

ANNUAL REPORT 2021

Supporting schools and educators in shaping a more sustainable world



Global Schools
Program



SUSTAINABLE DEVELOPMENT
SOLUTIONS NETWORK
A GLOBAL INITIATIVE FOR THE UNITED NATIONS

2030

2029

2028

2027

2026

2025

2024

2023

2022

2021

2020

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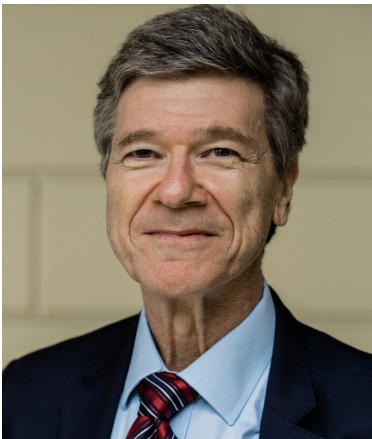
Letter from our President

I am deeply honored to present the inaugural Global Schools Annual Report, which showcases one of SDSN's key initiatives: Education for Sustainable Development and SDG Target 4.7 at primary and secondary schools.

Global Schools is an international education program working in eighty-nine countries that mobilizes schools to integrate transformative education in their classrooms, curricula, and operations. SDG 4 and Target 4.7 are key drivers of the sustainable development agenda, helping students develop the necessary knowledge, values, and skills to act on local sustainability problems and become the future global citizens that this world needs.

The COVID-19 pandemic has disrupted education services for students worldwide and forced educators to adopt new teaching methods as they face ever-changing challenges and requirements in their classrooms. During the pandemic, the Global Schools Program provided free trainings and classroom resources to hundreds of teachers and thousands of students, building a global community of dedicated educators that share best-practices and foster sustainable development literacy in their classrooms. I am especially proud of our expanded work on teacher training, curation of classroom resources in nine languages, and research programs with in-country partners to bring evidence-informed curriculum assessments to the world stage.

As the President of the UN Sustainable Development Solutions Network, I look forward to expanding the work of the Global Schools Program and Mission 4.7, especially with our partners at UNESCO and the Ban Ki-moon Centre for Global Citizens, and I commend the team on their efforts to support schools in creating more sustainable futures. We are deeply grateful to Ms. Jenn Gross and the Blue Chip Foundation for unwavering support and leadership. We are also deeply grateful to all of the teachers, school leaders, and students who continue to drive educational change to integrate transformative education and sustainable development into schools around the world.



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

Jeffrey D. Sachs
University Professor at Columbia University, and
President of the UN Sustainable Development Solutions Network

Letter from program leadership

We are thrilled to launch the first edition of the Global Schools Annual Report 2021. This report will detail the extensive work of the Global Schools Program in supporting schools and educators in creating a more sustainable world. This year, we have raised the profile of our essential work on Target 4.7. We have made tremendous progress in growing our network, encompassing 1,270 schools, 99,652 educators, and 1,171,000 students in 89 countries.

This year, the main focus was rebranding our Advocates program for educators and teachers, developing high-quality content, and broadening our available translations. 177 Advocates graduated from the February 2021 - July 2021 cohort, reaching 27,500 students and 6,800 teachers through 2,300 lessons and activities on sustainable development.

Global Schools also launched a Teachers MOOC, taken by 504 teachers, a STEM Activities Guide, a Socio-Emotional Learning (SEL) Guide, and six SDG Activities Guides. We send a special thanks to our 30+ volunteer translators who helped translate the Global Schools lesson plans into eight additional languages. Our team has also expanded our online presence through our intensive marketing strategy. Our human interest stories showcasing best teacher practices have gained 4,150+ views, and our followers have grown across all platforms through our Women's Day Campaign, World Teachers Day Campaign, and Mission 4.7 Campaign. Global Schools team members have spoken at over 25+ events on the importance of Education for Sustainable Development (ESD) and held 15 professional development sessions and networking sessions for our community.

In May, we participated in the UNESCO World Conference on ESD and launched four reports on the Global Schools Pilot Projects. The research pilots took place in Ghana, Morocco, and Turkey, and involved five host institutions, three research teams, 60+ researchers, and 80+ stakeholders. We are grateful to our exceptional partners who have spearheaded this project, including the Mohammed VI Foundation for Environmental Protection, Al Akhawayn University, the Millennium Promise Alliance, the University of Education - Ghana, and Hacettepe University.

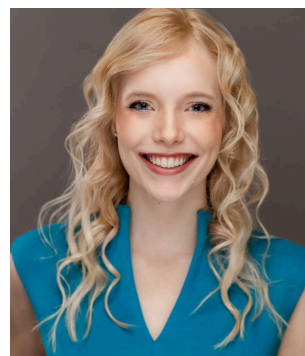
We couldn't have accomplished all of this work without our dedicated Global Schools Project Officers, who have donated countless hours to bring the program to life. We are so proud to have a team of dynamic, incredibly diverse, and dedicated individuals who are using their leadership skills to advance the mission of Global Schools. Their time and energy have helped our program participants create a more prosperous and sustainable world.

We are also delighted to welcome 504 Advocates to the Global Schools family this year. Thank you so much to our fantastic network of Global Schools Advocates in 80 countries for forging change in your communities, bringing sustainable development education to students, and positively impacting the next generation of leaders.

We are incredibly grateful to the Blue Chip Foundation and Jennifer Gross for their continuous support and partnership in our journey to work with educators and students across the globe.



Sam Loni,
Director, Global Schools



Amanda Abrom,
Program Manager, Global Schools



About Global Schools

The Global Schools Program aims to incorporate sustainable development into schools globally by training young volunteers to advocate for the incorporation of the SDGs and global citizenship education into schools in their local communities. ”



Ban Ki-moon,
Former United Nations
Secretary-General

Organization

The Global Schools Program is an initiative of the UN Sustainable Development Solutions Network (SDSN) in support of UNESCO’s Education for Sustainable Development (ESD) for 2030 Roadmap. Through research and advocacy, Global Schools develops the tools, resources, and programs to support schools and educators around the globe.

Mission & Vision

The vision of the program is to create a world where every primary and secondary school student is being equipped with the knowledge, values, and skills necessary for effectively responding to the most significant challenges of this century and shaping a sustainable and prosperous world for all.

Global Schools Network

The Global Schools Network

In 2021, the Global Schools network expanded from 937 schools to 1,270 schools in 89 countries and territories, growing by 35.5%. The network of schools that have signed the “School Commitment to the Sustainable Development Goals” encompasses 1,171,100 students and 99,652 teachers and educators. Approximately 63% of the schools in the network are private schools by definition of national contexts, and approximately 37% are public schools. 7% self-identified as international schools.

In 2021 the Global Schools network grew by **35.5%**



in **89** Countries



Schools that have signed the “School Commitment to Sustainable Development” encompass

1,171,100 Students 99,652 Educators

20% have upper secondary students
24% have lower secondary students
27% have lower secondary students
29% have early childhood education



Photo credit: Uthia Estiani, Global Schools Advocate, Indonesia

Where we work

Australia, Austria, Bahrain, Bangladesh, Barbados, Belarus, Benin, Bhutan, Botswana, Brazil, Brunei, Burundi, Cameroon, Canada, China, Colombia, Costa Rica, Croatia, Democratic Republic of Congo, Denmark, Ecuador, Egypt, Ethiopia, Finland, France, Gambia, Germany, Ghana, Greece, Guinea, Hong Kong, India, Indonesia, Israel, Italy, Japan, Jordan, Kazakhstan, Kenya, Kyrgyzstan, Lebanon, Macedonia, Malawi,

Malaysia, Maldives, Mexico, Morocco, Myanmar, Namibia, Nepal, Netherlands, Nigeria, Norway, Pakistan, Palestine, Peru, Portugal, Qatar, Romania, Russia, Rwanda, Saudi Arabia, Serbia, Sierra Leone, Singapore, Somalia, Somaliland, South Africa, Spain, St. Lucia, Sweden, Switzerland, Taiwan, Tanzania, Thailand, Togo, Tunisia, Turkey, UAE, Uganda, UK, United States, Vietnam, Zambia, Zimbabwe.



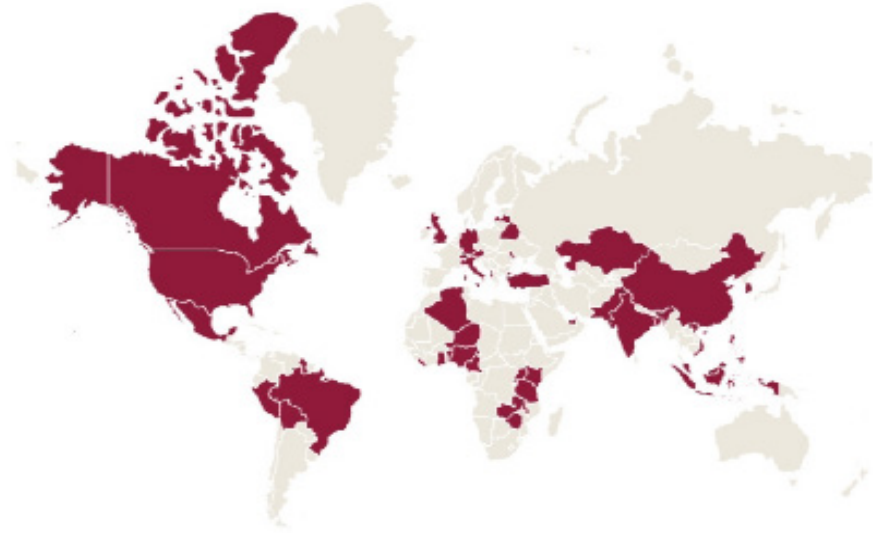
Where Global Schools are located

Advocates Program

February 2021 - July 2021

Program Description

Global Schools Advocates are teachers and educators that lead the local implementation of the Global Schools Program. The program gives a formal position to teachers to act as action planners and connectors within their schools to ensure the implementation of a long-term strategy on ESD. Advocates are tasked with: introducing ESD to their school communities; integrating ESD activities into their classroom and/or school; inspiring other educators with their efforts.



The Global Schools Advocates Program provided free

to **177** teachers
in over
50 countries




 Where our advocates work



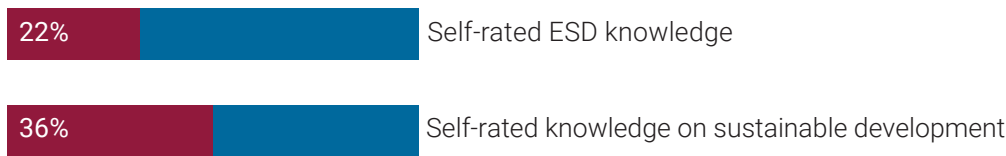
Photo credit: Ozioma Helen Umebieri, Global Schools Advocate in Nigeria

Increase in Sustainable Development Knowledge

In 2021, the Global Schools Advocates Program provided free training to 177 school teachers and educators at the K12 level representing 50+ countries. After taking the initial training course, teachers were asked to rate their perceived knowledge on ESD and SDGs. Teachers and educators that completed the training course showed a 36% statistically significant increase in their self-rated ESD knowledge and a 22% statistically significant increase in their self-rated knowledge on the SDGs. After completing the free training course, Advocates received 100+ pages of Activities guides, 60-lesson plans, a comprehensive toolkit, and monthly online workshops to help teachers and schools adopt a long-term strategy on implementing Education for Sustainable Development, Global Citizenship, and 21st-century skills in their communities.

1. Increase in Sustainable Development Knowledge

The 177 Advocates that completed the training course showed a 36% statistically significant increase in their self-rated ESD knowledge and a 22% statistically significant increase in their self-rated knowledge on sustainable development.

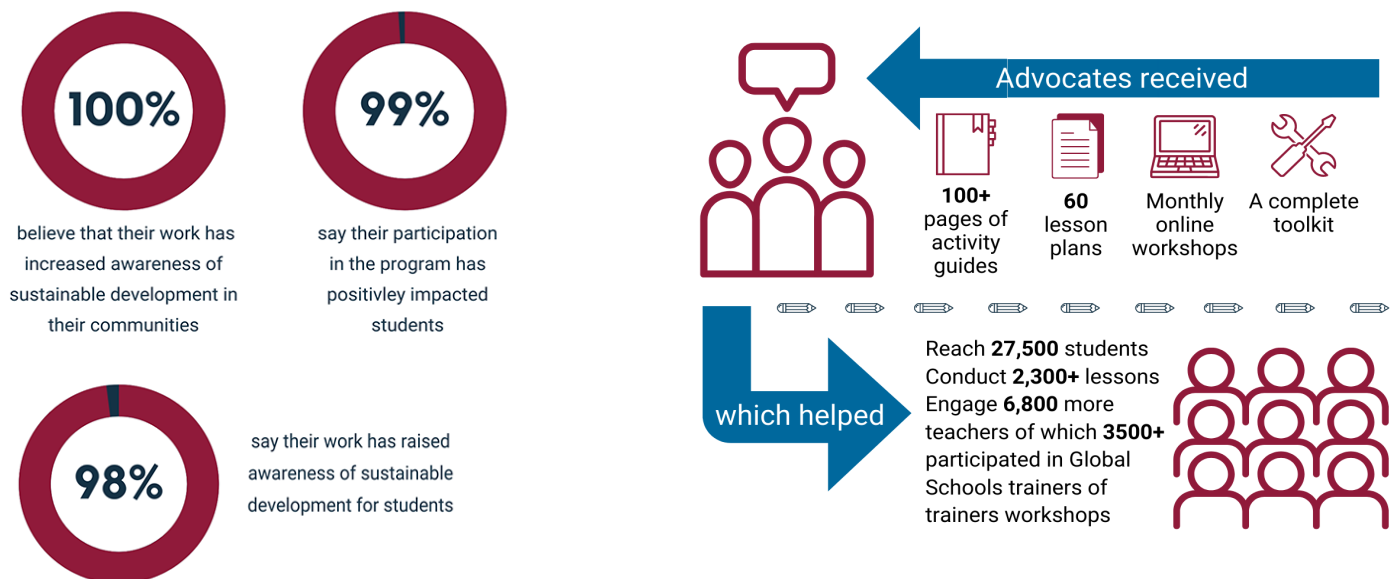


2. Final Program Outputs

140 Advocates that completed all program requirements reached 27,500 students, helping youth create sustainable solutions to become leaders of the future. Additionally, their work resulted in the engagement of 6,800+ additional teachers in the work of Global Schools. Advocates conducted 2,300+ lesson plans and activities on sustainable development. 3,500+ teachers participated in a Global Schools trainers of trainers workshop or presentation.

3. Advocate Feedback

100% of Advocates believe that their work has increased awareness of sustainable development and ESD in their communities, 98% of Advocates say their work has raised awareness of sustainable development for students, and 99% of Advocates say their participation in the program has positively impacted their students.

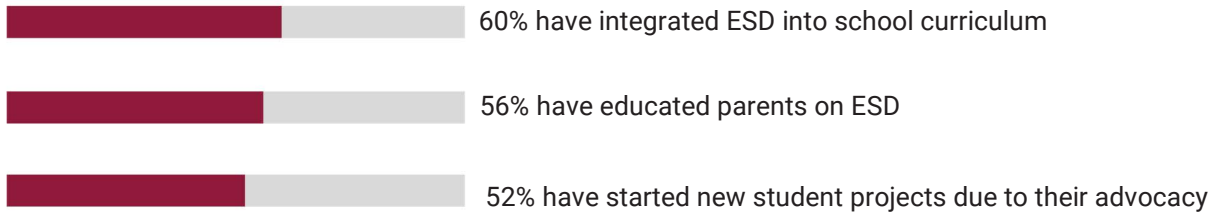


X-BOX
KINETIC

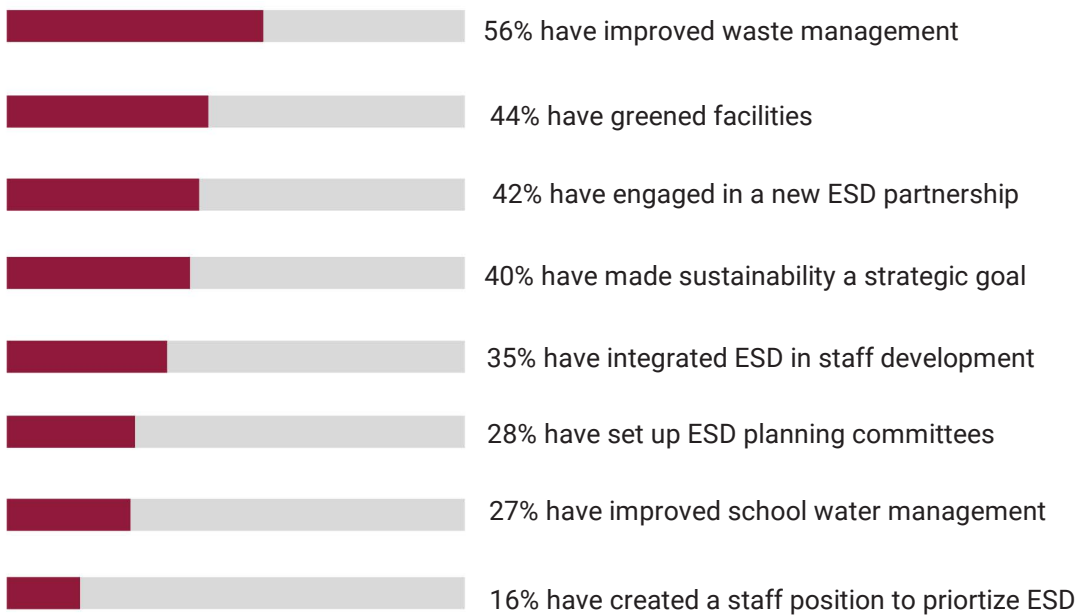


Program Alumni and Long-Term Outcomes

Global Schools regularly surveys its program alumni to assess the longevity of positive, sustainable impact. To date, alumni in the February 2021 - July 2021 cohort have continued to positively impact their school beyond their formal graduation. Approximately 80 Advocates elected to continue sharing data with Global Schools as extending Advocates, and follow-up surveys received a 91% response rate.



In schools where alumni were placed as Advocates, alumni have identified the following accomplishments due to their Advocate role across the whole-of-school:



The Advocates program has also led to many personal and professional achievements for participating educators.

57%



of Advocates have spoken at outside events about their role

41%



have received formal awards or recognition for their work

40%



have advocated to local/national government officials on ESD/SDGs

29%



have received a promotion or a new role to work on ESD/SDGs

Research Pilots

In 2019, Global Schools started an intricate 6-phase research project on ESD curriculum localization in Ghana, Morocco, and Turkey. The research process involved five host institutions, three research teams, 60+ researchers, and 80+ stakeholders working across four languages. The research teams spent 18 months conducting a mapping of the current national curriculum, analyzing it for sustainable development and global citizenship references. They also formed national committees, adapted lesson plans, and tested and evaluated them. Global Schools Provided 100+ pages of methodology instructions and a comprehensive analytical tool with over 250+ indicators to support the in-country teams. Researchers analyzed education laws and policies, curriculum standards, and textbooks, and collected data on the prevalence of ESD, or lack thereof, in each national system. Each country team produced two reports and hundreds of data sheets outlining Target 4.7 in their curriculum. To date, Global Schools has published four draft reports on its national research projects in Morocco, Ghana, and Turkey.

Partners: Mohammed VI Foundation for Environmental Protection and Al Akhawayn University (Morocco); Millennium Promise Alliance and the University of Education (Ghana); Hacettepe University (Turkey).

Ghana Report

The Global Schools Pilot project in Ghana was carried out in partnership with the Millennium Promise Alliance Inc. in Ghana and the University of Education, Winneba in Ghana. Seven Ghanaian educational policy documents together with twenty K-6 curriculum documents were analyzed to highlight gaps and explore linkages and synergies between the content of these documents and the Agenda 2030 learning outcomes. The report offers recommendations to review educational policies, incorporate SDGs in curriculum, and engage policymakers and key stakeholders in Ghana.

Country Director: Chief Nathaniel Ebo Nsarko, Millennium Promise, Ghana

Authors: Dr. Andy Ofori-Birikorang, Dr. Samuel Abeiku Hayford, Dr. Dandy George Dampson, Dr. Ernest Akwasi Amponsah, Dr. Christiana Hammond, Dr. Mavis Amo-Mensah, Dr. Richardson Addai-Mununkum



Please follow the link below to download the report.

https://www.globalschoolsprogram.org/_files/ugd/2ed9b9_884b7f40ae174ee7b4597c73833bb591.pdf

Turkey Report

This report presents the findings emerging from three main research activities conducted in Turkey: policy analysis, curriculum mapping, and a preliminary program evaluation on the Global Schools 60 lesson plans by ESD-trained teachers in Turkey. The report outlines further steps for ESD-localization in Turkey, including centering ESD pedagogy, linking personal and professional engagement with ESD, promoting cross-sectoral cooperation and an interdisciplinary approach, and disseminating ESD through community participation.

Research Director: Professor Mustafa Öztürk, Hacettepe University, Turkey

Authors: Dr. Aylin Albayrak-Sarı, Dr. Abdullah Bağcı, Dr. Seçil Dayıoğlu-Öcal (Hacettepe University), Dr. Burtay Hatice İnce (Gazi University), Dr. Mustafa Öztürk, Dr. Neşe Soysal (University College London).



Please follow the link below to download the report.

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Morocco Report

The Morocco Report details its quantitative curriculum analysis and its policy analysis on SDG references. The Morocco team additionally held national trainings and sessions to discuss the four flagship concepts of the pilot projects: Education 2030, 21st Century Skills, SDGs and Global Citizenship. The Morocco team developed 12 courses that acted as locally relevant materials on SDGs, ESD, and GCE, which were piloted at 12 schools and evaluated with pre- and post- tests. 419 students at the primary and secondary levels participated in the intervention.

After taking the locally designed lessons, 25% of instructors noticed an increase in student participation. Moreover, 80% of the students confirmed that they liked the lesson, and 72% said it was more interesting than the regular one. Finally, 73% of students confirmed that the lesson changed their vision about SDGs; 95.3% of students agreed that they “got to know new SDGs”; 95.3% of students agreed that the “new lessons presented a new definition of SDGs.”

Research Director: Dr. Abdelkrim Marzouk, Ph.D.

Authors: Dr. Abdelkrim Marzouk, Ph.D. Mrs. Meryem Khodari

SUMMARY REPORT

This summary evaluation report synthesizes all findings from the Global Schools Pilot Project. The report details the methodology of the Global Schools Education for Sustainable Development (ESD) curriculum localization pilot projects in Ghana, Turkey, and Morocco. This report was written by expert Global Schools Program Project Officers with extensive experience and background working in education and sustainability. This report supplements three additional reports published under the country Research Directors: Dr. Mustafa Öztürk, Dr. Abdelkrim Marzouk, and Chief Nat Ebo Nsarko.

Authors: Amanda Abrom, Brenda García Millán, Elizabeth Lerman, Lian Sabella Castillo and Mary-Margaret Gilliam, under the coordination of Amanda Abrom.

Please follow the link below to download the summary report.

https://www.globalschoolsprogram.org/_files/ugd/2ed9b9_55d2250a60a24aac8dfe01fa24f41249.pdf



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Resources

Lesson Plans

Global Schools published eight translations of the Global Schools lesson plans in Spanish, Portuguese, Chinese, Arabic, French, Bengali, Greek, and Georgian. The team worked with **30+ volunteer translators** from SDSN Youth and the Global Schools communities to translate the materials. With the added translations, Global Schools has increased available lesson plans from **60 to 540, for an increase of 800%**.

ESD Training MOOC

In 2021, the Global Schools Program launched an online MOOC for Teaching the Sustainable Development Goals, specifically used as the Global Schools Advocates Program training. **504 teachers and educators (53% female)** completed the Global Schools online MOOC on Education for Sustainable Development and teaching. The MOOC was also adapted to a low-data equivalent training for selected participants.

Advocates Toolkit

The Global Schools team developed and piloted the Global Schools Advocates Toolkit, which **encompasses all 32 supporting documents for Advocates**, including an Advocate's Handbook, Monitoring and Evaluation Guide, and the Global Schools Workshop Guide to support Advocates in their schools. Additional resources, such as presentations and email templates, support each Advocate in creating a movement in their school for ESD. This resource will be revised and built out based on Advocates' feedback.

STEM Guide

Global Schools developed a STEM Activities guide for integrating STEM (science, technology, engineering, and mathematics) education into education for sustainable development. The guide encompasses the topics of Sustainable Development Goals and links them to STEM activities. **The 40+ activities in the STEM guide provide educators** with ideas to incorporate SDG-related STEM activities in their classes.

Socio-Emotional Learning Guide

Global Schools developed a Social and Emotional Learning (SEL) guide for teachers to promote emotional resilience in students through self-awareness and interpersonal relationship building. **The guide is a 19-page document with approximately 13 activities, research worksheets, and action templates** to support both the teachers and the learners in their social-emotional learning journey.

Activities Guides

The Global Schools team has **produced 90-pages of Activities guides** on sustainable development themes. These guides encompass the following topics: **Clean Water, Climate and Biodiversity, Gender Equality, Food Sustainability, Responsible Consumption, and Green Economies, Industry, and the Workforce**. Each guide provides a background section, resources, articles, and videos to promote an inquiry-based learning approach to addressing sustainable development in the K12 classroom. A research worksheet, a school investigation worksheet, and an action-planning template guide students in active projects.



Global Outreach

Global Schools successfully rebranded its social media, developing a high-quality and professional graphics and content portfolio to build its online community.

Through a series of online posts and campaigns, Global Schools celebrated UN Day, the International Day of Persons with Disabilities, World Teachers Day, International Sign Language Day, World Humanitarian Day, World Indigenous People's Day, World Youth Skills Day, World Population Day, World Refugee Day, World Day Against Child Labor, World Ocean Day, World Environment Day, World Earth Day, World Health Day, the International Day of Sport for Development and Peace, World Earth Day, International Women's Day, Zero Discrimination Day, International Mother Language Day, the World Day of Social Justice, World Cancer Day, and the International Day of Education.

Global Outreach



Facebook followers increased by **144%**

6,803 to 16,580



Facebook reach increased by **149%**

Total reach = 79,619 people



Twitter followers increased by **75%**

1,332 to 2,315



Instagram followers increased by **95%**

980 to 1,914

Impressions



226,700

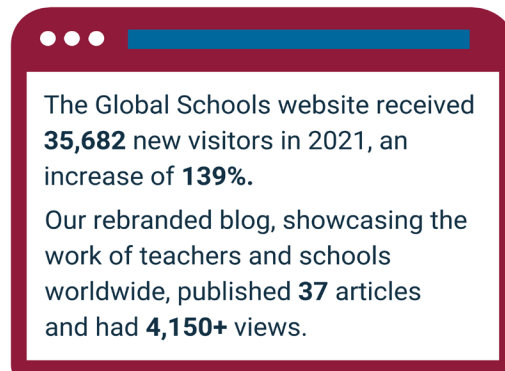


294,800



86,500

TOTAL
608,000



Global schools launched a YouTube channel to enhance training and professional development in 2021, our online training videos received 9,900 views for a total watch time 42,012 minutes.



The Global Schools Educators Forum launched on Facebook in January 2021. To date, it has 230 active members sharing ideas, resources, and opportunities around Education for Sustainable Development.

Campaigns

International Women's Day (IWD) Campaign - March 2021

Global Schools carried out an International Women's Day Campaign under the theme "Women in Leadership: Achieving an Equal Future in a COVID-19 World". This campaign aimed to raise awareness and celebrate the incredible contributions of women and girls worldwide in shaping equal futures and recovering from the COVID-19 pandemic. The two-week campaign resulted in **5,300 impressions on Twitter, 4,400 impressions on Facebook, and 6,600 impressions on Instagram.**

World Teachers Day (ITD) Campaign - October 2021

In October, to celebrate World Teachers Day 2021, the Global Schools Program held a 2-week long social media campaign. The campaign resulted in **21,900 impressions on Twitter, 18,300 impressions on Facebook, and 8,400 impressions on Instagram.** The campaign boosted stats for the entire month of October, resulting in 1,700 new followers on Facebook and a **9.5% engagement rate.**

Mission 4.7 Campaign - December 2021

Leading up to the 5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-Being, to spotlight their members of the High-Level Advisory Group and Education Taskforce, Global Schools joined Mission 4.7 for the Mission 4.7 Champions campaign. The campaign resulted in **9,900 impressions on Twitter, 8,300 impressions on Facebook, and 4,200 impressions on Instagram.**

Events

The Global Schools team hosted and spoke at over 25 events with 1,000+ attendees. These events involved schools, educators, and high-level conferences.

High-Level Events

Global Schools Participated in the UNESCO Transformative Education Conference, moderating a panel on the relevance of policy to Target 4.7. Global Schools also launched the results of the pilot projects during a Global Schools session at the UNESCO World Conference on ESD. Four Global Schools Advocates were selected to present their interventions at the Mission 4.7 International Conference on Sustainable Development (ICSD) Plenary. Finally, Global Schools participated in the Vatican Youth Symposium 2021, moderating a panel with the Greek Minister of Education and Religions, Niki Kerameos.

Network Events

The Global Schools team spoke at various school events as expert panelists and speakers. These events included judging SDG-related projects in the United States and Bolivia and giving a presentation to over 165+ students in the Philippines on sustainable development. Global Schools team members also spoke at events hosted by SDSN Youth Greece, UNA-USA Brooklyn, DeRiA virtual training in Malaysia, and the Pakistan Weekly SDGs webinar hosted by program alumni.

Professional Development

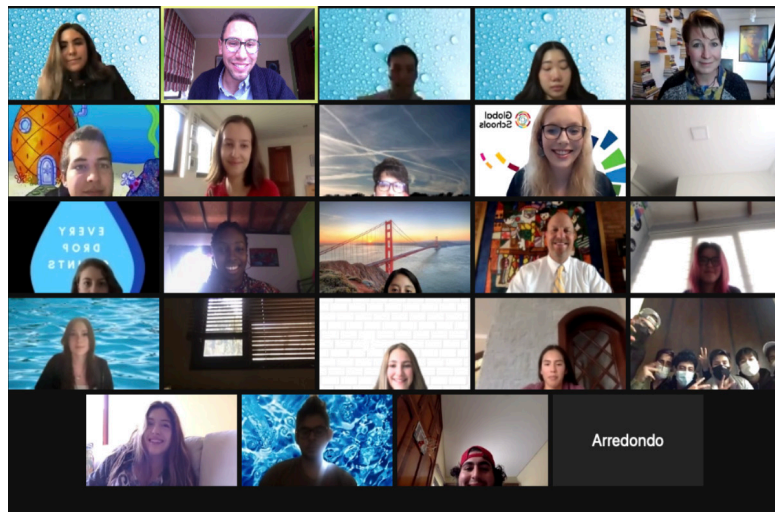
Global Schools hosted 15 professional development and networking events for the Global Schools network. These events were on topics such as: STEM; Design Thinking and Citizen Science; Lesson Planning for Target 4.7; Empowering Children with Disabilities Through Adapted Physical Education; SDGs and Second Language Acquisition; Early Child Education; COP26; Strategic Leadership and Community Mobilization in Africa.



High-Level Advisory Group meeting for Sustainable Development and Global Citizenship



Advocates meeting with Professor Jeffrey Sachs, President of SDSN



GS Manager Amanda Abrom is a guest judge for an SDG 6 project in Advocate Bernardo Rios's class in Bolivia

Future Direction and Outlook

Going forward, Global Schools will continue to provide world-class resources to its network and facilitate additional training and opportunities for its schools and educators. It will seek to build a community of students and teachers that are working together to achieve Target 4.7.

In 2022, Global Schools' priorities will focus on increasing translations, improving content, and continuing to share best practices with the network. Some initiatives in 2022 include:

1. Launch the Practicing Education for Sustainable Development: Case-Study Guide for Educators, which will showcase the best practices of the network

2. Publish additional translations of Global Schools content

3. Strategize on expansion and grow our network and educator community in other key regions

4. Create robust strategies for partnerships, fundraising, and monitoring and evaluation to support our global work

5. Continue to develop a monthly professional development series for Global Schools Advocates and program alumni

6. Amplify the work of Global Schools member schools in the network by giving them a global platform through our case-study guide, blog, and social media.



Photo credit: Fredrick Chilongo, Global Schools Advocate, Zambia

Our Team

The Global Schools Team for 2021 was made up of 16 individuals from 10 countries committed to bringing education for sustainable development to school communities around the world. Together, the Global Schools team speaks 10+ languages.



Sam Loni
Program Director



Amanda Abrom
Program Manager



Fikayo Agha
Project Officer, Advocacy



Kannan R Nair
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Our Partners



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SDGacademy

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Translators

The Global Schools team acknowledges the hard work of the 30+ volunteer translators that completed translation projects in 2021.

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Global Schools Program

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Learn about our Advocates Program: globalschoolsprogram.org/advocacy
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