



International Education and Resource Network

K-12 GLOBAL PROJECTS FOR LEARNERS OF ALL AGES



SOCIAL
SCIENCES



CREATIVE &
LANGUAGE ARTS



STEM

MULTILINGUAL PROJECTS

Learn with the world.

PROJECT BOOK

2025-2026



THE GLOBAL GOALS
FOR SUSTAINABLE DEVELOPMENT



Compiled and designed by iEARN Pakistan



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www.iearn.org



INTRODUCTION

What We Offer: Virtual Exchanges



"Global Learning Circles" and Collaborative Classroom Projects

Connect your classroom with other classrooms across the globe to work on projects that fit your curriculum and help make the world a better place.



Cross-Cultural Professional Development Workshops

Network with and learn alongside educators in other nations to strengthen your global competence and receive tools and resources you can use in your classroom right away.



Future Teachers Forum for University Students and Professors

Discuss philosophies of teaching and learning in a global society with future educators around the world, including topics like creating equitable and effective classrooms and integrating project-based learning into curricula.



2020 WORLD ECONOMIC FORUM IN THE WORLD

Most Innovative Education Models

About Our Projects

Our project-based education model was recognized by the World Economic Forum as one of the most innovative education models in the world! Through it, K-12 students can work on projects together using a safe and structured online environment with an inclusive and culturally diverse community of global-minded teachers and learners.

Our online Collaboration Centre can also be used as a forum for peer review and the sharing of student writing and other works.

Every iEARN project has to answer the question, “how will this project improve the quality of life on the planet?” That purpose is the glue that holds iEARN together. Through participation in iEARN projects, students develop the habit of working collaboratively with their counterparts locally and globally and come to understand the positive role they can play in their communities.



= SOCIAL SCIENCES



= CREATIVE & LANGUAGE ARTS



= SCIENCE, TECHNOLOGY, ENGINEERING, MATH (STEM)



THE GLOBAL GOALS
FOR SUSTAINABLE DEVELOPMENT

Global Goals: Projects That Make a Difference

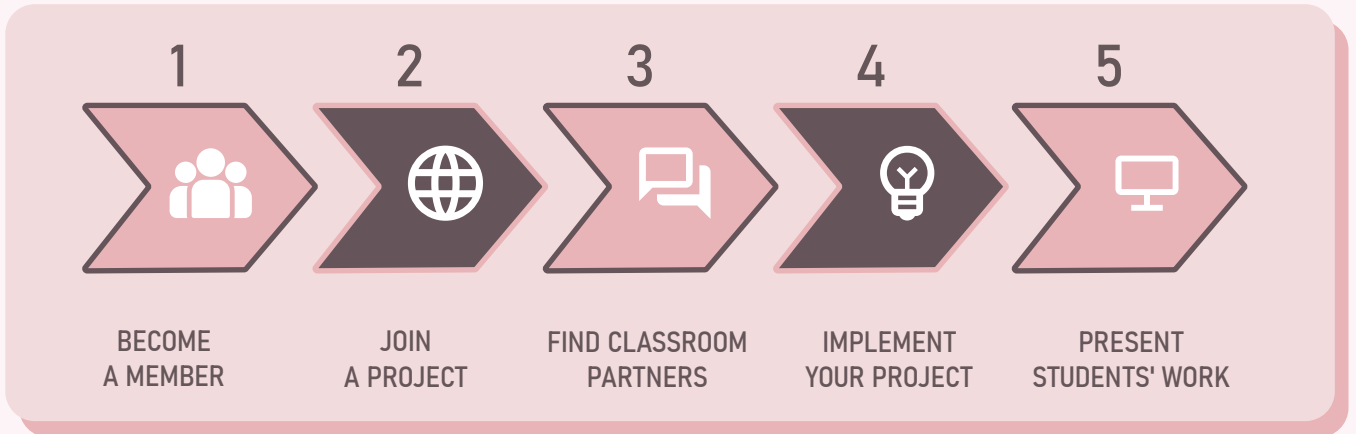
In 2015, iEARN launched a major effort to mobilize its global network and other global education partners to realize the U.N's 17 Sustainable Development Goals (SDGs), a set of targets designed to be a "blueprint to achieve a better and more sustainable future for all". As a result of this effort, all iEARN projects are aligned with one or more of the Sustainable Development Goals. Visit [SDG Alignment](#) on the iEARN website for more information.





**Let's Get
Started**

How to Get Started



1. Become a member:

Membership provides teachers and students access to a global network of educators and an extensive menu of K-12 projects through iEARN's safe and password protected Collaboration Centre.

2. Join a project:

iEARN offers three ways to engage in our projects:

Ongoing projects: Join any time throughout the year and determine the length of participation.

Short-term projects: Choose a project with a stated start and end date.

Learning Circles: Join a cohort of 6-8 teachers and their classes in a dedicated space in the Collaboration Centre. These groups remain together over a 5-16 week period working on projects drawn from the curriculum of each of the classrooms and organized around a selected theme.

You can find our projects here in this catalog, through a searchable database in our online Collaboration Centre, and through our newsletter, iEARN in Action.



Register NOW

3. Find classroom partners:

iEARN offers three easy ways to find educator and classroom partners in the iEARN Network:

1. Post in the Teachers' Group
2. Post in the Discussion of the project you've joined
3. Join one of iEARN's virtual events to connect with other educators

Project Facilitators for each iEARN Project are available to help you connect with other iEARN teachers participating in the project, as well as guide you in activities and project work your class can complete. You can find the Project Facilitator's email contact information on the specific forum for the project you are interested in joining.

4. Implement your project:

iEARN projects take shape through a combination of in-class class project work and online exchange activities. Classroom activities can include research, writing, class discussion, media creation, experiments, group work, or other activities that explore the topic.

Exchange activities include forum discussions, media sharing, video conferencing, and other activities where students communicate online with their partner classrooms. In-class and exchange activities build up to the creation of a final product, such as a joint student newsletter, website, video, or service activity.

5. Present students' work:

Students are more engaged, more excited to demonstrate learning, and more motivated to do their best work when they know they will be presenting it to others. The "Presenting Student Outcomes" Module in the iEARN Teacher's Guide includes many ideas for sharing work - guide.iearn.org/engaging-the-community/m8-presenting-student-outcomes/





GLOBAL LEARNING CIRCLES



GLOBAL LEARNING CIRCLES

Join our Global Learning Circles – highly interactive, project-based partnerships among schools throughout the world. Learning Circles is a virtual, collaborative, project-based methodology for placing students and teachers into international teams or “Circles” to develop global projects around a shared theme. An experienced facilitator leads each Learning Circle in order to carefully guide each participant through the various tasks and phases.

Learning Circles interaction is structured through six phases and each Circle culminates in the creation of a collaborative final project/publication. Each classroom team is responsible for editing and publishing their project for the group publication.

Each session, over 100 classrooms choose iEARN Global Learning Circles to participate in collaborative project work.

Each Learning Circle is composed of a group of 6–8 classes who work together during an entire session. At the beginning of each session, new Circles from new locations are formed, with 4–7 countries represented in each Circle.

We offer Learning Circle projects for:

- **Elementary (grades K – 5; ages 5 - 10)**
- **Middle (grades 6 – 9; ages 11 - 14)**
- **High school (grades 10 – 12 or higher; ages 15 – 18 or higher)**



Global Learning Circles

Hello World!



Returning this year are our popular five-week long Learning Circles for beginners at the Elementary, Middle and High School levels. Hello World: Learning Circles are for teachers and students who have never participated in an iEARN project or a Learning Circle. This five-week experience will introduce teachers and students to the basics of Learning Circles, including teacher introductions, culture sharing, and an information exchange. If you have never participated in an iEARN project or a Learning Circle before and you would like to know what it is like, this is the place to begin your iEARN experience.

Places and Perspectives



The Places and Perspectives theme encourages students to explore regional history, culture, government, and geography by sharing their knowledge with people from different locations. The goal is to help students understand how historical events and geographic conditions interact to help shape their lives and gives them a deeper understanding of themselves, their families, and their communities. Each classroom sponsors a project for a section in the Places and Perspectives Review. For instance, a classroom might sponsor a section on local legends, interview native inhabitants, investigate unique landforms, describe historical attractions of the area, examine local constitutions, compare weather patterns, or engage in map studies. See <http://globallearningcircles.org/lcguide/pp/pp.html> to learn more about the Places and Perspectives project in the online Learning Circles Teacher's Guide.

Global Learning Circles

Computer Chronicles



This theme promotes non-fictional writing across the curriculum. Interaction online revolves around producing a newspaper-like publication called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project. Classrooms solicit articles from their partner classes and edit them to create one section of the newspaper. This section is combined with the other sections sponsored by circle partners to form the completed Circle publication.

See <http://globallearningcircles.org/lcguide/cc/cc.html> to learn more about the Computer Chronicles project in the online Learning Circles Teacher's Guide.

Global Issues: Environment and Education



The Global Issues theme allows students to discuss the many issues and challenges faced by the world today. Projects focus on identifying and developing solutions for the countless issues people of the world face on a local, national, and global scale. Popular topics and issues are environment, education, immigration, safety, bullying, housing, pollution, government, and hunger. Students are also encouraged to propose new and emerging issues that they would like to explore, research, and discuss. Furthermore, participants can investigate specific topics by looking at problems, solutions, action plans, and prevention. This curriculum may encompass traditional educational subject areas as well as cross-curriculum areas of interest.

Global Learning Circles



My School

This 10-week Learning Circle for elementary school students (Grades K - 5) allows students to share and celebrate information about their classroom and their school. Participants may choose to write stories, take photographs, prepare multimedia presentations, create videos, or use other media formats to share and highlight information about their school. Each participating class will share cultural information and create a presentation.



MY HERO: Learning Circles

My Hero Learning Circles, a collaboration between the iEARN Learning Circles and The My Hero Project (www.my-hero.com), brings together students and teachers who are interested in collaborating with other schools from diverse areas of the world on the topic of heroism. Each of the MY HERO Learning Circles is open to all grade levels.

MY HERO: Call to Action (16 weeks)

The 16-week MY HERO: Call to Action Learning Circle introduces students to heroes of all ages working on the SDGs. Students share their ideas through iEARN's platform, choose an issue they feel strongly about, and design an action plan. Students will create a final project (written story, film, artwork, or audio) either individually or as a group honoring those making a positive difference working on the SDGs or documenting their effort to create positive change in the world. Teachers collaborate with other educators through the forum and engage their students in collaborative work.

Global Learning Circles



MY HERO: Celebrating Everyday Heroes (10 weeks)

The 10-week MY HERO: Celebrating Everyday Heroes brings together students and teachers who are interested in collaborating with other classes on honoring everyday heroes in their community and the world. Students will be introduced to young heroes and realize that they can make a positive difference in the world. Ideas will be shared on iEARN's platform and students will be given the opportunity to create a final project, individually or as a group, honoring those making a positive difference.

MY HERO First Steps (5 weeks)

For those teachers and students who are new to iEARN and online collaborative project work, the 5-week MY HERO First Steps is an opportunity to get a sampling of the MY HERO Learning Circle. Students learn about young global heroes and honor heroes in their own community while teachers connect with other educators using the iEARN platform.



Teacher-Sponsored Themes

Teachers are invited to sponsor and facilitate a theme for a special Learning Circle. If you have a project idea or suggestion contact Barry Kramer at learningcircles@gmail.com to develop a plan to advertise and gather support for your project. In order to develop a special Circle theme it is best to start the process at least two months before the beginning of the Learning Circles sessions. It is also best to have a facilitator and some classes that may already be interested in the theme.

If any iEARN member would like to use the Learning Circles format for your project, please contact Barry Kramer for information and ideas on how to facilitate communication and interaction among your project participants.



The MY HERO Project Learning Circles

MY HERO Global Learning Circles provides a new structure for students around the world to connect and work on projects as a team. Twice a year (September and January), teachers can enrol their classes in the MY HERO Global Learning Circles. Circles are formed with students from 6-8 global classrooms and together they work on stories of those who inspire them... their heroes. With tools provided by MY HERO, they create a story, artwork, or short film about their heroes to share with their global partners. The result is authentic student work and true international collaboration.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES, STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	SEPTEMBER 15, 2025 - JANUARY 15, 2026
FACILITATOR(S):	NAOMI GLEDHILL (UNITED KINGDOM)
TIME REQUIRED:	3-4 HOURS PER WEEK

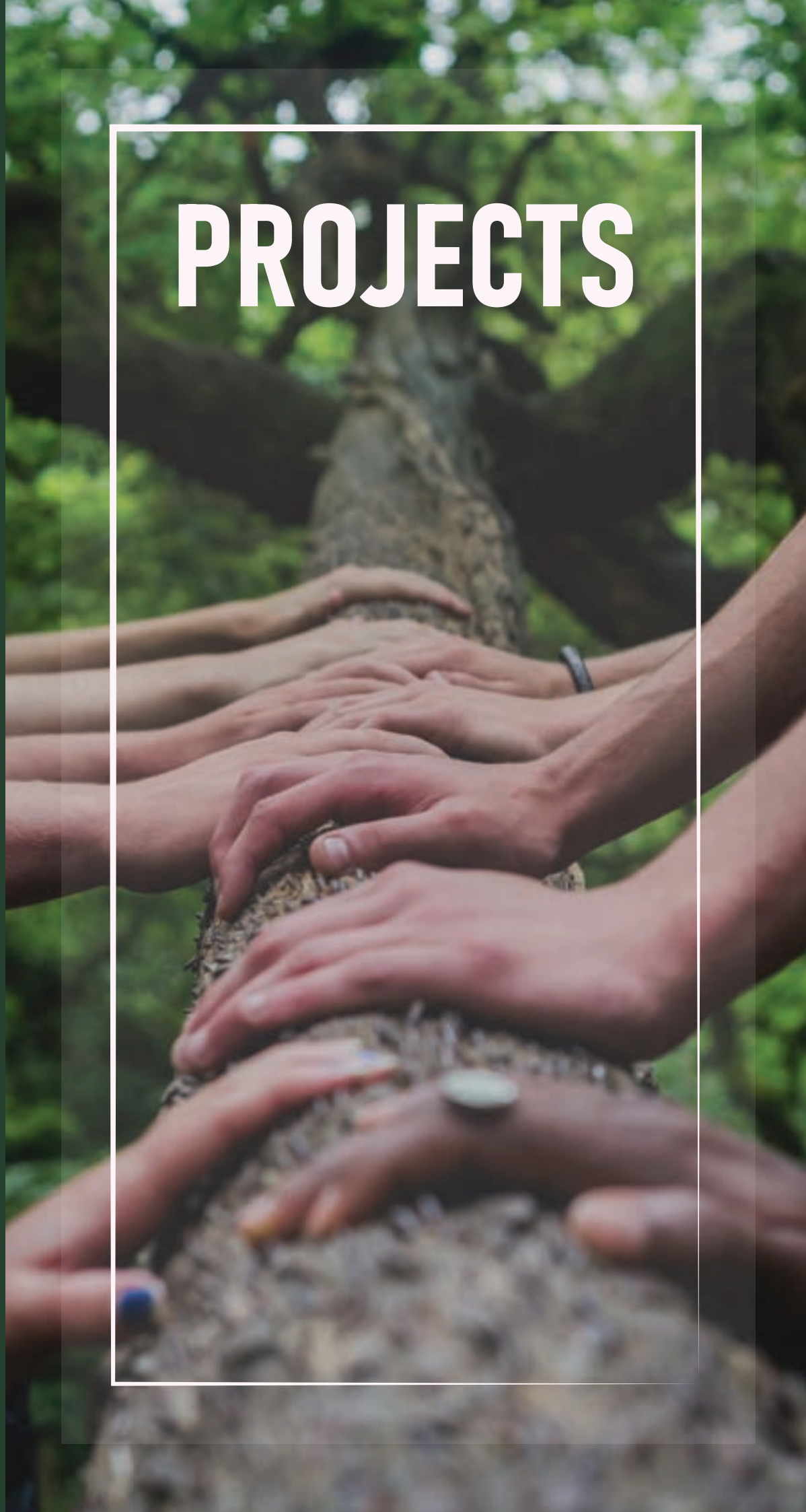


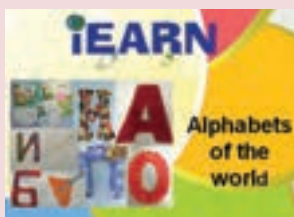
The MY HERO Project Learning Circles

For those teachers and students who have always wanted to become judges in an International Film Festival... this circle is for you! The new 5-week MY HERO Learning Circle invites teachers and students alike to watch a selection of short films from the MY HERO International Film Festival, featuring heroes from around the world. Students will learn what makes an impactful film that inspires one to take action.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES, STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	SEPTEMBER 29, 2025 - NOVEMBER 10, 2025
FACILITATOR(S):	NAOMI GLEDHILL (UNITED KINGDOM)
TIME REQUIRED:	1-2 HOURS PER WEEK

PROJECTS





Alphabets of the Peoples of the World

The Alphabets of the World is a collaborative project where students work together under the guidance of a teacher to research the origins of their country's alphabets and share their findings with their peers from different countries. During the project, students collect information about the history of the alphabet, the history of their language, the history of their country, and then share the results of their work on online forums in the form of essays, presentations, booklets, posters, photographs or drawings.

LANGUAGE:	ENGLISH
AGE:	MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES
GLOBAL GOALS:	
DATES:	SEPTEMBER 15, 2025 - MAY 30, 2026
FACILITATOR(S):	SIBAGATULINA ALFIYA GORBUL MARIA (RUSSIA)
TIME REQUIRED:	1-2 HOURS PER WEEK 3-4 HOURS PER WEEK



ART Connect

ART CONNECT is a collaborative international project that builds cultural bridges through the creative arts. Students explore and research a traditional art form from their own country, with a special focus on sustainable practices in these traditions. They then connect with peers from a different country to share and learn about each other's cultures through both visual and performing arts. Together, they co-create a unique artistic expression—such as a mural, dance, or song—that beautifully blends elements from both cultures into one harmonious creation. The project culminates in a virtual exhibition showcasing their collaborative work as a vibrant

celebration of multiculturalism and creativity. ART CONNECT also incorporates Creative & Language Arts through its focus on visual art, music, dance, and cultural expression; Social Studies by exploring traditions, heritage, and cross-cultural understanding; and STEM, as students research eco-friendly materials, use digital platforms to collaborate, and produce virtual outputs such as murals or videos.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES, STEM
GLOBAL GOALS:	     
DATES:	SEPTEMBER 22, 2025 - DECEMBER 30, 2026
FACILITATOR(S):	MISHECK MUTUZANA VOLETI KALYANI MALINI CALLIMOOTOO JEEWON (ZAMBIA)
TIME REQUIRED:	3-4 HOURS PER WEEK




'BEE the GOOD'

This project aims to create a global community of learners who take responsibility for sustainable self-development to promote social and cultural engagement as a part of their well-being at school.

The project complies with SDGs 3, 4, and 17. It addresses local and global communities of students, teachers, and parents in terms of developing a sense of national and global socio-cultural heritage and universal values.

By implementing the project, project partner schools aim to create a culture of compassionate and empathetic individuals who contribute positively to their school and community and academic success.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	SEPTEMBER 1, 2025 - JUNE 30, 2026
FACILITATOR(S):	EKATERINA BOZDOGAN (TURKEY)
TIME REQUIRED:	1-2 HOURS PER WEEK



CIVICS: YOUTH VOLUNTEERISM AND SERVICE

CIVICS: Youth Volunteerism and Service

The CIVICS project serves as a platform for young people to be actively involved in their communities. Groups of students will be guided to work around Sustainable Development Goals focusing on issues like environment, eradication of poverty, women's education, and education and literacy. Students will plan action projects and respond to some of these issues through a process of reflection, dialogue and action.

LANGUAGE:	ENGLISH
AGE:	MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, PUBLIC HEALTH
GLOBAL GOALS:	
DATES:	SEPTEMBER 1, 2025 - JUNE 30, 2026
FACILITATOR(S):	SHAHZAD SHEIKH AQSA AMIR (PAKISTAN)
TIME REQUIRED:	3-4 HOURS A WEEK



Cultural Package Exchange


Schools from two different countries exchange (real or virtual) box full of cultural items such as cultural clothes, food and ornaments. The project will have schools matched according to age and country. Their first interaction will be online through the iEARN forum where they will exchange information about themselves, schools, town and country. The second stage the teacher asks the students to search and collect items that relate to their cultures, clothes, food, snacks, lucky charms and everything that they think represents their county. They will also write informative descriptions of the items, wrap the box and send it by mail. The final step is when they receive the package, they write in the forum about their reactions, and if they have extra questions about the items.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	
DATES:	AUGUST 25, 2025 - JUNE 1, 2026
FACILITATOR(S):	ASMA AL BERIKI (OMAN)
TIME REQUIRED:	1-2 HOURS A WEEK



Daffodils and Tulips

Students in different parts of the world plant daffodil and tulip bulbs together and collect data on various parameters (latitude, longitude, sunlight, temperature etc.) and track when they blossom. Classrooms around the world choose Daffodil and/or Tulip bulbs to plant during the same week in November (Northern Hemisphere) or April (Southern Hemisphere). Students will be asked to collect temperature data throughout the experiment and report to the group – in addition they will report when the blooms appear etc. The project can be as involved or as simple as your class needs it to be.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	NOVEMBER 1, 2025- MARCH 23, 2026
FACILITATOR(S):	RUTY HOTZEN (ISRAEL)
TIME REQUIRED:	LESS THAN 1 HOUR PER WEEK



Day of the Dead – Traditions Around the World

For centuries, humanity has inhabited every corner of the world; by working and living together, groups of people developed different cultures that today form a multicultural mosaic; with different values and worldviews.

From here, we start to carry out collaborative activities that lead us to know and value our cultural manifestations, such as the day of the dead; with the purpose of preserving and promoting them; as well as having an open vision towards other cultures.

In three stages of activities, we propose you to carry out an oral and / or documentary investigation on the day of the dead in a specific locality or region, which allows to promote knowledge and respect for differences between social, ethnic or linguistic groups and create spaces for interaction, dialogue and exchange between nations, where the cultural manifestations of each place in the world converge with equity and in a plural way.

Students will learn about cultural expressions and manifestations from different places, countries and regions of the world. Collaborative exercises with your classmates, both in class and on our website, will provide opportunities to establish a responsible commitment to teammates and their distance peers that result in meaningful learning and intercultural dialogue in all participants.

LANGUAGE:	ENGLISH, SPANISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL
SUBJECT:	SOCIAL STUDIES, WORLD LANGUAGE
GLOBAL GOALS:	
DATES:	OCTOBER 6TH - NOVEMBER 14, 2025
FACILITATOR(S):	NURIA DE ALVA (MEXICO)
TIME REQUIRED:	1-2 HOURS PER WEEK



Dreamline’s Dream Banner Project

The Dream Banner Project engages students to intentionally examine their values and dreams for change, then create a Dream Banner, an expression in art and words of a dream to share with the world. Student participants of any age can join the more than 500 school groups in 48 countries who have answered the question “What is your dream to share with the world?”

LANGUAGE:	ENGLISH, SPANISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES
GLOBAL GOALS:	
DATES:	SEPTEMBER 1, 2025 - APRIL 11, 2026
FACILITATOR(S):	JEFFREY HARLAN (USA)
TIME REQUIRED:	1-2 HOURS PER WEEK

Ecosistemas Educativos

Proyecto colaborativo dónde se analizan los ambientes de aprendizajes en diferentes tiempos entre docentes en formación o grupo de clases de docentes expertos desde Educación Primaria hasta Universitaria. Se desarrolla en 3 fases.

LANGUAGE:	SPANISH
AGE:	MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	
DATES:	SEPTEMBER 22, 2025- JANUARY 8, 2026
FACILITATOR(S):	LEÍDA DE LA ROSA ROSA (DOMINICAN REPUBLIC)
TIME REQUIRED:	1-2 HOURS PER WEEK



Finding Solutions to Hunger

Students will research/discuss the root causes of hunger in the world, learning to take meaningful action to create a more just and sustainable world. Finding Solutions to Hunger is a project in which students of all ages begin to understand the root causes of hunger in the world and take meaningful action for its elimination. Teachers are provided with some compulsory and some optional series of 20 adaptable activities and lessons. They are also supported with resources to take help for completing lessons and activities.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS, STEM
GLOBAL GOALS:	    
DATES:	OCTOBER 13, 2025 - AUGUST 10, 2026
FACILITATOR(S):	GRACE OLIVE NABUDUWA MUSINGO WIWI ROSARIA (UGANDA)
TIME REQUIRED:	1-2 HOURS A WEEK



Folk and Culture Project

Students learn about their own culture and share it with others.

Do you know your local culture? Can you explain it to someone else?

In many places, local culture is disappearing because young people don't understand its value. If they don't know why it's important, they can't feel proud of it.

We need to teach children how special their culture is and why it should be passed on. This is a common issue around the world.

We encourage students to record their local culture — through stories, photos, or videos — and share it on our website to help preserve it for the future.

LANGUAGE:	ENGLISH, JAPANESE
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	
DATES:	AUGUST 1, 2025 - JULY 31, 2026
FACILITATOR(S):	YOSHIKO FUKUI PUPPALA RASAGNYA AYANE NOSE AYANA KOJIMA (JAPAN)
TIME REQUIRED:	1-2 HOURS PER WEEK



Folk Costumes Around the Globe



The project is meant to give the students from different countries a chance to share their folk costumes, traditions and dances with other students and teachers in the world, to promote their culture, folk art and traditions. The students will take/collect photos with folk costumes from their region/country, describe them and give information about the occasions when people use/used to wear them. Students can also create short videos reflecting different traditions and folk dances.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	
DATES:	SEPTEMBER 15, 2025 - JULY 15TH, 2026
FACILITATOR(S):	CORNELIA PLATON (ROMANIA)
TIME REQUIRED:	LESS THAN 1 HOUR A WEEK



Girl Rising Project



Girl Rising journeys around the globe to witness the strength of the human spirit and the power of education to change the world. Students get to know nine unforgettable girls living in the developing world: ordinary girls who confront tremendous challenges and overcome nearly impossible odds to achieve their dreams and obtain a quality education. Participants are encouraged to watch 'Girl Rising' and, then have their students share their reflections after watching it by posting to this Girl Rising Discussion Area on iEARN. Students can also read the book 'I am Malala' and 'Girl Rising: Changing the World One Girl at a Time' and discuss their personal struggles to receive an education. As part of their discussions with other classes, students are encouraged to share ideas about what they can do to ensure that all girls and boys in the world have the right to quality education. Discussion questions and suggestions for action steps are in the 'Resources' section of this project.

LANGUAGE:	ENGLISH
AGE:	MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES
GLOBAL GOALS:	 
DATES:	OCTOBER 1, 2025 - DECEMBER 18, 2026
FACILITATOR(S):	MARI SEKINE TAMAR LOLISHVILI(JAPAN)
TIME REQUIRED:	1-2 HOURS A WEEK



Global Art A Sense of Caring and theme is "Spread Blessing"

The purpose of this project is to support youth to exchange digital photos/artwork and writing on the theme of caring. Students in participating schools and communities write a story or a poem on his/her ideas of caring. Student then create an artwork according to the story. Students then design a class Service Learning project that demonstrates caring for others and take action to benefit the community and show how much they care about. Students use different mediums including software to produce artwork on the theme of caring. Students can also take digital photographs that show what they care about and how they care for one another and other living things in their schools, families, communities and the world. Students will use these images along with text to create a PowerPoint or slide show for the story. Students share their completed projects in the project forum.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES
GLOBAL GOALS:	 
DATES:	AUGUST 31, 2025- JUNE 30, 2026
FACILITATOR(S):	HINA SADIA (PAKISTAN)
TIME REQUIRED:	LESS THAN 1 HOUR PER WEEK



GLOBAL STEAM – Science for a Sustainable Future

"GLOBAL STEAM – Science for a Sustainable Future" is an international educational project designed for students aged 11–15. It combines Science, Technology, Engineering, Arts, and Mathematics (STEAM) with the United Nations Sustainable Development Goals (SDGs). The project aims to raise environmental awareness and develop problem-solving skills through hands-on activities and global collaboration. Students from different countries will investigate local environmental challenges such as air and water pollution, waste management, and biodiversity loss. Using scientific methods and mathematical tools, they will collect and analyze data from their surroundings. Working in international teams, students will compare their results, discuss global differences, and propose sustainable solutions. They will also create creative campaigns, posters, and prototypes that promote eco-friendly practices. The project encourages critical thinking, teamwork, digital skills, and intercultural communication. It concludes with a virtual exhibition where students present their final projects and share their visions for a sustainable future. GLOBAL STEAM empowers young people to become active global citizens and change-makers in their communities.

LANGUAGE:	ENGLISH
AGE:	MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, STEM
GLOBAL GOALS:	
DATES:	AUGUST 20, 2025 - MAY, 31, 2026
FACILITATOR(S):	IWONA KOWALIK (POLAND)
TIME REQUIRED:	1-2 HOURS A WEEK



GOMI on EARTH

GOMI is the Japanese word for garbage. This project is about the long journey of GOMI on EARTH and what we can do about it! You are GOMI detectives in Part I. You will visualize and illustrate what GOMI is about when you follow its long journey to final destination on EARTH. You investigate and face the World GOMI Reality in Part II. You are GOMI activists at Part III, where you care about GOMI and reach your creative GOMI solutions. You can participate in Part I ~ Part III freely based on your class time and students' ages. In addition, you have 'Mottainai' program facilitated by Aoyama Gakuin University students, which invites you to learn and experience Mottainai culture in Japan.

LANGUAGE:	ENGLISH, JAPANESE
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS, STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	SEPTEMBER 1, 2025 - AUGUST 31, 2026
FACILITATOR(S):	MAI OKADA ERIKO KATSUMATA (JAPAN) KATHY BOSIAK (USA)
TIME REQUIRED:	1-2 HOURS PER WEEK



Groundbreaking Ideas

This project will encourage students to explore their groundbreaking ideas and present their innovations to be utilized in our highly competitive world as the solutions to our global challenges. Their ideas may relate to new methods or tools in agriculture, new methods of transportation, new strategies in overcoming traffic jams, new robots for learning, etc. They may write their ideas or publish their innovations on a website.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	STEM, TECHNOLOGY, SOCIAL STUDIES
GLOBAL GOALS:	
DATES:	AUGUST 6, 2025 - DECEMBER 31, 2026
FACILITATOR(S):	WIWI ROSARIA ZARINA NABIYEVA (KAZAKHSTAN)
TIME REQUIRED:	1-2 HOURS PER WEEK



Holiday Card Exchange

Classrooms explain their holiday traditions by sending cards to their partners around the world. Teachers and students prepare an envelope with holiday cards to send to the other participants between October – December. Students may send Chinese New Year, Christmas, Hanukkah, Kwanzaa or Eid greeting cards or cards that show local celebrations during December or January. Each school will be placed in a group with approximately seven other schools and will prepare either handmade or purchased cards (decorations may be included) to send to each of the other schools.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES
GLOBAL GOALS:	
DATES:	SEPTEMBER 1, 2025 - JUNE 30, 2026
FACILITATOR(S):	JUDY BARR (AUSTRALIA)
TIME REQUIRED:	1 -2 HOURS PER WEEK



iMagz- Making Myself Heard

Would you like to connect with peers from around the world, understand their cultures, and share your own thoughts and feelings? This project is your gateway! As you collaborate to create a vibrant digital magazine, you'll form lifelong friendships and contribute to a kinder, more connected world. Articles, essays, stories, poems, artwork, and photos will come together to bring this global vision to life.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES, STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	SEPTEMBER 15, 2025- APRIL 30, 2026
FACILITATOR(S):	LISHA MANOJ GEETA RAJAN SARANPREET KAUR (INDIA)
TIME REQUIRED:	1-2 HOURS A WEEK



Local History

Local history is the history of our native land, the life and way of life of our families, a description of traditions, national cuisine and folklore. During the project, students collect information about the history of their native land, about the national characteristics and cultural traditions of their people, and then share the results of their work on online forums in the form of essays, presentations, booklets, posters, photographs or drawings.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	
DATES:	SEPTEMBER 15, 2025 - MAY 15, 2026
FACILITATOR(S):	SIBAGATULLINA ALFIYA GORBUL MARIA (RUSSIA)
TIME REQUIRED:	1-2 HOURS PER WEEK 3-4 HOURS PER WEEK



Machinto - Hiroshima / Nagasaki for Peace

Machinto - Hiroshima / Nagasaki for Peace



What Hiroshima/Nagasaki mean today and how to keep telling to next generations. Based on reading picture books such as "Machinto" and "My Hiroshima", and listening to the real voice of survivors, participants learn about what the dropping of nuclear bombs on Hiroshima and Nagasaki brought us today. Students share their messages and activities for peace with other students in the world toward the World as One Family.

LANGUAGE:	ENGLISH, SPANISH, JAPANESE
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	  
DATES:	AUGUST 2024 - JULY 2025
FACILITATOR(S):	ERIKO KATSUMATA MAI OKADA KRISTIN BROWN ENID FIGUEROA (JAPAN)
TIME REQUIRED:	1-2 HOURS A WEEK



Money Matters

Money Matters is an ongoing project where students are able to get into conversation about money, learn some facts about history of money and about money in other countries, discuss students pocket money and proverbs about money, develop critical thinking skills, make media products about money. Students are invited to tell about the history of money in their own countries, to take pictures of money and describe them, to write what is represented on their coins and banknotes. Students will discuss their pocket money and search and explain the meaning of the proverbs about money and illustrate the proverbs. Students search interesting facts about money and share with their partners and they are able to get into conversation about earning money.

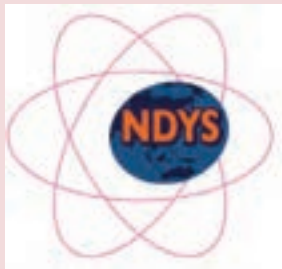
LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	 
DATES:	OCTOBER 1, 2025 - MAY 31, 2026
FACILITATOR(S):	NATASHA BELOZOROVICH (BELARUS)
TIME REQUIRED:	LESS THAN 1 HOUR PER WEEK



My Identity, Your Identity

The “My Identity, Your Identity” project is aimed at helping students explore and research the elements that shape their cultural identities. Students will delve into traditions, well-known landmarks, and customs specific to their communities. Through discussions, students will share insights about traditional celebrations, including clothing, special foods, and music preferences. To gain deeper insight, students are encouraged to interview older generations who can provide firsthand accounts of long-standing traditions. By embracing their heritage and connecting with their roots, students will develop a deeper appreciation for the customs that define their communities.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES
GLOBAL GOALS:	
DATES:	SEPTEMBER, 2025 - JULY, 2026
FACILITATOR(S):	(PAKISTAN)
TIME REQUIRED:	1-2 HOURS A WEEK



Natural Disaster Youth Summit

Theme: Climate Change and Disaster Reduction, Mitigation, and Reconstruction.
 Slogan: Abnormal weather. Solve the problem by global collaboration and save our lives!

This is a project in which children will learn the preciousness of human lives and how to reduce disaster impacts such as earthquakes, volcanic eruptions, wildfires, floods, hurricanes, landslides, tsunamis, droughts and so on through the communication and collaboration with global friends. NDYS was first organized in Hyogo in May 2004 and started from September 2004, commemorating 10th year of great Hanshin Awaji Earthquake, Japan in 1995. We learned the importance of human lives and preparedness for disasters.

In recent years, it has been pointed out that extreme abnormal weather caused by climate change may be linked to an increase in large-scale natural disasters. Natural disasters such as heavy rain and floods are increasing in many parts of the world, and they become major obstacles not only to people’s lives, but also sustainable development. To take urgent action to combat climate change and its impacts is an urgent global issue.

LANGUAGE:	ENGLISH, JAPANESE
AGE:	PRIMARY, MIDDLE, SECONDARY
SUBJECT:	SOCIAL STUDIES
GLOBAL GOALS:	  
DATES:	SEPTEMBER - MAY
FACILITATOR(S):	YOSHIE NAYA MOTOKO HIROTA KAZUKO OKAMOTO (JAPAN) PAVLE TVALIASHVILI (GEORGIA) WIZAR PUTRI MELLARATNA (INDONESIA)
TIME REQUIRED:	LESS THAN 1 HOUR A WEEK



No al Bullying. Sí a una cultura de paz

The Collaborative Project NO to Bullying, YES to a Culture of Peace promotes reflective activities and creative proposals to address the situation experienced by thousands of adolescents around the world who face bullying in silence and with pain. In this sense, we must not lose sight of the fact that there are three people involved: Victim, Aggressor and Witness; so the blow, the word that hurts, or simply being ignored, can become a serious personal and social problem that hurts everyone, so it is necessary to take action to be part of the solution and not the problem. In NO to Bullying, YES to a Culture of Peace, we are inviting to improve coexistence in schools through the construction of favorable learning environments, where teachers, students and parents become promoters of a culture of peace to stop violent acts of bullying, harassment, marginalization, labeling, prosecution and rejection, both in physical and virtual spaces; since the only thing they cause, is to hurt and leave in educational disadvantage those wrongly considered "minority" or "weak".

LANGUAGE:	SPANISH
AGE:	HIGH SCHOOL, MIDDLE SCHOOL
SUBJECT:	SOCIAL STUDIES
GLOBAL GOALS:	
DATES:	SEPTEMBER 29, 2025 - NOVEMBER 21, 2025
FACILITATOR(S):	NURIA DE ALVA VIANNEY AVILA PAOLA GUZMAN (MEXICO)
TIME REQUIRED:	1-2 HOURS PER WEEK



One Day in the Life


One Day in the Life is a project in which students exchange photographs/images describing days in their lives, and then make cross-cultural comparisons. Students may discuss aspects of a typical day (like visiting the market or going to school) or they may document special days (like vacations, birthdays, celebrations, or holidays.)

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, STEM, SOCIAL STUDIES, TECHNOLOGY
GLOBAL GOALS:	
DATES:	SEPTEMBER 15, 2025 - MAY, 30, 2026
FACILITATOR(S):	RUTY HOTZEN (ISRAEL) IWONA KOWALIK (POLAND) WIWI ROSARIA (INDONESIA) MISHECK MUTUZANA (ZAMBIA)
TIME REQUIRED:	1-2 HOURS PER WEEK



Our Community, Our Responsibility

The world is under threat in recent years. There are wars between countries and violent cases in some schools. Those cases seriously affect human safety and community security around us. In order to maintain community sustainability, we need to know more about Sustainable Development Goals in the United Nations. Through taking a tour in our community, making the community map, the acquisition of the knowledge on the problems in the local community can help students secure the community safety and promote urban sustainability in the city in the future. The concept of community safety and security can be applied in our daily life. With this project, a prototype featuring information technology to solve this community safety or security problem needs to be designed and implemented in your community to see how effective it is to solve the problem.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	STEM, SOCIAL STUDIES, TECHNOLOGY
GLOBAL GOALS:	
DATES:	SEPTEMBER 2025 - JUNE 2026
FACILITATOR(S):	YUNCHAI CHEN MARGARET CHEN (TAIWAN)
TIME REQUIRED:	1-2 HOURS A WEEK



Public Health in Action (14 Week Curriculum)

Public Health in Action Curriculum (the full 14-week/lesson course): Public Health is more important than ever. With the changing social, political, cultural and economic norms we need to reimagine higher education—emphasizing Population Health and Social Determinants of Health that promotes attaining the full potential for health and well-being for all. This means incorporating “glocalization” into solution-centric approaches and creative leadership. Completing this course marks the level of students' efforts and signifies a significant step forward in their journey towards understanding public health. Throughout this project, students will engage with a diverse range of topics, methodologies, and real-world applications, equipping them with essential knowledge, skills, and perspectives to navigate the multifaceted landscape of public health. Moreover, the lessons learned from this course project will serve as a solid foundation for students as they continue their academic and professional endeavors in the field of public health. Whether pursuing further studies, embarking on careers in public health practice, or advocating for policy change, students are well-equipped to make meaningful contributions to improving the health and well-being of communities locally, nationally, and globally.


LANGUAGE:	ENGLISH
AGE:	UNIVERSITY
SUBJECT:	STEM, HEALTH & WELLBEING
GLOBAL GOALS:	
DATES:	AUGUST 25, 2025- MAY 1, 2026
FACILITATOR(S):	ASHISH JOSHI NIHARIKA JHA MICHELLE JEU (USA)
TIME REQUIRED:	1-2 HOURS A WEEK



Protectores en acción - Proteccionismo animal

El proyecto Protectores en acción pretende generar conciencia y un cambio de parte de los humanos sobre la tenencia responsable de animales domésticos y el cuidado de la fauna silvestre, a través de distintas acciones reflexivas y aprendizajes en red, promovidas a través de las herramientas TIC. Protectores en Acción pretende promover el respeto, cuidado y preservación de todo ser vivo que nos rodea, no solo en nuestras ciudades y hogares sino también en nuestros espacios geográficos.

The Protectores en Acción project aims to generate awareness and a change on the part of humans about the responsible ownership of domestic animals and the care of wildlife, through different reflective actions and online learning, promoted through ICT tools.

LANGUAGE:	ENGLISH, SPANISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	AUGUST 11, 2025 - OCTOBER 24, 2025
FACILITATOR(S):	CRISTINA BOSIO FERRER (ARGENTINA) ROSA NOEMÍ (PARAGUAY)
TIME REQUIRED:	3-4 HOURS A WEEK, 5-6 HOURS A WEEK



QRWEEK

To incorporate QR codes made by students in a collective online mural, sharing meaningful messages to the topic: "Ideas to improve the world".

We want to take a more social approach to the project, focusing on the little things that are at our disposal to improve our environment. Therefore, with the topic "Ideas to improve the world," we invite students to send us their message contributions to improve their immediate environment.

"Think globally, act locally" It's important that the content is meaningful to the student or group of students, and we advise the authors to be themselves.

LANGUAGE:	CATALAN, SPANISH, ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	TECHNOLOGY, SOCIAL STUDIES, STEM, CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	
DATES:	APRIL 2-30, 2026
FACILITATOR(S):	MARGARITA GUINO ARIAS (CATALUNYA)
TIME REQUIRED:	1-2 HOURS A WEEK



Ruta34

Teams of students learn together to solve cooperatively math problems and share their learnings and strategies.

LANGUAGE:	CATALAN, SPANISH
AGE:	ELEMENTARY SCHOOL
SUBJECT:	STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	FEBURARY 1, 2026 - JUNE 15, 2026
FACILITATOR(S):	TONI CASSERRAS (PANGEA)
TIME REQUIRED:	1-2 HOURS PER WEEK



STICK - Measuring the Circumference of the Earth

The main objective of this project is to measure the perimeter of the Earth, similarly to the one used by Eratostenes more than two thousand two hundred years ago. For this, each group of students and their teachers will measure the height and shadow of a rod during the solar midday. Each school will share the values of your measurements by completing the calculation form created on Google.

El objetivo principal de este proyecto es medir el permetro de la Tierra, de manera similar a la que utiliz Eratstenes hace ms de dos mil doscientos aos. Para ello, cada grupo de alumnos y sus docentes medirn la altura y sombra de una vara durante el medioda solar. Cada escuela compartir los valores de sus mediciones mediante el completado de la planilla de clculo creada en Google.

LANGUAGE:	ENGLISH, SPANISH, JAPANESE, ARABIC, FRENCH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	STEM, TECHNOLOGY
GLOBAL GOALS:	
DATES:	SEPTEMBER 1, 2025 - MAY 15, 2026
FACILITATOR(S):	RICARDO LOPEZ (ARGENTINA)
TIME REQUIRED:	LESS THAN 1 HOUR A WEEK



Taisho Koto

Power of the music! This project explores the harmonies from Taisho Koto, a traditional Japanese instrument, to open the way to the future.

'Taisho Koto', the musical instrument, was invented in Japan. It has more than 100 years of history since its release. This instrument was designed to be easily played so that people who are not experienced with playing musical instruments could learn. This project began so that many people around the world could learn and enjoy music. More than Ten years have passed since we started the Taisho Koto Project in 2009 in Canada. We have actively participated in the iEARN conferences for example, Taiwan

and Argentina. And the Culture Night, too. Our project held the "Kotolympic 2016 in Niigata" in July 2016 and "Kotolympic 2018 in Niigata" in July 2018. Many iEARN teachers and students came to enjoy the events. Now, we are planning to hold the "Kotolympic 2026 in Niigata" in July 2026 to enjoy the wonderful Koto sound and sing songs with it.

We plan to host musical lessons every month by Zoom.




LANGUAGE:	ENGLISH, JAPANESE
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES
GLOBAL GOALS:	 
DATES:	SEPTEMBER 1, 2025 - SEPTEMBER 30, 2026
FACILITATOR(S):	YOSHIE NAYA MOTOKO HIROTA HIDEKI KANEKO (JAPAN)
TIME REQUIRED:	1-2 HOURS PER WEEK



Talking kites in the footsteps of J. Korczak

A tradition of flying kites with personal and group images of our dreams for a better world, in the footsteps of J. Korczak. Students make kites to fly as a massive tribute dedicated to advancing the cultural and social dialog, a symbol of bridging the gap and understanding the "other." This will hopefully become a continuous tradition of flying kites with personal and group images of our dreams for a better world, a world of co-existence, tolerance, acceptance of the "other" and peace. "It is important in today's political climate that we



express to the world that peace is within our grasp," said Adi Yekutieli, founder of the 10,000 Kites Project. Yekutieli, an artist, says he envisions "organized groups a wide spectrum of groups, adults, children, Israeli, Palestinian, citizens around the world coming together and each person will hold aloft a kite which he or she has decorated, as a symbol of dialogue, brotherhood and understanding of the other side. Each participant will be flying a kite with his or her thoughts, fears, dreams, and hopes."

LANGUAGE:	ENGLISH, SPANISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	SOCIAL STUDIES, CREATIVE LANGUAGE ARTS
GLOBAL GOALS:	  
DATES:	JANUARY 15, 2026-APRIL 1, 2026
FACILITATOR(S):	RUTY HOTZEN (ISRAEL)
TIME REQUIRED:	LESS THAN 1 HOUR PER WEEK



Teddy Bear Project

Students will share cultures through a visiting soft toy. Through the exchange of a bear or other soft toy, students create digital or hard copy journal entries to share with their partner class. The students can write these messages as if they are the visiting bear describing its experiences in the new culture or as the host. Some of the experiences can include lessons learned in school, a visit home with each student, social events, meals and class activities. The work is shared on a regular basis (weekly, monthly, bi-monthly, etc.) with the partner class. Throughout the school year, students will find out what their bear is doing in the partner country and learn about its culture.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, STEM, SOCIAL STUDIES, TECHNOLOGY
GLOBAL GOALS:	 
DATES:	AUGUST 1, 2025 - JUNE 30, 2026
FACILITATOR(S):	KATHLEEN WONG RASAGNYA PUPPALA (USA)
TIME REQUIRED:	LESS THAN 1 HOUR PER WEEK



The Olympics & Paralympics in Action (TOPA) Project

TOPA Project aims to foster friendship, the spirit of encouragement, and unity in diversity through learning about the Olympic & Paralympic Games, especially their Values

("Excellence, Respect, Friendship" & "Courage, Determination, Inspiration, Equality"), "Fair Play" and "Olympic Truce". You will also present works on "well-being and solidarity" through sports, by doing, watching, and/or associating sports with art, music, or sustainability. This time, join this project for the 2026 Milano-Cortina Winter Games!

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	CREATIVE LANGUAGE ARTS, SOCIAL STUDIES, PUBLIC HEALTH
GLOBAL GOALS:	  
DATES:	SEPTEMBER 1ST, 2025 - JUNE 30 , 2026
FACILITATOR(S):	MAYUMI TAKIZAWA (JAPAN)
TIME REQUIRED:	LESS THAN 1 HOUR PER WEEK



Us ho expliquem


Proyecto para trabajar la expresión escrita a través de textos funcionales. Los grupos participantes en el proyecto comparten actividades en relación a distintas tipologías textuales. Cada grupo puede elegir uno de los dos itinerarios: en el grupo naranja se trabajan textos narrativos, descriptivos y conversacionales; en el grupo verde, se trabajan textos argumentativos, instructivos y conversacionales. Así podemos ver publicados en el blog del proyecto: cuentos, recetas de cocina, críticas literarias, entrevistas a sus abuelos... Se usan herramientas TIC como los muros digitales, las infografías, las presentaciones multimedia y los vídeos.

LANGUAGE:	SPANISH, CATALAN
AGE:	ELEMENTARY SCHOOL
SUBJECT:	TECHNOLOGY
GLOBAL GOALS:	
DATES:	OCTOBER 2025 - MAY 2026
FACILITATOR(S):	MARGARITA GUINO ARIAS (CATALUNYA)
TIME REQUIRED:	LESS THAN 1 HOUR PER WEEK



Water is Life

The iEARN Water is Life project will bring students into active research and action-oriented collaboration concerning water as the vital essence of life. Taking the United Nations Sustainable Development Goals 6 and 14 as their inspiration and their focus, students will work within their school and with schools across the globe to study, research and share as they develop an understanding of the Goals and cooperatively develop ideas and strategies to play their part in the meeting of the Goals. Students will be encouraged and supported in the development of their learning, their cooperation with their classmates and students in schools around the globe and in turning their research into ideas they can take to the community: local, national and global. The primary goal of the Water is Life Project is the development, implementation and reporting on a Community Action Plan. Team Green International is a student-led organization that advocates making the world a better place by raising awareness and trying to solve environmental issues. We believe that everyone can make a difference by doing their part to care for our Earth. Team Green International is a student-led organization that advocates making the world a better place by raising awareness and trying to solve environmental issues.

LANGUAGE:	ENGLISH
AGE:	ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL
SUBJECT:	STEM
GLOBAL GOALS:	
DATES:	SEPTEMBER 15, 2025 - JUNE 15, 2026
FACILITATOR(S):	KATHY BOSIAK (GEORGIA) TAMAR LOLISHVILI (RUSSIA) ALFIYA SIBAGATULINA (RUSSIA) GREG RIVA (USA)
TIME REQUIRED:	1-2 HOURS A WEEK



3Estacions

Cada grupo elige un tema que puede ser investigado en las tres estaciones del año escolar: otoño, invierno y primavera. En la investigación van observando como va variando durante el desarrollo del año escolar. Las producciones de los participantes dependen del tema elegido y de las tecnologías que deseen usar. Deben realizar como mínimo una actividad para cada estacion.

English Translation:

Each group chooses a topic that can be investigated in the three seasons of the school year: fall, winter and spring. In the research they observe how it varies during the school year. The participants' productions depend on the topic chosen and the technologies they wish to use. They must do at least one activity for each season.

LANGUAGE:	SPANISH, CATALAN
AGE:	PRE-K, ELEMENTARY SCHOOL
SUBJECT:	STEM, SOCIAL STUDIES, WORLD LANGUAGE, CREATIVE
	LANGUAGE ARTS, TECHNOLOGY, HEALTH & WELLBEING
GLOBAL GOALS:	
DATES:	SEPTEMBER 29, 2025 - JUNE 12, 2026
FACILITATOR(S):	MARGARITA GUINO ARIAS (CATALUNYA)
TIME REQUIRED:	1-2 HOURS A WEEK



FUTURE TEACHERS FORUM

Future Teachers- Knowing Our Students; Knowing Ourselves

This project seeks to transform our classrooms and schools by transforming the way teachers are trained. Future teachers gain direct experience with global learning networks as they engage in dialogue with their peers about teaching in the 21st century.

The Future Teachers forum is a meeting place for university professors of education and the future teachers in their classes.

Three kinds of discussions take place:

- Future teachers from around the world compare perspectives on creating effective and equitable schools and classrooms that will better meet the needs of all students.
- Future teachers share their reflections as they learn first-hand about iEARN's projects as facilitators, observers, or participants.
- Professors of teacher education exchange ideas and resources for project-based learning and integrating global learning networks into their courses in different content areas.



The Future Teachers Project was launched during the 1999 iEARN annual conference in Puerto Rico and has been developed collaboratively during subsequent iEARN conferences to offer future teachers direct experience with innovative technology use and global learning early in their careers.

Possible activities include:

- Teams of participating future teachers introduce themselves and their cultural backgrounds through the creation and exchange of “We Are From” poems
- Future teachers read excerpts from the work of Paulo Freire or Celestin and Elise Freinet and respond to guiding questions
- Future teachers exchange ideas about teaching philosophies and make recommendations for how teachers can promote collaborative and critical inquiry with their students.
- Live “chats” or video conferences to discuss the topics selected
- Exchange of ideas about integrating global learning networks and the UN Sustainable Development Goals into the curriculum
- Sharing of experiences with project-based learning while observing, participating in or helping to facilitate iEARN’s projects
- Discussion of ideas and strategies, and co-authorship of articles, to promote greater understanding of diversity and equity in the schools
- Other topics of interest to the participating professors and future teachers.



Ecosistemas Educativos en el Tiempo: Espacios de Aprendizaje Ayer y Hoy (Pre y Post Pandemia COVID)

A raíz de la pandemia del COVID nuestras aulas se han transformado. Este proyecto fomenta el análisis de estos cambios, mediante comparaciones sobre el aula y cualquier espacio de enseñanza-aprendizaje de ayer y de hoy en función del ambiente del mismo, su adecuación al entorno físico y los agentes que intervienen en éste. Se trata de una descripción de cada espacio donde se desarrollan las competencias intelectuales y socioculturales de una comunidad escolar. Está dirigido a futuros maestros y se ejecutará en tres fases consecutivas.

Dirigido a Futuros maestros con la idea de expandirlo en próximas sesiones al nivel escolar a partir del cuarto grado.

LANGUAGE:	SPANISH
AGE:	POST-SECONDARY FUTURE TEACHERS
SUBJECT:	EDUCATION, PEDAGOGY, TEACHING, SOCIAL STUDIES
GLOBAL GOALS:	
DATES:	SEPTEMBER 2024 – MAY 2025
FACILITATOR(S):	KRISTIN BROWN, LEIDA DE LA ROSA
TIME REQUIRED:	1-2 HOURS A WEEK



PROFESSIONAL DEVELOPMENT

Professional Development



iEARN-USA

iEARN-USA provides a range of virtual and in-person training and professional development opportunities, including workshops, online trainings, and webinars.

iEARN-USA's training courses, iEARN 101 and 102, teaches educators about global project-based learning with iEARN, prepares them to participate in a virtual exchange project with their class, and to collaborate with other teachers from around the world. iEARN 101 and 102 are offered as live virtual workshops or online self-paced courses.

Additionally, iEARN-USA hosts virtual professional development workshops to support educators, both in the U.S. and internationally. These virtual workshops give educators the opportunity to connect with one another and learn about a particular topic, including the following:

- best practice for meaningful virtual exchange
- teaching with the UN Sustainable Development Goals
- how to become a global educator
- integrating global project-based learning in the classroom
- digital citizenship
- social emotional learning in the global classroom

For more information on iEARN-USA's professional Development, see <https://us.iearn.org/professional-development>

iEARN-Argentina/TELAR/Fundación Evolución (FE).

Fundación Evolución (FE) es una organización argentina sin fines de lucro que desde 1989 promueve la integración pedagógica de las Tecnologías de la Información y Comunicación en ámbitos educativos. La FE diseña e implementa iniciativas de alcance nacional, regional e internacional en Formación y acompañamiento de educadores e instituciones interesados en la integración de las TIC en ámbitos educativos formales y no formales; Generación de comunidades virtuales de aprendizaje y colaboración; Formación de mujeres y varones jóvenes con el propósito de desarrollar capacidades tecnológicas para aprender y trabajar; Producción, adaptación y localización de contenidos educativos; Investigación acerca de aspectos del aprendizaje y la enseñanza con TIC y los contextos en los que se desarrollan; Asesoramiento a organismos y gobiernos para la implementación y evaluación de iniciativas pedagógicas de integración de TIC. Para más información: www.fundacionevolucion.org.ar



iEARN-Taiwan

Since 2014, iEARN-Taiwan has offered an online professional development course to Taiwanese K-12 teachers who are beginners of iEARN twice a year. This five-week course is designed to give participants a solid foundation in integrating project-based learning and iEARN collaborative projects into their respective classes. After meeting all the requirements of the course, participants will receive certificates from iEARN-Taiwan and twenty-hour learning credits issued by the Ministry of Education. This course is conducted via both iEARN-Taiwan Online Professional Development Moodle System (<http://taiwaniearn.org/course/>) and Adobe Connect. Course offered in Chinese.



iEARN
INTERNATIONAL





All international decision-making in iEARN is carried out by an Assembly, consisting of iEARN Center Coordinators, each with one vote. Any country can apply to be on the Assembly, which meets throughout the year and face-to-face once a year. The biannual iEARN Teachers' Conference and Youth Summit is held in different countries every other year.

In addition to the following country listing, the Youth Facilitation group of iEARN is also part of iEARN's decision making Assembly. The Youth Facilitation Group can be reached in the facilitator panel of the Youth Forum.

There are three levels of representation at iEARN:

Coordinator: Countries/Groups who have applied and been approved by the iEARN International Assembly as a Center and therefore are a voting member of the iEARN International Assembly.

Representative: Representatives who have applied and been approved by the iEARN International Assembly, recognizing them to represent iEARN in their country.

Contact Person: Countries in which there is no official representation, but which have schools actively involved in iEARN project work and who have a person or persons who have expressed an interest in helping others in their country become involved.

Every attempt is made to ensure that this list is up-to-date and includes currently active iEARN Coordinators, Representatives, or Contact Persons in each country. Information published in the iEARN Project Book is current as of September 2022. Country coordinators can also be contacted via www.iearn.org/country-coordinators

Please contact us if your country is not listed here. You are invited to contact the iEARN-Executive Council (EC) ec@iearn.org to learn more about becoming an iEARN Contact for your country.

iEARN International Executive Council: The Executive Council (EC) consists of three persons from three different iEARN Centers, who are elected for a term of two years. In order to ensure prompt and effective action by iEARN, its Members confer on the Executive Council primary responsibility for the day-to-day decisions on behalf of the Assembly, in accordance with the Constitution of iEARN.

A low-angle photograph of a vast field of international flags on tall, silver poles. The flags are densely packed and stretch far into the distance, creating a strong sense of perspective. The sky is a clear, bright blue. The flags include various national symbols, such as the United States flag, the South Korean flag, and the Japanese flag. The overall atmosphere is one of global unity and international representation.

COUNTRY COORDINATORS

COUNTRY COORDINATORS, 2025-2026

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