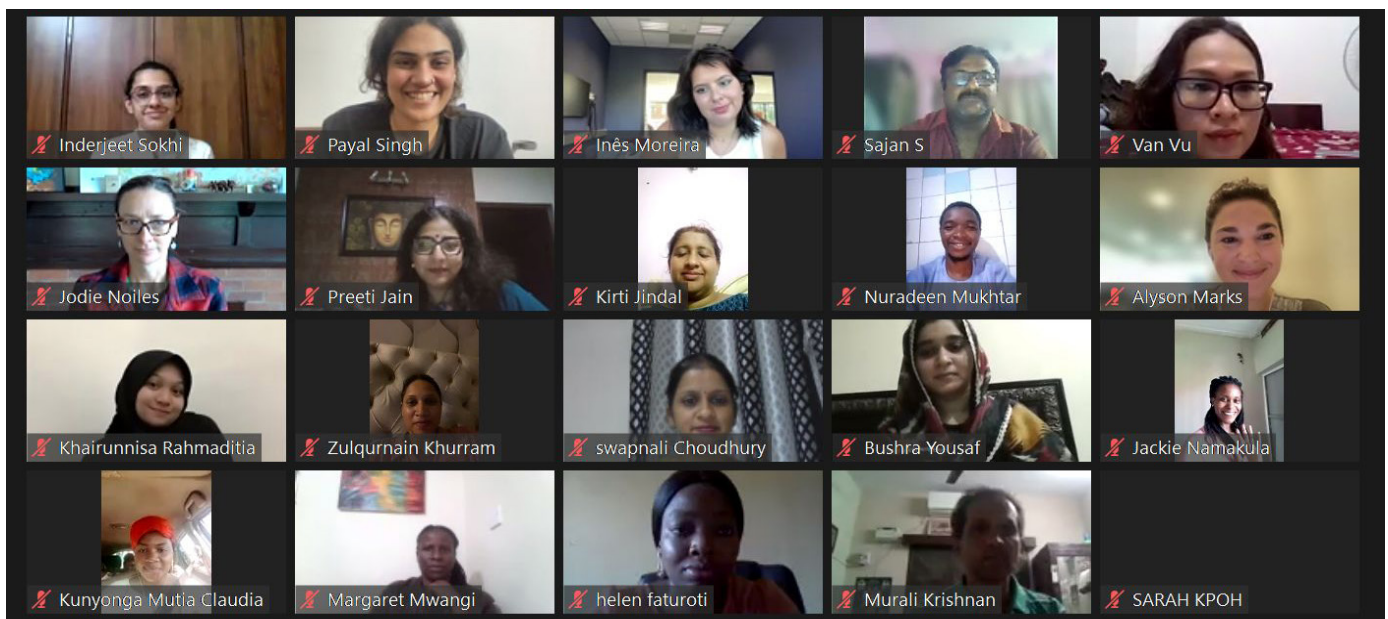
As part of its membership in UNESCO's Greening Education Partnership, the Global Schools Program (GSP) was one of the 12 organizations in 2023 that was selected to host a professional development session at the [Education for Sustainable Development \(ESD\)-Net 2030: Learning Webinar on ESD Pedagogy](#). The event was titled: Incorporating ESD into Primary Education: an Interactive Playbook Approach. The [webinar](#) series brings together a global community of practice, including key institutional partners, education stakeholders and organizations for mutual learning.



International Conference on Sustainable Development

On September 18th, the Global Schools Program (GSP) hosted a side event in conjunction with the [11th Annual International Conference on Sustainable Development \(ICSD\)](#). The event, titled “Amplifying Student Voices: Inspiring Local SDG Action through Student-Led Initiatives,” celebrated and showcased the impactful contributions of young students towards achieving the Sustainable Development Goals (SDGs).

- Eshaan Jain from the USA:** Eshaan is an Eco-Ambassador and co-founder of AllForOceans. He’s passionate about driving positive changes by utilizing ESD principles.
- Vinayak Sinha from the USA:** With plenty of volunteer experience, Vinayak is passionate about making a meaningful impact in his community by learning about climate change and what must be done to address the issue.
- Students from “V Liceum Ogólnokształcące im. Ignacego Jana Paderewskiego in Bydgoszcz” school in Poland:** Led by Global Schools Advocate Joanna Zielińska, the group of students has been learning about the SDGs and implementing related projects in their community to bring meaningful change.
- Students from Jordan, including Raneem Zakarneh, Mwaffaq ‘Mohammad Jamil’ Shwikani, Zaina Al-Shawabkeh, and Leen Yousef Amer Al-Sarraj:** All are involved in raising awareness and finding sustainable solutions to achieve the 2030 Agenda.
- Jiale (Coco) Zhu from the USA:** Coco’s artistic talents have played a significant role in her advocacy for sustainable development.



SDG Summit

Global Schools participated in SDG Mobilization Day as part of the lead-up to the SDG Summit, courtesy of invitations from the UN Conference on Trade and Development (UNCTAD) and the International Trade Centre. Global Schools Director, Amanda Abrom, contributed to an insightful panel discussion titled: Bridging the Financing Gap: Unleashing the Potential of SMEs.





Casnati for ESD & Youth for Climate, Italy

On October 12th, 2023, the [Global Schools Program](#) (GSP) collaborated with [Centro Studi Casnati](#), a school in Italy taking part in the Global Schools Program, to [host a session](#) on Education for Sustainable Development (ESD) as part of the All4Youth Italy 2023 campaign. The Global Schools Program and Centro Studi Casnati were selected by the Italian Ministry of the Environment and of Energy Security to host this event as part of the nation-wide campaign, which is a joint collaboration between the UNDP Center Rome and the World Bank's "Connect4Climate" initiative. The event brought together over 100 young individuals and was also live streamed for a wider, international audience.



World Travel & Tourism Council (WTTC) Global Summit

From October 8th to 11th, 2023, Fikayo Agha, Project Officer for Global Schools, represented the Global Schools Program as an official Youth Delegate and speaker at the Middle East and North Africa Climate Week (MENACW). This prestigious event was organized by the Ministry of Energy of Saudi Arabia.



United Nations Conference of the Parties (COP28)

Global Schools organized and hosted an event at the Climate Action Stage at the Climate Action Innovation Zone. This dialogue showcased how dynamic, young leaders are sculpting the educational landscape, paving the way for students to emerge as future sustainability champions.

Additionally, Global Schools organized an event for its schools community at COP, titled: Winning Solutions on Greening Education: The Global Schools Program and Action on Climate Empowerment (ACE) in Classroom Settings. This in person event was hosted in partnership with the UNESCO Greening Education Pavilion in collaboration with the UAE Ministry of Education. This event showcased the work of Global Schools' project in Morocco with the Mohammed VI Foundation for Environmental Protection, as well as featured other young leaders from Pakistan, Burundi, and Italy.

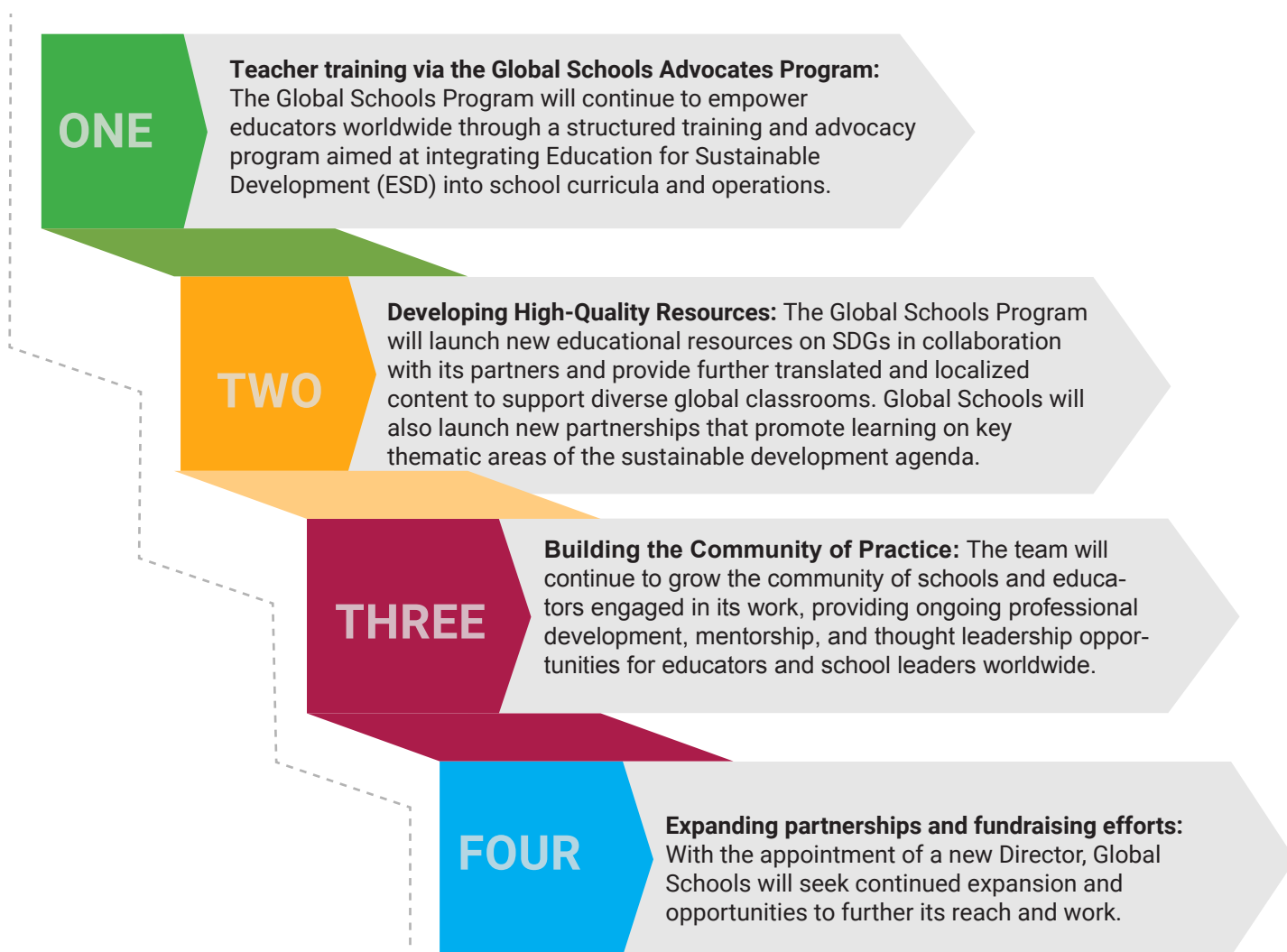




Photo Credit: Tahiya Islam, Global Schools Advocate Alumni, Bangladesh

Future Direction and Outlook

In the upcoming year, the Global Schools Program looks forward to taking continued actions to support students and educators in shaping a more sustainable world. The program looks forward to advancing its mission through several key initiatives:



Through these initiatives, Global Schools aims to strengthen its impact, fostering a network of empowered educators driving positive change in education globally.





Team

We are grateful to all of the Global Schools Project officers who serve as official volunteer staff for the Global Schools Program



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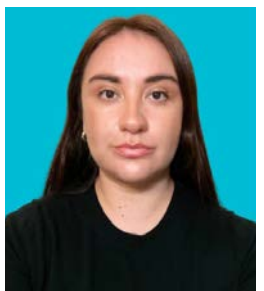
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Partners and Donors

We are grateful for the continuous support of our partner organizations, sponsors, and donors in achieving our mission to support schools and educators in creating a more sustainable world.



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Jeffrey Cheah
Foundation 
Nurturing the Seeds of Wisdom



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for Global Citizens

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TRUIST 

 **logictry**

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**Education is a
preeminent public good,
and an essential enabler
for the entire 2030
Agenda for Sustainable
Development.**

**António Guterres
Secretary-General of the United Nations**



**Global Schools
Program**