

2024

GLOBAL SCHOOLS ANNUAL REPORT

SUPPORTING SCHOOLS AND EDUCATORS IN SHAPING
A MORE SUSTAINABLE WORLD



Global Schools
Program

2030

2029

2028

2027

2026

2025

2024

2023

2022

2021

2020



Photo Credit: Ozge Can Gorgun, Global Schools Advocate, Türkiye

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Letter from our President, Professor Jeffrey Sachs

I'm honored to present the 2024 Global Schools Annual Report, highlighting the extraordinary work of our staff, consultants, schools, educators, advocates, Project Officers, and partners across the globe. In a year marked by growing geopolitical uncertainty, climate disruption, and rapid acceleration of digital technologies in the classroom, Global Schools has remained committed to advancing transformative education and supporting educators in advancing Education for Sustainable Development (ESD) in their curricula, pedagogy, and school culture.

I am especially proud of how Global Schools has deepened its impact and offerings. This year, the team has released content in new languages, provided training to educators in 91 countries, and reached 67,261 students in practical sustainable development actions and lessons. 450 new schools have joined the Global Schools Program in 2024. Furthermore, the team has also led the design and development of new education initiatives at SDSN, such as the Ages of Globalization and UN at Your Doorstep programs,

in partnership with the Center for Sustainable Development at Columbia University, the Hearst Foundations and the Sustainable Tourism Global Center (STGC). In 2025, they will be launching the *Schools for Goal 7* program, which provides training to educators and students on renewable energy and the energy transition through gamified curricula, in partnership with Siemens Energy.

None of this would be possible without our dedicated educators, school leaders, volunteers, and students, as well as the communities who support them. Furthermore, we are deeply grateful to the generous support of Global Schools' donors and partners, including the Hearst Foundations, Truist Bank, Monash University, Siemens Energy and the Jeffrey Cheah Foundation. Together, we are transforming education, ensuring that every child, no matter where they live, is empowered to build a better future.

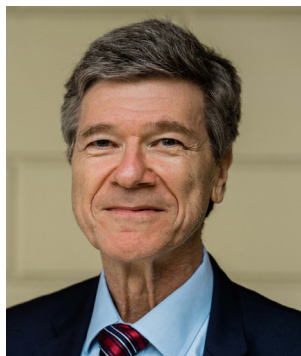
As President of the UN SDSN, I am excited to continue scaling Global Schools' impact, and I look forward to working with our growing network of partners and changemakers in the years ahead.

Best wishes,



Jeffrey D. Sachs

President of the UN Sustainable Development Solutions Network



Letter from Program Leadership



A handwritten signature in black ink that reads "Amanda Abrom".

Amanda Abrom,
Director, Global
Schools Program

The Global Schools team is excited to announce the launch of the 2024 annual report. We are thrilled to reflect on our work and our 2024 accomplishments to bring education for sustainable development to school communities globally.

This year, the Global Schools community expanded to 2,283 schools, welcoming approximately 450 more schools to the global network. Our major focus was the launch of new programmatic initiatives, specifically the *Ages of Globalization* course by Professor Jeffrey Sachs and the *UN at Your Doorstep* Initiative, which has already reached 5,000 learners from 160+ countries. We also announced our new *Schools for Goal 7* program on renewable energy with Siemens Energy, set to be piloted in 2025. Finally, we launched new partnerships with the Hearst Foundations and Siemens Energy, as well as with Compass Education, the Institute for Humane Education, the Foundation for Environmental Education, and Generation Global, a program of the IB.

Our content projects included the launch of the Global Schools Case Study Guide Volume 2 at the ECOSOC Partnership Forum, which showcases innovative school stories and best practices for integrating education for sustainable development in curricula. We also launched our lesson plans in Hindi, as well as new pedagogical materials on youth empowerment, environmental sustainability, and human rights.



A handwritten signature in black ink that reads "K. Heney".

Kendra Lee Heney,
Project Lead,
Education

This year, we carried out teacher training with 420 new Global Schools Advocates, based in 91 different countries and territories. These Advocates reached 67,261 students as well as 35,903 community members, parents, and staff in whole-of-school activities that promote sustainable development. Advocates also carried out training-of-trainers workshops on SDGs and ESD for ~9,600 educators within and outside of their school communities. This year, we also had ~100 mentors supporting the Global Schools community. Furthermore, Global Schools has grown its community by expanding social media followers across all platforms by 34.5% and gaining 800,000+ social media impressions.

Global Schools representatives engaged in various international events as speakers, workshop leaders, or delegates. These included the World Environmental Education Congress, the ECOSOC Partnership Forum, the ECOSOC Youth Forum, Schools 2030, the AFS Youth Assembly, the International Conference on Sustainable Development, the UN Summit of the Future, the World Logic Day Forum, and the Penn State K-12 Sustainability Summit.

We are extremely grateful to our donors, partners, Project Leads, consultants, interns, and Project Officers who have supported the work of the Global Schools Program, helping us achieve our ambitious projects and initiatives. We are especially glad and grateful for the generous support of Monash University, the Hearst Foundations, Truist Bank, and Siemens Energy, without whom our work would not be possible.



Photo Credit: Büşra Dursun, Global Schools Advocate, Türkiye

About Global Schools

The Global Schools Program (GSP) is the flagship primary and secondary education program of the UN Sustainable Development Solutions Network (SDSN) working through a network of ~2,250 pre-primary, primary, and secondary schools in 100+ countries. Our mission is to support schools, educators, and students with the training, curriculum, and methodologies to integrate sustainability into education from the classroom to the policy level. The program has an award winning-track record and worldwide legitimacy in developing educational programs; as well as ~7 years of experience working with diverse education systems, teachers, and learners.

Global Schools provides teachers and schools with free tools and training to teach sustainable development in the classroom; improve students' skills; and introduce new pedagogical approaches, with the overall vision of creating an education system where every student is equipped with the environmental and social knowledge, values, and skills to shape a prosperous and sustainable world.

Pillars of Work



COMMUNITY

Global Schools is an established and experienced **International Schools Network**, encompassing 2,283 schools, 1,646,912 students, and 136,840 educators across more than 100 countries worldwide.



CONTENT

Global Schools provides **lesson plans, activities and resources**, developed in partnership with teachers as well as leading education and sustainability experts at universities such as Columbia, Harvard, Monash, Utrecht, and more.



TRAINING

Global Schools offers **free training to teachers** and schools on sustainable development topics via monthly live professional development sessions; the Global Schools Advocates Program; Ages of Globalization; UN at Your Doorstep; and the Schools for Goal 7 initiative.

2024 Highlights¹

	2024	Total program reach to date	% growth year over year
New schools in official Global Schools Community of Practice	454	2,283	25%
Teachers (Advocates) Trained	420	1,883	29%
Students reached in sustainable development classroom lessons	49,827	196,586	37%
Students reached in whole-of-school student activities	67,261	313,318	27%
Teachers reached via training workshops	~9,600	35,235	37%
Total teachers, staff, and administrators engaged in Global Schools activities across the school	11,259	53,175	27%

¹ Number of students reached is reflected by comprehensive final reports submitted by 259 Advocates completed with the support of their schools, providing opportunities for data verification. 420 Advocates were initially trained and took part in Global Schools activities; therefore, expected overall reach is 40% higher than reported.



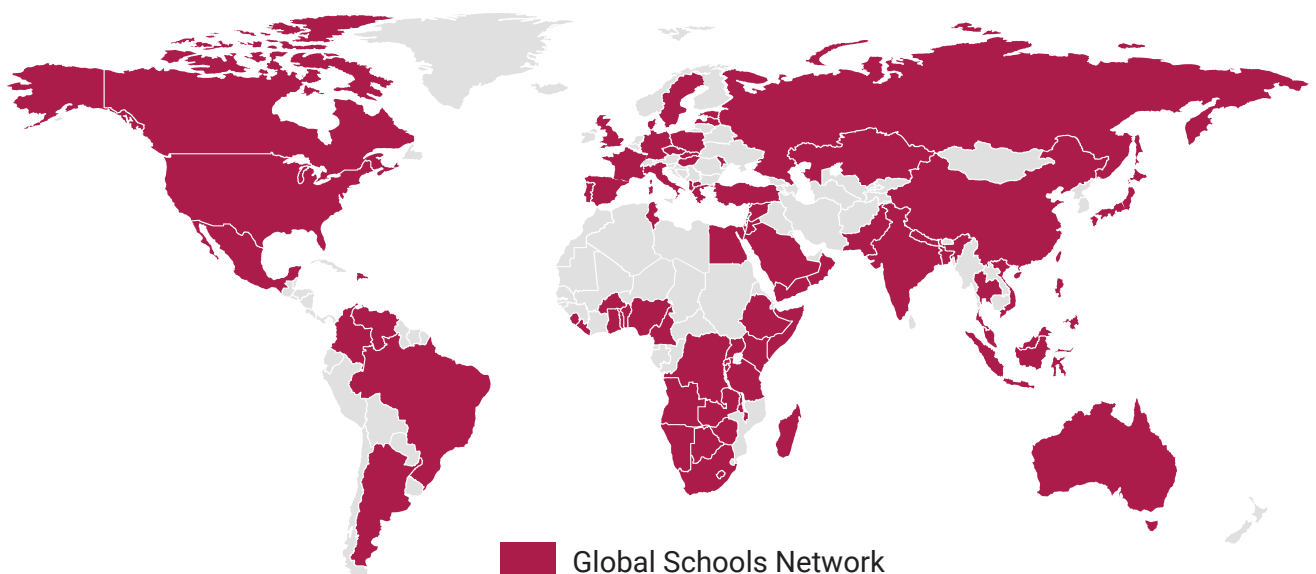
“As a Global Schools Advocate, I had the privilege of introducing the Sustainable Development Goals to educators at The British International School in Sulaymaniyah. In this session, we explored how each teacher can integrate global citizenship and sustainability into their everyday lessons. It was powerful to witness their enthusiasm and commitment to shaping a more just and sustainable future.”

Kizhe Jabar Qadir, British International School of Sulaymaniyah, Iraq

Global Schools Network

The Global Schools community is a vibrant network of schools across ~100 countries and territories. Participating schools gain access to free monthly professional development sessions, opportunities to be featured in publications and case-studies, a like-minded community of educators to exchange ideas and best practices, and the amplification of their existing and ongoing work to implement Education for Sustainable Development in their operations and practices.

Global Schools Network Reach

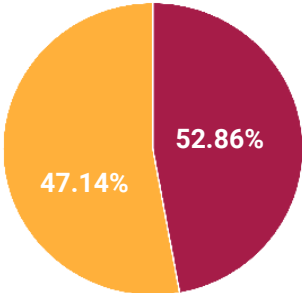




Expanding the community in 2024

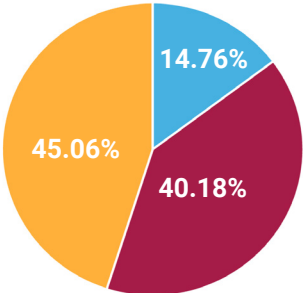
New schools that joined in 2024

454 schools **346,000** students



secondary institutions
(including lower
secondary)

primary institutions



primary education

secondary education

early childhood
education

Top countries of new schools



Türkiye



India



Nigeria



Pakistan



United Arab
Emirates



Kenya



Photo Credit: Abdoulaye Abou Coulibaly, Global Schools Advocate, Mali

Professional Development Sessions

Members of the Global Schools community have the opportunity to engage across countries by attending free professional development sessions on pedagogy, education, and the SDGs led by international experts. Select 2024 sessions include:



POWERFUL TOOLS TO INTEGRATE SUSTAINABILITY
in your classroom



INTEGRATING THE SDGS
IN STEM PRACTICES



EDUCATION FOR SUSTAINABLE DEVELOPMENT
IN MATHEMATICS



DIALOGUE SKILLS AND STRATEGIES FOR COMMUNICATING WITH THE WORLD



LEVERAGING COMMUNITY RESOURCES FOR SUSTAINABILITY ENGAGEMENT IN SCHOOLS



BYTES FOR A GREENER TOMORROW: NURTURING DIGITAL LITERACY SKILLS IN ESD



CHALLENGES IN ESD: WHEN SCHOOLS DON'T SHARE YOUR ENTHUSIASM



Photo Credit: Nguyen Minh Tai, Global Schools Advocate, Vietnam

School and Alumni Spotlight

Spotlight 1

Little Steps Children's School, Nepal

Mani Ram Ghimire, the Vice Principal, established a green culture across their school through the “Green School, Clean School” initiative. This comprehensive program successfully transformed the school environment into a more sustainable and eco-conscious space while also instilling lifelong environmental values in students. The initiative included:

1. **The planting of an organic school garden** where students, teachers, and parents fostered hands-on learning on sustainable agriculture, biodiversity, and environmental stewardship.
2. **The establishment of a waste management program** to teach students the importance of recycling and composting, resulting in a measurable reduction in waste sent to landfills.
3. **The creation of a no plastic zone policy** across the school which has reduced the school's reliance on single-use plastics, and students now actively use eco-friendly alternatives.



Photo Credit: Mani Ram Ghimire, Global Schools Advocate, Nepal

Spotlight 2

Crescent Model Higher Secondary School Girls Campus, Pakistan

As an alumna of Global Schools and a Project Officer, Sadia Ghazel has been passionate about promoting sustainability and global citizenship. This journey began when she took on the role of implementing sustainable practices in Central Modern School as the Vice Principal. Under Sadia's leadership, Central Modern School has integrated the Sustainable Development Goals (SDGs) into their curriculum, training their staff to design engaging and inquiry-based programs.

A highlight was their three-way conference for IB PYP students, where parents learned about the SDGs through interactive activities. The school's recent exhibition featured projects based on the SDGs, including a marathon to raise awareness. They've also partnered with WWF to collect and recycle tetra packs, which will be turned into furniture for underprivileged schools. They've also created a dedicated SDG coordinator position to ensure authentic and meaningful activities are implemented school-wide. In response to environmental challenges like smog and climate change, they are committed to creating a more sustainable future for their students and community.



Photo Credit: Sadia Ghazel, Global Schools Advocate, Pakistan

FMV Erenköy Işık High School, Türkiye Erkan SAĞNAK, Vice-principal & SDG Coordinator

At FMV Erenköy Işık High School, Türkiye, Education for Sustainable Development is embedded into our curriculum, teacher training and extracurricular programmes and this encourages students to view the SDGs as a core part of their civic identity. Guided by a Sustainability Action Plan, we organize student groups around specific SDGs such as climate action, zero hunger and responsible consumption, and these groups design campaigns and interactive events during our annual SDG Week to educate the wider school community.

Our IB students lead workshops on the SDGs for younger grades and facilitate "solution stations" where students cocreate practical solutions; evaluations show these sessions deepen awareness of sustainability and enhance solution-oriented thinking. We integrate learning with community engagement: students volunteer at the Büyükada Animal Shelter and at the Kayışdağı nursing home to raise awareness of animal welfare and social justice, and they organize environmental cleanups like the June 2025 Validebağ Grove wastecollection project. These initiatives build empathy, strengthen partnerships with local organizations and demonstrate that young people can be powerful agents of change in advancing the SDGs.



Photo Credit: Erkan SAĞNAK, Global Schools Advocate, Türkiye

IES Clara Campoamor, Spain
Juan Luis Muñoz Arbona, English Teacher

At IES Clara Campoamor (Ceuta, Spain), our commitment to Education for Sustainable Development has taken shape through hands-on, creative, and student-led initiatives. One of our most impactful projects, *From Ceuta to the World: Creative Climate Action through Minecraft and LEGO*, empowered students to address the local environmental crisis of the invasive seaweed *Rugulopteryx okamurae* using digital tools and design thinking. This initiative is being featured by Compass Education in its Sustainable Schools Day website for next October and in the teachers' voices section at Global Teacher Prize website.

As part of the *Climate Action Project* and *Build the Change Schools* program, students prototyped sustainable solutions and raised awareness through storytelling and public exhibitions. We also proudly joined the *Global Schools Program*, which helped align our work with the SDGs and foster global citizenship in the classroom via our workshop on emotions and climate anxiety in November 2024. These efforts have been featured in local media ([link 1](#), [link 2](#), [link 3](#)) and international educational websites such as [Compass Education](#) and the [Coding4Climate Earth Day 2025 Celebration](#).



Photo Credit: Juan Luis Muñoz Arbona, Global Schools Advocate, Spain



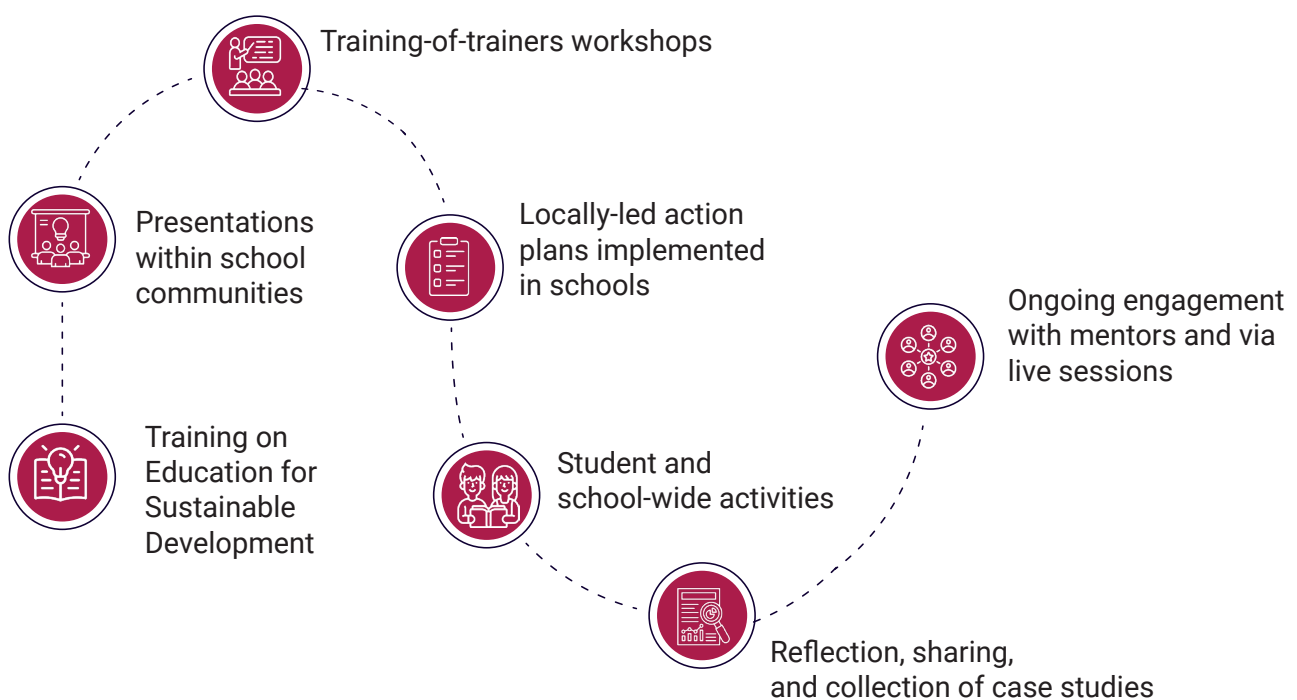
Photo Credit: Helen Oluoch-Anemi Adams, Global Schools Advocate, Nigeria

Advocates Program

The [Global Schools Advocates Program](#) provides free training to school leaders and educators (Advocates) 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.

Methodology



Global Schools Advocates 2024 Cohort



420 focal-point educators trained in a comprehensive, semester-long program



98% of training participants would recommend the training to colleagues

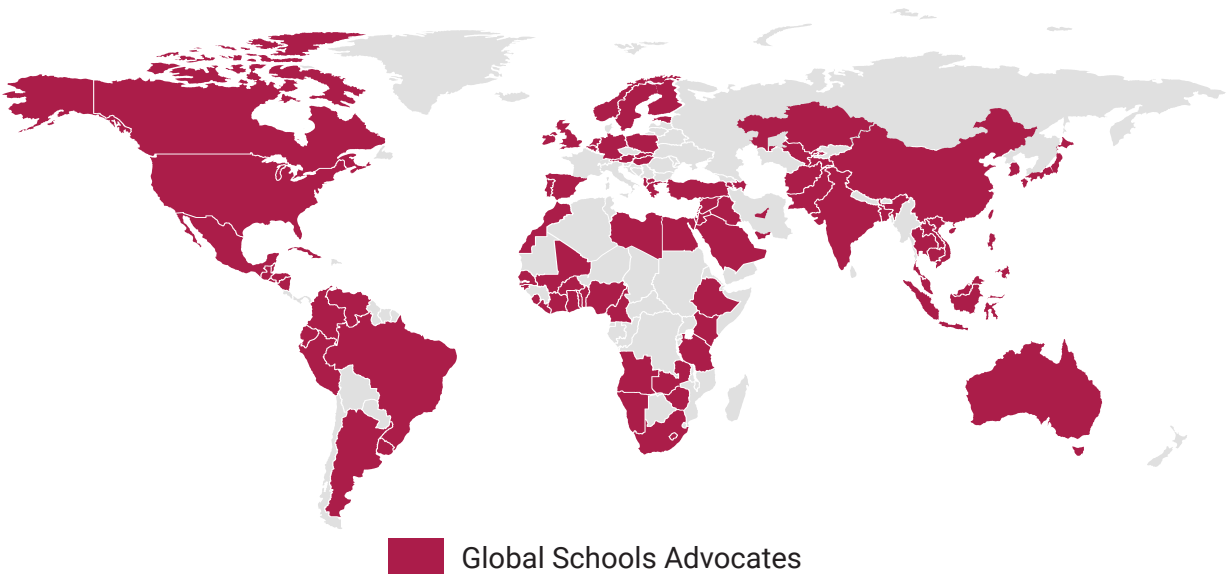


91 countries and territories represented



98% of educators agree the training gave them new ideas to try in the classroom

List of countries and territories



Outputs

11,259

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

49,827

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

259

educators led training of trainers workshops conducted across 73 countries

67,261

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

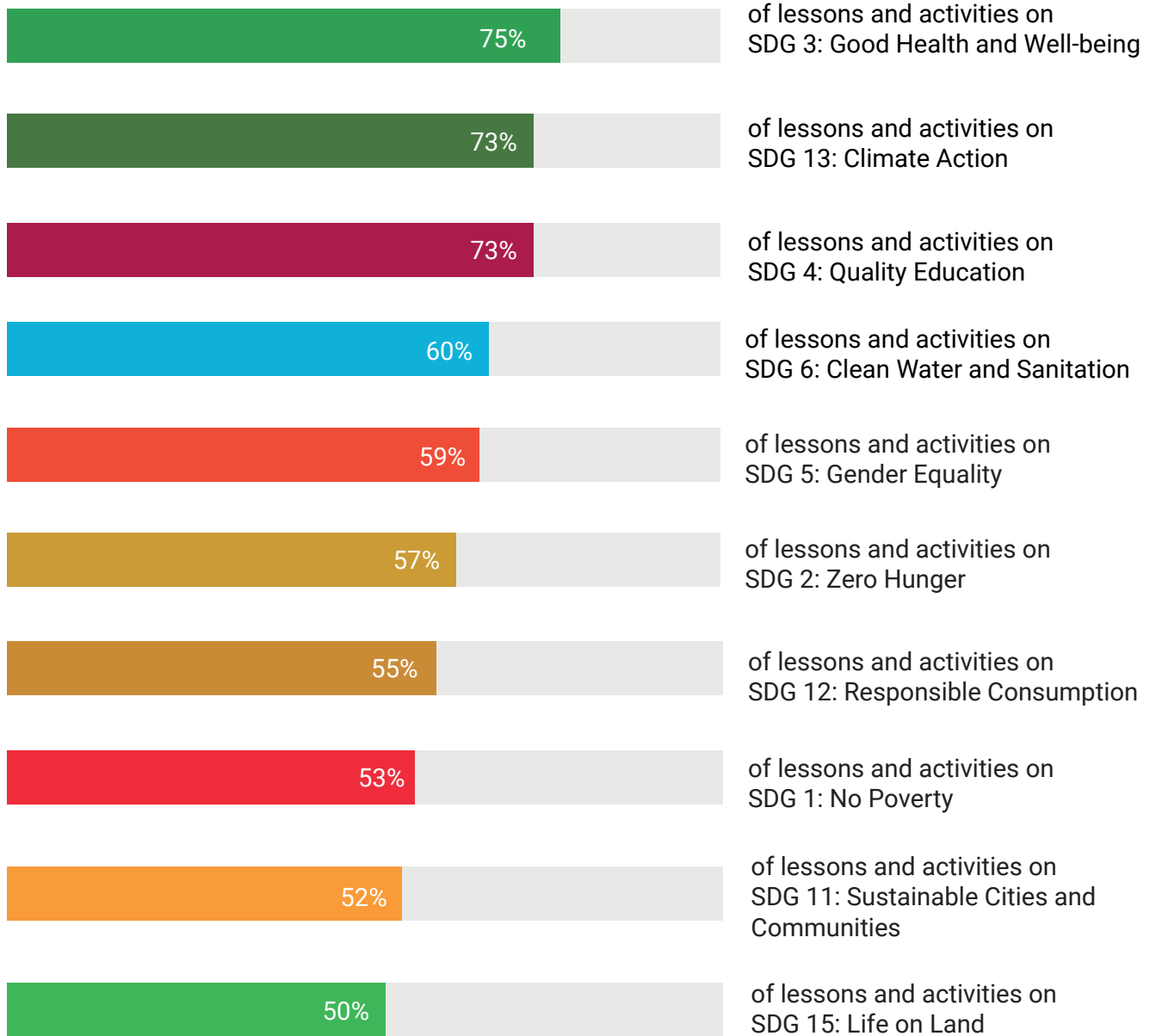
~9,600

teachers trained via ESD workshops

35,903

community members and parents reached

Most Common Sustainable Development Themes in Lessons and Activities



Workshops

Global Schools Advocates also act as trainers, facilitators, and connectors in their communities.



259 Advocates led training workshops in 73 countries

73 Countries

9,600+ Teachers and school leaders trained on ESD

Workshop Spotlight, Nigeria

Dinatu Simi Pam organized a two day workshop in Nigeria on using global citizenship education to tackle bullying in secondary school. They partnered with the Aibeith Center and the National Human Rights Commission to expose teachers and students to concepts such as empathy, conflict resolution, self awareness, effective communication and the respect for the rights of others. Participants were guided in groups to develop action plans on the responsible actions they can take to prevent and tackle bullying in school.



Workshop Spotlight, Bahrain

Lulwa Abdulla Sanad held a workshop in Bahrain at the Al-Qairawan Intermediate School for Girls for the school's educational committee on Education for Sustainable Development (ESD). She extended the invitation to educators from other schools in the region. At the workshop, she introduced the principles of ESD & the SDGs, and how to integrate them in the curriculum and classroom lesson plans.



نبذة تعريفية عن مقدمة الورشة:

- معلمة مجالات عملية (تصميم وتقانة) للمرحلة الإعدادية.
- منسقة لجنة اليونسكو من عام 2017 ضمن مشروع المدارس المنتسبة لليونسكو UNESCO ASP.
- معلمة حاصلة على لقب المعلم الخبير للمرة الثانية لعام 2024-2025.
- معلمة حاصلة على لقب Global Schools Advocate ضمن برنامج Global Schools وهي مبادرة تابعة لشبكة (UN SDSN).

Workshop Spotlight, Mali

Abdoulaye Abou Coulibaly led a workshop on Education for Sustainable Development in Mali at the University of Kabala with teachers and undergraduate students. They discussed the SDGs, Global Citizenship in Education, and 21st-century skills, alongside the Global School Program's vision, mission, and achievements. The focus was on how educators and students can adopt sustainable practices in their education, careers, and daily lives.



Workshop Spotlight, Thailand

Anne Carole presented the SDGs and led staff in an interactive workshop at Prem Tinsulanonda International School, using a template activity created by Cathy Berger Kaye. Teachers used a diagram to guide discussion and brainstorm on how to integrate SDGs in units or lessons.



Workshop Spotlight, Zimbabwe

At Harare International School, Brenda Makokoro held a workshop on how to incorporate the UN Sustainable Development Goals (SDGs) into Elementary Education. She shared how the Global Goals not only align with the IB and PYP frameworks but also empowers our students to make a difference. By utilizing engaging interactive games, quizzes, and thought-provoking discussions using real world situations, colleagues, faculty, and staff were able to create intentional authentic learning experiences to drive positive action for the planet.



Global Schools Mentor Program

About the program

The Global Schools Mentor Program is a key initiative that supports new educators as they begin their journey with Education for Sustainable Development. It does so by pairing them with experienced Global Schools alumni who have previously completed the Advocates Program. Working in collaborative groups, new participants receive encouragement, practical support, and expert ESD insights to help them overcome challenges and make connections both locally and globally.

93 mentors supported the journey of **400+** Advocates

Senior Mentors

For alumni that have served in multiple capacities at the Global Schools Program, the Senior Mentorship role offers a pathway for deeper involvement. Senior Mentors oversee a particular region and take on added responsibilities, working closely with the Education Team and guiding multiple mentors as they continue to shape the program's success.



Marcela Villán
Senior Mentor,
North and South
America



Joanna Zielińska
Senior Mentor,
Europe



Mohamed Helmy
Senior Mentor,
Middle East and
North Africa



Dhivya Kirupa
Senior Mentor,
South Asia



Oyigoga John Onuh
Senior Mentor,
West Africa



**Nabuduwa Grace
Olive Musingo,**
East Africa

Testimonials



Fereta Silue, Côte d'Ivoire

Being a Mentor in the program was not only a privilege but also a deeply enriching experience for me. Both Senior Mentors and Mentees brought something to the table, which made the journey meaningful to me personally as well as professionally. And what stood out was the shared passion among Mentees to empower their students towards taking sustainability initiatives in their communities. It was a really memorable and meaningful experience, one in which anyone would get a chance to grow more!"



Shahnaaz Ojha, India

Mentoring SDG advocates is more than sharing knowledge, it's igniting purpose. It's the trust built in shared vision, the strength found in unity. Each conversation plants hope, each challenge shapes resilience. Together, we create not just changemakers, but a family of hearts aligned. In every step forward, we walk as one, driven, connected, unstoppable."



Rosita Beidagha, United States of America

**Student in Culture, Literacy, and Language,
The University of Texas at San Antonio**

Serving as a mentor in the Global Schools Program has been one of the most meaningful parts of my journey as an educator. Guiding teachers across cultures to integrate empathy, sustainability, and inclusive literacy into their classrooms has reaffirmed my belief that education is a powerful tool for justice and belonging. Each conversation reminded me that mentorship is not about delivering answers, but about creating space for courage, care, and shared growth."



Photo Description: Ages of Globalization Launch at the High-Level Pre-Summit of the Future

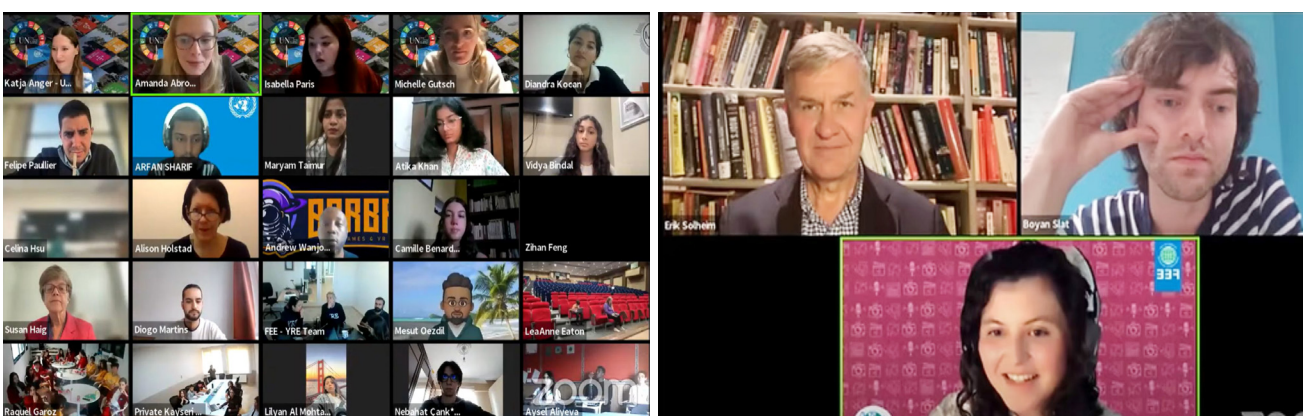
New Programmatic Initiatives

Ages of Globalization

Together with the [Centre for Sustainable Development at Columbia University](#), [Mission 4.7](#) and [SDGsToday](#), the Global Schools Program launched a groundbreaking initiative in September 2024 during a [High-Level Pre-Summit of the Future Event](#) in New York. Recognized as a major breakthrough in Education for Sustainable Development by hundreds of sustainability leaders, activists, and researchers, [Ages of Globalization](#) (AoG) supports students (14+), educators, and lifelong learners to acquire the knowledge, skills, attitudes and values to address today’s sustainable development challenges.



The Global Schools Program plays a pivotal role in AoG by leveraging its extensive global K-12 school network and expertise in ESD. It leads a Global Educator Committee, serving as an advisory body for AoG, and organizes [monthly live sessions](#), ensuring dynamic and impactful engagement with learners and educators worldwide.



UN at Your Doorstep

UN at Your Doorstep offers an unprecedented opportunity for learners to directly engage with world leaders, UN officials and youth activists. Moderated by young people, the discussions focus on how to solve the biggest challenges of our time, from peace and security to climate change, poverty, inequalities, environmental sustainability, and artificial intelligence.

In 2024,

5,000

learners and
educators
participated

160+

countries
represented

3

live events
hosted

Learners engaged in discussions with Felipe Paullier (UN Assistant Secretary-General for Youth Affairs), Richa Gupta (Founder of the Labhya Foundation), Erik Solheim (former Executive Director of the UN Environment Programme and former Norwegian Minister for the Environment), Boyan Slat (Founder & CEO of The Ocean Cleanup), Jeffrey Sachs (President of the UNSDSN), and Karimot Odebode (Nigerian lawyer, poet, and founder of the Black Girl's Dream Initiative).

Educators receive [tailor-made pedagogical resources](#) designed to enhance learning and action on global issues before and after each live dialogue. In 2024, themes included Youth Empowerment, Environmental Sustainability, and Human Rights. Every month, Young Reporters from the Foundation for Environmental Education's Young Reporters for the Environment Program take over AoG's social media platforms. As Alya Khairina, a youth participant from Malaysia, shared:

“Participating in the social media takeover for the UN at Your Doorstep session was truly rewarding. The live session effectively demonstrated how young people can actively shape discussions around the SDGs and foster a sense of community among participants.”

A [global youth challenge](#) further encourages young people to raise awareness and share creative solutions for sustainable development. According to Senaka Samarasundera, a student from Sri Lanka:

“The program provided an amazing platform to showcase my school's environmental initiatives on a global stage. It's inspiring to connect with people passionate about creating a positive environmental impact.”

”



95% | **of participants are eager** to attend future UN at Your Doorstep events.

74% | **valued the opportunity** to engage with global leaders, youth activists, and peers, gaining fresh insights and inspiration to solving global issues.

63% | **expanded their global awareness**, fostering critical and systemic thinking about globalization, cultural interconnectedness, and sustainable development.

53% | **established connections** within a global network, fostering collaboration and new learning opportunities.

51% | **reflected on global issues**, contributed to the discussions, and got inspired to take action as local leaders for the SDGs.

Through this initiative, the Global Schools Program has strengthened existing and established new partnerships with leading organizations, including Compass Education, The Foundation for Environmental Education's Young Reporters for the Environment, UN Youth, UNESCO networks such as ASPnet, the SDG4 Youth & Student Network, and the Youth Climate Action Network, as well as Subject to Climate, The Learning Planet Institute, Generation Global, The IB, LabXChange at Harvard University, HundrED, the Aga Khan Foundation, the National Association of Independent Schools, and The Ocean Cleanup.



Photo Credit: Mary Akatch, Global Schools Advocate, Kenya

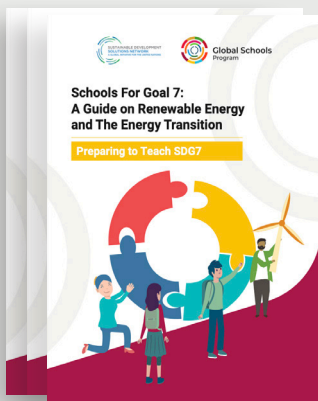
Schools for Goal 7

“Schools for Goal 7” is a project by Global Schools in partnership with Siemens Energy, aimed at training teachers and students on energy and sustainable development through gamified curricula. This initiative was announced in late 2024, and aims to provide training to teachers and students on topics such as the energy transition, renewable energy, climate change, and sustainability. This project embraces STEAM disciplines and experiential learning to integrate SDG 7 into classroom

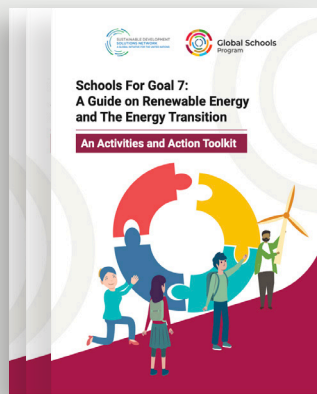
activities, through the Minecraft Education “Planet Rescuers,” video game developed by Siemens Energy in collaboration with Possible Lab.

In late 2024, Global Schools established an international Educators Committee with the purpose of guiding this project and co-designing the curricular resources. This project will continue to develop in 2025. The plans include to launch:

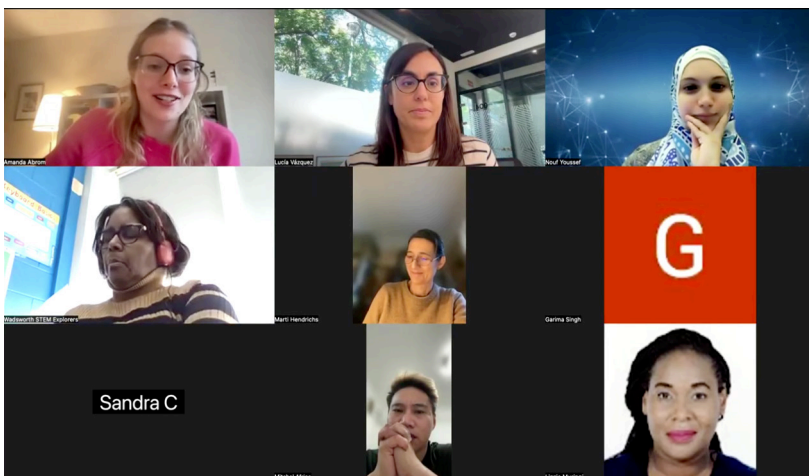
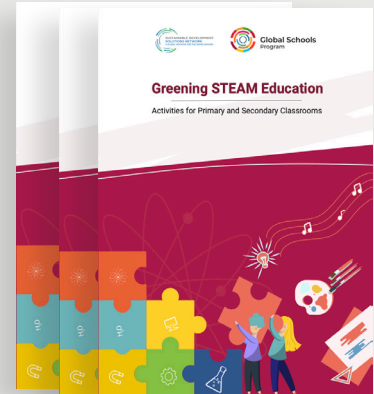
1 A comprehensive teacher training pilot course on clean and renewable energy



2 A practical guide on SDG 7 and corresponding activities



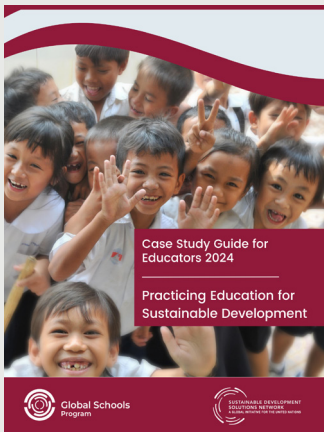
3 A guide on Greening STEAM Education



**LEARN
MORE**

Please visit this webpage:
<https://www.globalschoolsprogram.org/schoolsforsdg7>

Curriculum and Content

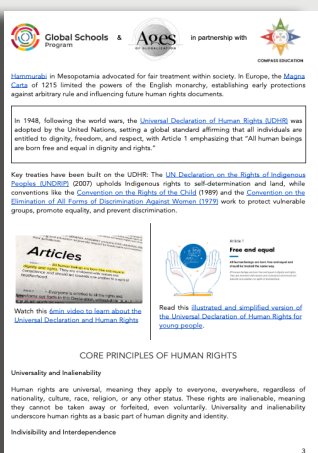


Global Schools launched the second volume of the [Case Study Guidebook](#). Volume 2 aims to highlight methods used by educators globally to integrate Education for Sustainable Development (ESD) into their teaching and activities. It presents a variety of case studies from different international settings, illustrating innovative ways to engage schools, incorporate SDG initiatives into curricula, and nurture a culture of sustainable development in educational institutions. The second edition features stories from over 30 advocates in 19 different countries.



Hindi Lesson Plans

In collaboration with Seth Anandram Jaipuria School Lucknow, the Global Schools Program launched its set of [60 lesson plans in Hindi](#). These lesson plans were designed by Fernando Reimers of Harvard University to promote global citizenship and sustainability competencies for primary and secondary students globally.



UN at Your Doorstep Pedagogical Resources on Youth Empowerment, Environmental Sustainability, and Human Rights

As part of the UN at Your Doorstep Initiative, the live component to the Ages of Globalization Course, the Global Schools Program partnered with Compass Education to develop [pre- and post-dialogue educational materials](#) on Youth Empowerment, Environmental Sustainability, and Human Rights. These 6 publications provide over 75 pages of activity ideas using systems thinking pedagogy to inspire youth action for the planet.



Events, Workshops & Trainings

World Environmental Education Congress

From January 29th to February 2nd, Global Schools participated in the [12th World Environmental Education Congress \(WEEC\)](#) and the parallel youth-centered conference, YEEC, aiming to engage youth in Environmental Education (EE). Global Schools representatives Alexa Rose Pettinari (Advocacy Project Officer) and Raquel Armendariz Sucunza (Communications Project Lead) attended the event, contributing to key discussions on advancing EE globally. Their involve-

ment included participating in a panel on using content creation and social media to promote meaningful and relatable EE messages, facilitating a global café on EE programs worldwide, and delivering a workshop on applying SMART goals for global collaboration. The event concluded with the launch of the Abu Dhabi Road Map, outlining urgent EE and ESD recommendations, to which Global Schools contributed insights on youth empowerment.



ECOSOC Partnership Forum

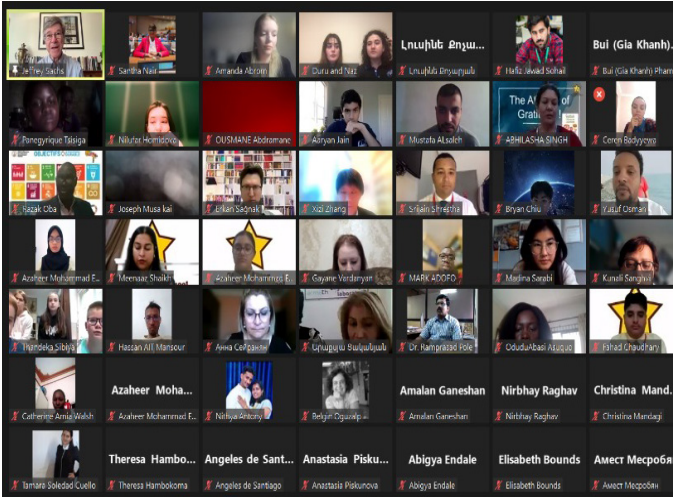
Global Schools hosted a virtual side event entitled, "Best Practices in Education for Sustainable Development Pedagogy and Curriculum." The event featured a lineup of esteemed speakers and showcased the stories of educators who have excelled in integrating Education for Sustainable Development (ESD) into their curriculum, and culminated in the launch of a guidebook, "[Practicing Education for Sustainable Development: Case Study Guide for Educators, Volume 2.](#)" This guidebook recognizes the remarkable milestones and innovative approaches within the Global Schools community and offers practical insights to incorporate ESD into classrooms and communities.



ECOSOC Youth Forum

Global Schools hosted a virtual side event titled “Youth for Sustainability: Cultivating leaders through education, innovations, and partnerships,” which highlighted the important role education plays in developing future leaders. Furthermore, in partnership with the [Ban Ki-Moon Foundation](#), [Kids for SDGs](#), and [the Learning Plan-](#)

[et Institute](#), Global Schools collaborated to host an in-person “Global Citizenship Salon.” Over 90 young individuals from diverse backgrounds and regions around the globe participated, offering an amazing opportunity for valuable insights, network building, and cross-cultural dialogue.



Schools 2030

In 2024, Global Schools sent an official delegate to participate in the Schools2030 conference in Bishkek, Kyrgyzstan. Global Schools joined esteemed partners under the theme: Teacher Leadership for Climate Resilience: How to Transform

Learning through School and System Pathways for the Future of the Planet. This 3-day event convened partners, ministry officials, and teachers, discussing how educators can support a climate conscious agenda.



Nature Labs Workshop, Bonn Germany

SDSN's Global Schools Program and the [G20 Global Land Initiative \(GLI\)](#) convened a workshop on 27-28 June 2024 on "Integrating Land Restoration in Education and Establishing Nature Labs in Schools". Participants discussed pedagogical strategies, shared project experiences, and explored collaboration opportunities for inte-

grating land restoration principles into education systems worldwide. The workshop highlighted best practices in ecosystem restoration education; it emphasized the critical role of education in addressing global land degradation challenges and fostering youth-driven environmental action.



AFS Youth Assembly

On August 18th, [Global Schools](#) hosted an interactive workshop at the [AFS Youth Assembly](#) in New York City. During the session, young people learned about Education for Sustainable Development (ESD) and the work of the Global Schools, with a specific focus on how technology and innovation can enhance ESD, as well as the specific challenges and opportunities for supporting schools across the world. Workshop

participants engaged in a guided brainstorming session to come up with an innovative solution on one of the following 4 topics: access to quality STEM education, gender equity in STEM fields, integration of technology in STEM learning, and STEM education for sustainable development.



Ages of Globalization Launch, International Conference on Sustainable Development

As part of its annual International Conference on Sustainable Development (ICSD), the UN Sustainable Development Solutions Network (SDSN) hosted a high-level, two-day Pre-Summit of the Future Conference on September 20–21, 2024, at Columbia University under the theme “Solutions for the Future.” A special session on Education for Sustainable Development highlighted its role as a driving force for peaceful, inclusive, and sustainable futures, with contributions from Professor Jeffrey D. Sachs

(President, SDSN), Stefania Giannini (UNESCO Assistant Director-General for Education), Beverley Smith (Sustainable Tourism Global Centre), Charles Hopkins and Katrin Kohl (UNESCO Chair at York University), Ligia Cravo (Hearst Foundations), Chaewon Ida Joung (student at Shanghai American School), and Nene Onyedi Ibezim (Global Schools Program). The event concluded with the exciting launch of the *Ages of Globalization* initiative.



The Summit of the Future

Global Schools brought together educators, students, and thought leaders from around the world to engage in meaningful dialogue on re-imagining education for a rapidly evolving future. Moderated by Santha Nair Chandran, the event featured a keynote by Tamara Richardson and an intergenerational panel discussion with Ma. Jonaper P. Palmares, Dr. Margaret Sinclair, Simon

Wamu, Arlinda Ramqaj, Hayette Bellakehal, and Massah Bockarie. Panelists explored essential future-ready skills, innovative pedagogical practices, and offered concrete recommendations to advance education transformation. Furthermore, Global Schools Education Lead Kendra Lee Heney attended the Summit of the Future in person at the UN Headquarters.



World Logic Day Forum

The Global Schools Program participated in a panel discussion on the Future of Education at the World Logic Forum on the sidelines of the UNGA. This event was organized by Logictry and brought together changemakers to discuss how we can use logic and critical thinking to tackle the challenges of today. The [Global Schools Program](#) was grateful to be a collaborator for this event and take part in the insightful discussions alongside a curated room of next gens, family offices, investors, and global thought leaders.



Miyawaki Forest Symposium

From October 10th-14th, the Global Schools Program took part in the “*International Symposium: Miyawaki Forests and Urban Forests*”. This first-of-its kind summit was hosted by the G20 Global Land Initiative, the Morino Project, and UNCCD. This summit brought together experts, academics, non-profit organizations, UN leaders, students, and more to build a global community on Miyawaki forests. Global Schools Director, Amanda Abrom, gave a presentation on the vision of including land restoration in the Global Schools Program’s education initiatives. Furthermore, delegates attended a seedling production workshop at the Kimitsu Green Center; a tree-planting ceremony in Shonan Kokusai Village; a visit to a forest at Hayama Elementary school; and supported the planting of a forest at Shiroyama Kumano Shrine.



Photo Credit: Angelina Lee



UNCCD COP16

The Global Schools Program partnered with the G20 Global Land Initiative to co-host two events at the United Nations Convention to Combat Desertification (UNCCD COP16) in Riyadh, Saudi Arabia. The events, hosted in both the Blue and Green Zones, introduced the “Land Restoration Labs” initiative and showcased models of land-use education successfully implemented in schools. Speakers included Dr. Muralee Thummarukudy, Director of the G20 Global Land Initiative Coordination office (UNCCD-G20 GLI); Joann Lee Programme Officer with the United Nations Convention to Combat Desertification (UNCCD); Amanda Abrom, Director of the Global Schools Program, SDSN; Song Hee Nam, Director General of the International Forest Affairs Bureau at the Korea Forest Service; Philip Dunn, Senior Manager for Sustainability, Education & Culture at Expo City Dubai; Nouf Youssef, STEAM Coordinator at Dar Jana International School; Abhilasha Singh, Principal of Shining Star International School; Boyoung Kang, Director of the Climate Change International Cooperation Team in South Korea’s Ministry of Environment; Mauricio Camacho Suarez, Founder and CEO of Junglo; and Batoul Smari, educator at SEK International School Riyadh.

In addition, students from the SEK International School Riyadh showcased their efforts to integrate sustainable development into their school community through waste-reduction programs, clean water initiatives, peer-to-peer-education, and more. Student presenters included: Faris Albrahim, Almudena Gonzalez, Rowan Taheri Olofsson, Kate Coffey, Agniman Ganguli, Adam El Hakawati, Zain Alamoudi, Sara Abdallah, Khaled Al Naser, and Enkh-Amar “David” Aguilar.



Penn State K-12 Sustainability Summit

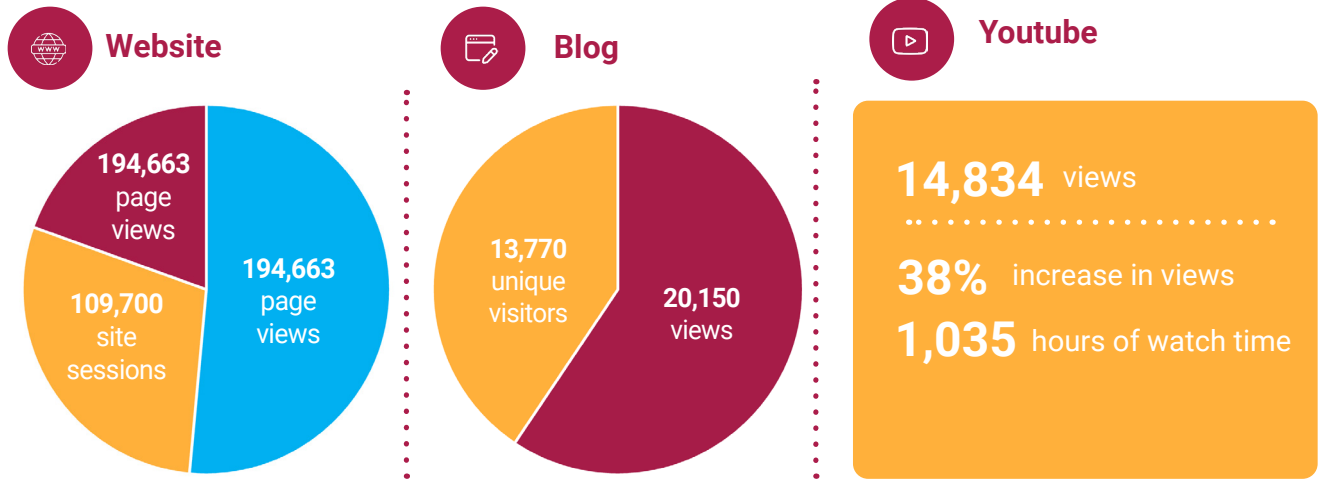
The Global Schools Program was thrilled to co-host the inaugural Penn State K-12 Sustainability Summit, a two-day event that brought together the K-12 and Penn State University communities to collaborate on new pathways to increase efforts in the K-12 education space across the US state. This event was hosted by

the Penn State Outreach K-12 Engagement Network and Penn State Sustainability, and it was supported by the Pennsylvania Department of the Environment. Over 50 educators and school leaders attended the event, where they created action plans on taking sustainability back to their districts and classrooms.

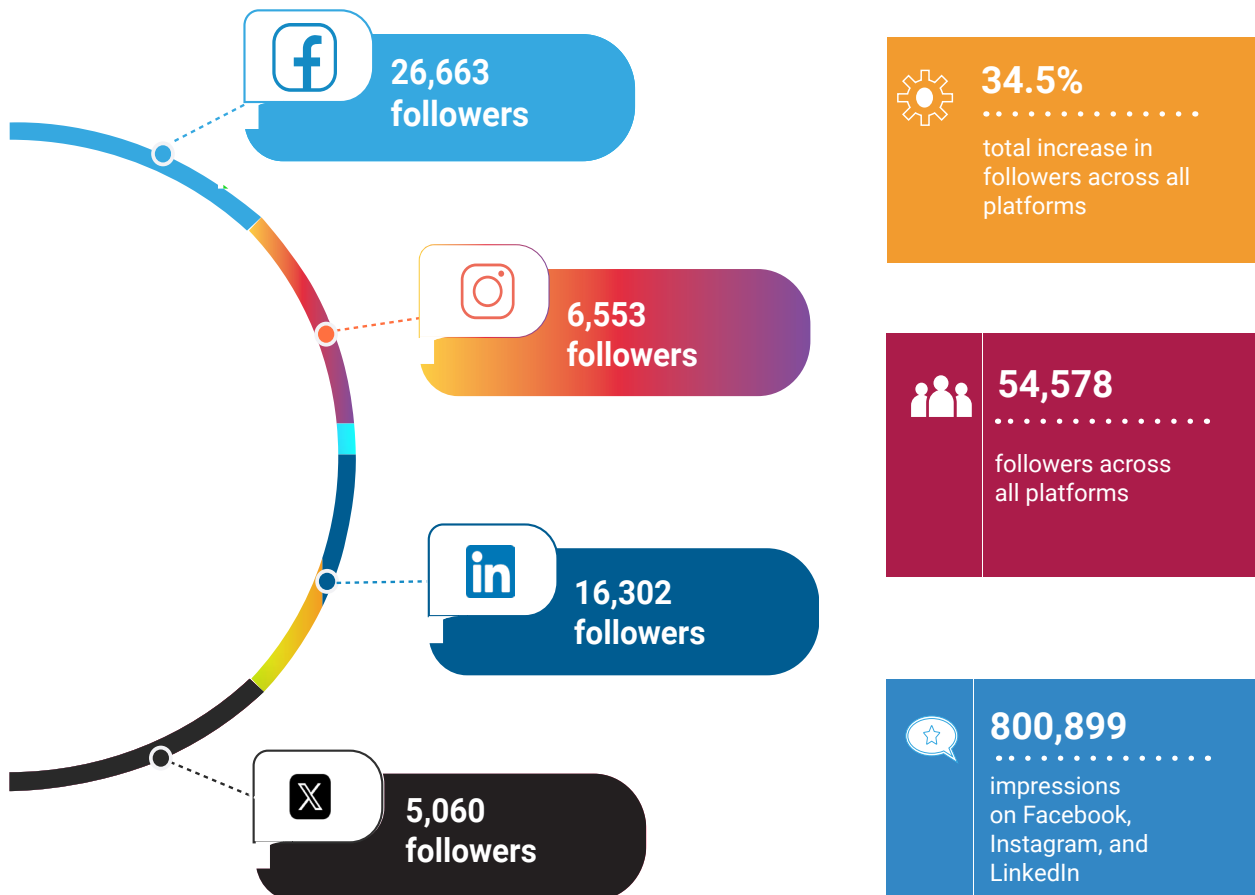


Global Outreach

The Global Schools Communications team supports the Global Schools community by sharing inspiring stories, communicating on its core mission and programs, and expanding the reach of the Global Schools Program network.



Social Media Total Followers as of Q1 2025



Testimonials



Godfred Sarpong, Ghana



During my time as a Global Schools Advocate, I witnessed transformative changes in students and school communities. The Girls in ICT Training Workshop empowered 25 girls with programming and website design skills, inspiring them to pursue technology careers. The School Farm Project at Dwease Methodist Basic School fostered hands-on learning and environmental awareness. Teachers became more confident in integrating SDGs into their lessons, while events like the International Day of the Girl Child promoted gender equity and leadership among students.”



Yetis Ozkan, Turkey



Teachers, students and parents have become more aware of global issues. They supported projects such as saving water, food, and energy both at home and at school. They took active roles in looking after the environment and keeping it clean. In kindergarten classes and in Grade 1, students followed a special ESD curriculum linked to the local curriculum where they learned about animals and their habitats. At school, we stopped using bottles and provided ‘Refill Your Bottle Stations’. We made a special corner at the school library for ESD.”



Karima Ouerjani, Morocco



The Global Schools Advocates Program helped me make my most problematic class improve their behavior, motivation, and I am currently carrying out a project with them. They surprised me by their engagement and creativity. The project is about the zone where they live: what’s beautiful and positive in it, what should be changed, what’s needed to become a sustainable community, and...how they imagine it in the future. In another class, a student took the initiative to organise a dialogue about the opportunities and challenges of the young generation, and how they affect sustainable development.”



Despoina Porfyriadou, Greece



My proudest moment was a joint project with a colleague of mine who teaches STEM. We worked on SDG 5: Gender Equality, researching women in science throughout history. We involved students in different classes across the middle school. The students made presentations on the women of their choice and created posters to make the members of our school community aware of the prejudices that still exist against women. I felt really proud because I realized that our students were very interested and participated with passion. I felt like we had really made a difference.”



María Belén Mastellone, Argentina

My proudest moment was, without a doubt, witnessing the commitment, interest, and the way the students fully engaged with the prepared activities. These are teenagers, who can sometimes be challenging to gain genuine involvement, but there was no need to push them to continue with the activities—they were the ones eager to take them on.”



Elisabeth Bounds, Belgium



Last summer our school signed the Global Schools pledge and I became an Advocate following the very rewarding programme to bring education for sustainable development and the Sustainable Development Goals into the school curriculum and its mission, vision and values. The opportunities for students and staff this brought have been numerous and really joyful: from project partnerships in our local community on waste management and with another Global School in Linz, Austria to share ideas on sustainable food growing projects, to a calendar month of sustainable actions to celebrate Earth Day. Having graduated from the Advocacy program I have been able to continue developing my skills on the SDG7 project with Global Schools and Siemens Energy to bring the vital issue of affordable, clean renewable energy into the curriculum. As a school community we are enthused and privileged to be part of the Global Schools Program.”



Sayyora Tuksanova, Uzbekistan



I’ve seen some great changes in our school community. One of the biggest changes has been the growing interest from students in topics related to the SDGs. Students have started forming small groups focused on environmental issues and have been helping out in their local communities. This shows that they are becoming more aware of global challenges and taking action to make a difference. On an individual level, students have gained a better understanding of how their actions impact the planet. They’re more interested in sustainability projects, and their participation in class discussions has increased. In terms of learning outcomes, students are now able to apply their knowledge to real-life situations. They are thinking critically and finding solutions to global and local problems.”



Nguyen Minh Tai, Vietnam



Our annual ‘From Waste to Trees’ project, an initiative showcasing innovation for inclusion, saw students recycle paper, collect plastic waste, sell products, and raise funds for planting over 650 trees in forests across Vietnam. This project demonstrated practical environmental action (beating plastic pollution, fostering life on land, and climate action) and enriched community awareness, effectively bridging the gap between local action and global impact. My commitment to engaging diverse stakeholders is key to creating sustainable change...such as VECA (buying waste and delivering it to recycling factories), Gaia Nature Conservation, and Joy Foundation (planting trees in Vietnam’s forests).”

New Partnerships

Generation Global

The Global Schools Program partnered with Generation Global to provide Global Schools Advocates with free access to the Introduction to Dialogue course. As part of this collaboration, Generation Global hosted a dedicated webinar on dialogue pedagogy, open to all educators in the Global Schools network.



Compass Education

Global Schools partnered with Compass Education to increase collective impact in advancing a more sustainable future. Through this collaboration, both organizations are working together to support educators by integrating sustainability and systems thinking tools into freely distributed partner educational materials, including shared resources from the UN at Your Doorstep initiative.



Foundation for Environmental Education

The Global Schools Program partnered with the Foundation for Environmental Education on the UN at Your Doorstep initiative, to provide opportunities for FEE's Young Reporters for the Environment to be moderators and supporters for the dialogues. In 2024, this initiative reached 5,000 individuals.



Institute for Humane Education

The Global Schools Program partnered with the Institute for Humane Education (IHE) with the purpose of supporting more educators in learning about solutionary teaching. As part of this collaboration, IHE is facilitating its Solutionary Micro-credential course for up to 60 Global Schools Advocates, providing more opportunities for educators in the Global Schools community to enhance their teaching.



Future Direction and Outlook

In the upcoming year, the Global Schools Program looks forward to taking continued actions to advance transformative education through training, curriculum, and building a global community of educators and schools. The program looks forward to advancing its mission through several key initiatives:

1 Providing teacher training on sustainable development through the Global Schools Advocates Program:
The Global Schools Program will continue to empower educators worldwide through a structured training and advocacy program aimed at integrating Education for Sustainable Development (ESD) into school curricula and operations.

2 Building the Community of Practice:
The team will continue to grow the community of schools and educators engaged in its work, providing ongoing professional development, mentorship, and thought leadership opportunities for educators and school leaders worldwide.

3 Developing High-Quality Resources and Curriculum:
The Global Schools Program will launch new educational resources on SDGs in collaboration with its partners and provide further translated and localized content to support diverse global classrooms. Global Schools will also launch new partnerships that promote learning on key thematic areas of the sustainable development agenda.

4 Expanding partnerships and fundraising efforts:
Global Schools will seek continued expansion and opportunities to further its reach and work.

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

Our Team



Amanda Abrom,
Director, Global
Schools Program



Kendra Lee Heney,
Project Lead,
Education



Katja Anger-Delimi,
Education Consultant,
Ages of Globalization



**Lucía Vázquez
García,** Education
Consultant

The Global Schools Program is grateful to be supported by our team of volunteer Project Officers:



Stacy Nyathi
Project Lead,
Communications



Kindong Eric Kinchi
Project Lead,
Operations



Melissa Pritchard
Project Lead,
Content



Patricia Bergström,
Project Officer,
Alumni Relations



**Nene Onyedi
Olbezim,** Project
Officer, Education



**Sarah Santillan-
Isern,**
Project Officer,
Alumni Relations



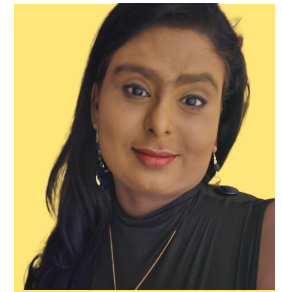
Raquel Armendariz,
Outgoing
Project Lead,
Communications



**Alexa Rose
Pettinari,**
Project Officer,
Education



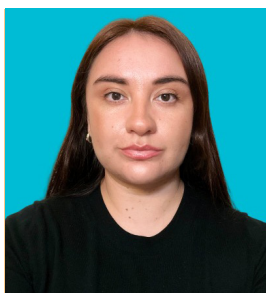
Abigail Chifusa,
Project Officer,
Communications



**Santha Nair
Chandran,** Project
Officer, Partnerships
and Events



Hafiz J Sohail,
Project Officer,
Partnerships and
Events



Brenda Garcia Millan,
Project Officer,
Content



Sarah Steel,
Project Officer,
Content

Donors and Partners



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Email: globalschools@unsdsn.org
Facebook: Global Schools Program
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X (formerly Twitter): [@SDGsinSchools](https://twitter.com/SDGsinSchools)
LinkedIn: Global Schools Program

New York Office

475 Riverside Dr.
Suite 530
New York, NY 10115
USA
+1 (212) 870-3920

Paris Office

19 rue Bergère
75009 Paris
France
+33 (0) 1 84 86 06 60

Kuala Lumpur Office

Sunway University
Sunway City Kuala Lumpur
5 Jalan Universiti
Selangor 47500
Malaysia
+60 (3) 7491-8622



Global Schools
Program