



International Education and Resource Network

Project Book

2023-2024

**K-12 GLOBAL PROJECTS FOR
LEARNERS OF ALL AGES**



**SOCIAL
SCIENCES**



**CREATIVE &
LANGUAGE ARTS**



STEM

**MULTILINGUAL
PROJECTS**



**ALIGNED WITH THE
U.N. GLOBAL GOALS**

Learn with the world.

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= SOCIAL SCIENCES



= CREATIVE & LANGUAGE ARTS



= STEM

A close-up photograph of a young girl with dark, wavy hair, looking upwards and to the left with a curious expression. She is wearing a light blue shirt. The background is blurred, showing colorful fabrics. A blue banner with a white border is positioned at the bottom of the image, containing the word 'Introduction' in a white, cursive script.

Introduction

What We Offer: Virtual Exchanges



1 "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.

2 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.



3 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.

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.



= **SOCIAL SCIENCES**



= **CREATIVE & LANGUAGE ARTS**



= **STEM**

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.





Global Goals: Projects That Make a Difference

THE GLOBAL GOALS



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.





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.

Register Now!

2. Join a project:

iEARN offers three ways to engage in our projects:

1. **Ongoing projects:** Join any time throughout the year and determine the length of participation.
2. **Short-term projects:** Choose a project with a stated start and end date.
3. **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*](#).

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.



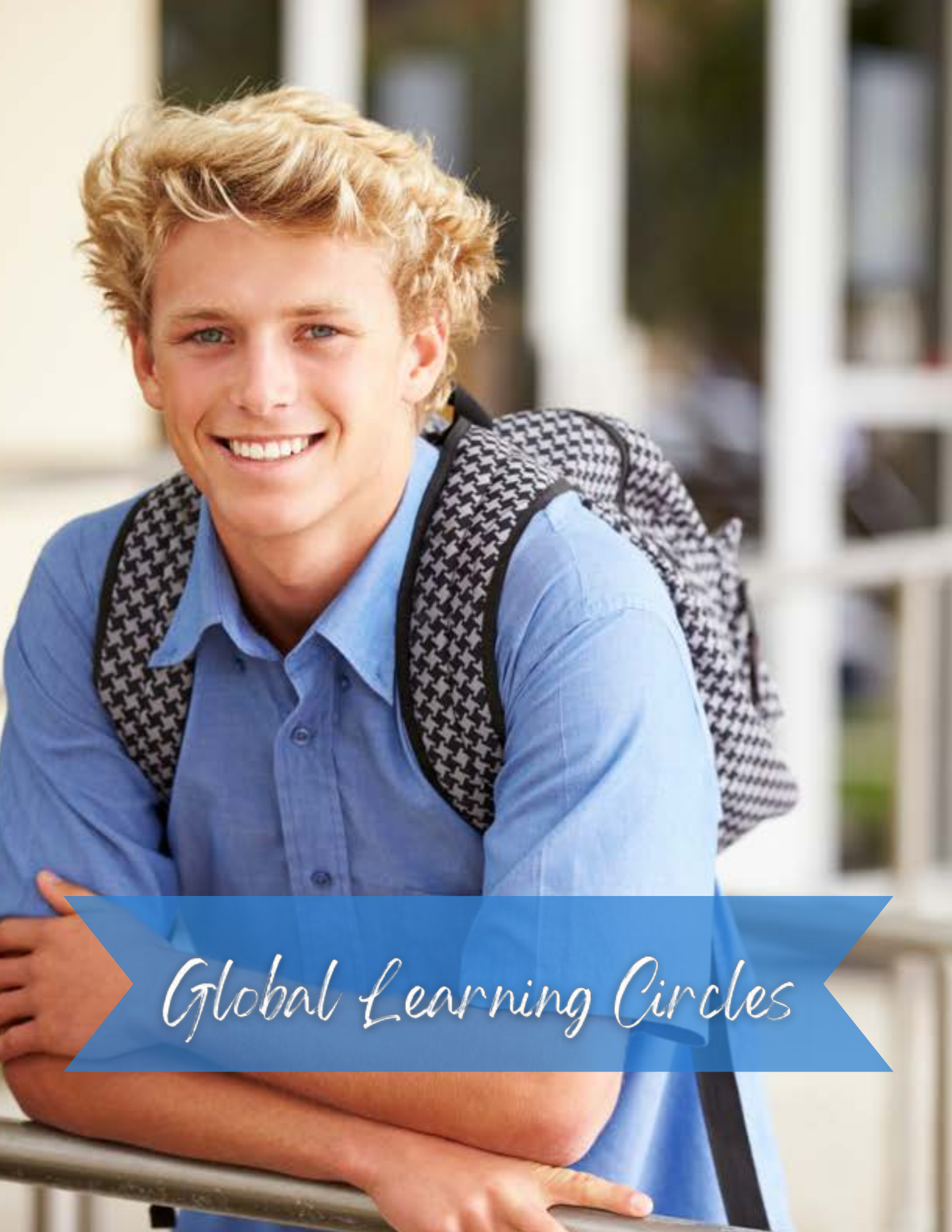
4. Implement your project:

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.earn.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)

For further information contact Barry S. Kramer, the iEARN Global Learning Circles coordinator, at learningcircles@gmail.com.

Global Learning Circles

Schedule for 2022 - 2023

September to January Session: All projects begin on [September 30, 2022](#)
All Learning Circle Placement forms are due before [September 23, 2022](#)

January 2023 to May 2023 Session: All projects begin on [January 30, 2023](#)
All Learning Circle Placement forms are due before [January 23, 2023](#)

5-Week Projects for Beginners:

- Hello World
- My Hero: First Steps

10-Week Projects:

- My School
- My Hero: Celebrating Everyday Heroes

16-Week Projects:

- Computer Chronicles
- Places and Perspectives
- Global Issues
- My Hero: Call To Action



Global Learning Circles Themes



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 Themes

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 Themes



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.myhero.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 Themes

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.





Projects



Alphabets of the Peoples of the World

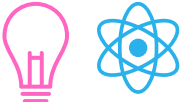

Learn about the origin of the alphabets of the peoples of the world. During the project, students collect information about the history of the alphabet, the history of their language, the history of their country, and then share the results of their work on online forums in the form of essays, presentations, booklets, posters, photographs or drawings.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES LANGUAGE ARTS WORLD LANGUAGE		
DATES		FACILITATOR(S)		
AUGUST 2023- AUGUST 2024		ALFIA SIBAGATULINA		



Amigos Alrededor del Mundo / Friends Around the World




Proyecto de integracin de la literatura infantil. Con Amigos u otros textos literarios, las clases participantes entran en el proceso de la lectura y el dilogo creativo para trabajar algunos de los temas que proponemos: 1. Diversidad e inclusi3n, 2. Integracin de las matemticas y el lenguaje, 3. Pensamiento crtico, 4. El rol del juego, 5. Integracin de las tecnologas, 6. Valores (amistad) y 7. Creatividad (poesa, canciones, arte u otros). *After reading the book Friends by Alma Flor Ada, or other childrens literature, the teacher and students use the process of creative dialogue to explore such themes as diversity and inclusion; the integration of math and language; critical thinking; games; technology integration; values (e.g. friendship); creativity (e.g. poetry, art, songs, roleplays). A project based on childrens literature.*

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH SPANISH	PRIMARY (5-11)	LANGUAGE ARTS MATHEMATICS		
DATES		FACILITATOR(S)		
AUGUST 2023 – JULY 2024		KRISTIN BROWN ENID FIGUEROA		



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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES WORLD LANGUAGE	 	
DATES		FACILITATOR(S)		
SEPTEMBER 2023 - MAY 2024		ASMAA ALBERIKI		

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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ARABIC ENGLISH SPANISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SPECIAL EDUCATION TECHNOLOGY SCIENCE	 	     
DATES		FACILITATOR(S)		
AUGUST 2023 – AUGUST 2024		RUTY HOTZEN		



Do Good, Share Food!






How we produce and consume food is the single biggest threat to nature today. It's a major driver of the emergence of infectious diseases, unhealthy diets are the biggest cause of non-communicable diseases and 1.9 billion people are obese or overweight. In schools we need to raise food awareness to stay healthy, reduce food waste and save the environment for a better future. The project aligns with UN Sustainable Development Goal No: 2 (Zero Hunger), Goal No: 3 (Good health and well-being), SDG 4 (Quality Education), and addresses local and global communities of students, teachers and parents to promote healthy eating habits, raise food waste awareness and ensure SEL through service-learning. Partner schools plan concrete, cross-curricular activities that reflect school cultures and meet the needs of sustainable development of school communities. The project promotes inquiry-based learning and student-initiated action.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH GERMAN	PRIMARY (5-11) MIDDLE (12-14)	MATHEMATICS TECHNOLOGY SCIENCE SOCIAL STUDIES	  	  
DATES		FACILITATOR(S)		
AUGUST 2023 – MAY 2024		EKATERINA BOZDOGAN		



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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SCIENCE SOCIAL STUDIES	  	 
DATES		FACILITATOR(S)		
AUGUST 15, 2023 – DECEMBER 31, 2023		IRAM SADIQ		

Folk and Culture Project





Do you know your local culture? Can you explain it to others? Students research and introduce about their own folks and/or culture to each other. Some local culture is getting to be forgotten by the young generation. The most serious problem is that they can not be proud of it because of a lack of understanding of the value. We need to educate the children on how valuable culture they have is and have them realize they need to leave this culture to posterity.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH JAPANESE	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES LANGUAGE ARTS		
DATES		FACILITATOR(S)		
JANUARY 2023 – DECEMBER 2023		YOSHIKO FUKUI AYANE NOSE AYANA TANAKA		

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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	TECHNOLOGY SOCIAL STUDIES		
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – AUGUST 2024		CORNELIA PLATON		






Girl Rising

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.

- 1) 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.
- 2) 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.
- 3) 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.




NOTE - Through a partnership with Global Campaign for Education - US, members of iEARN can contact the project facilitators to receive a copy of the movie DVD for free - either by postal mail or via this Dropbox folder.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH SPANISH	MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES	 	
DATES		FACILITATOR(S)		
APRIL 2022 – DECEMBER 2024		ED GRAGERT MARI SEKINE		



Global Art: A Sense of Caring




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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS	 	
DATES		FACILITATOR(S)		
AUGUST 2023 – JULY 2024		HINA SADIA		

Global STEAM






This project includes several collaborative activities throughout the school year to explore global issues, using a variety of educational tools. These include population growth, climate change, measuring our world, and plastic pollution. Every project has an open-ended component and gives/creates an opportunity to develop STEAM subject skills to use them in everyday life. Schools may do either, or both! STEAM-based education creates opportunities for self-learning, develops lifelong learning tools, enhances 21- century skills, and stimulates students' motivation towards creativity, innovation and positive global citizenship.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES MATHEMATICS TECHNOLOGY SCIENCE	 	
DATES		FACILITATOR(S)		
SEPTEMBER 18, 2023 JUNE 15, 2024		IWONA KOWALIK ABEER QUNAIBI		



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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH JAPANESE	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SCIENCE SOCIAL STUDIES	 	
DATES		FACILITATOR(S)		
AUGUST 2023 – JULY 2024		KATHY BOSIAK MAI OKADA YOKO TAKAGI		

Heritage (to be preserved)/Patrimoine (preserver)





Welcome/ Bienvenue (bilingual project) The project consists in choosing the part of YOUR HERITAGE you want to PRESERVE MOST. Once you have chosen the topic(s), whether it is Famous Buildings, Landscapes, Cooking, Emblematic Animals, Endangered Resources (water, forests, coastlines, Marine Reserves, Coral Reefs...) you can choose whatever activity to describe, and share your presentation. The project is open to all ages from primary to secondary (high) school. The participants choose a topic relating to their country's heritage and illustrate the topic through descriptions, articles, films, videos, audio documents, posters, quizzes, reports. Previous topics included: the preservation of our oceans, rivers and access to clean water; species in danger of extinction and emblematic wild animals; traditional dishes and cooking; handicrafts, former trades, fashion and traditional clothes; educational progress and access to education for girls; landscapes and beauties of nature (coastlines, volcanoes, deserts); and arts and religious architecture (temples in India). People, teachers and their students, from up to 60 countries have already participated in this longstanding project. Whatever you can do will be welcomed.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH FRENCH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SOCIAL STUDIES WORLD LANGUAGES		
DATES		FACILITATOR(S)		
AUGUST 2023 – AUGUST 2024		IEARN FRANCE		

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. Registration for this project closes on November 30.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SOCIAL STUDIES		
DATES		FACILITATOR(S)		
AUGUST 2023 – AUGUST 2024		JUDY BARR		

iMagz : Making Myself Heard







The project will be about creating a magazine. The magazine will have the A-Z of creative writing published. Write articles and news stories, create advertisements and banners, take interviews and pictures, make collages and calenders, write diary entries and poems, express their thoughts and feelings on any issue in any creative way. Students are invited to write on any topic which is close to their heart. The final product will be a magazine published. It will be an e-magazine. The students will be able to read the voices of their counterparts from various continents. This way they will know and understand each other much better.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SOCIAL STUDIES SCIENCE TECHNOLOGY	 	 
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – AUGUST 2024		GEETA RAJAN		



Machinto - Hiroshima/Nagasaki for Peace



Based on reading picture books such as Machinto and 'My Hiroshima', and listening to the real voice of Survivors, participants will 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, so that people never forget Hiroshima and Nagasaki and never repeat this evil tragedy in the future.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH JAPANESE SPANISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES	 	 
DATES		FACILITATOR(S)		
AUGUST 2023 – JULY 2024		KRISTIN BROWN ENID FIGUEROA ERIKO KATSUMATA TOMOKO KURITA YOKO TAKAGI		



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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES		
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – MAY 2024		NATASHA BELOZOROVICH		



MY HERO: Environmental Activists








Participants in the MY HERO: Environmental Activists will be introduced to young activists working to protect the world's environment and oceans around the world. These role models help students recognize their own potential to make a positive difference in the world. Students will identify an environmental issue and create an action plan.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SCIENCE	  	
DATES		FACILITATOR(S)		
OCTOBER 15, 2023 – DECEMBER 15, 2023 FEBRUARY 15, 2024 – APRIL 15, 2024		LAURA NIETZER THE MY HERO PROJECT		



MY HERO: Celebrating Everyday Heroes Learning Circle




My Hero: Celebrating Everyday Heroes Learning Circle, a collaboration between Learning Circles and the My Hero Project (www.myhero.com), brings together students and teachers interested in collaborating with schools from diverse areas of the world to honor everyday heroes. The MY HERO Website is a safe, virtual online space for teachers and students to share who inspires them and their heroes. By exploring MY HERO's multimedia resources, students will be introduced to heroes of all ages who are making a positive difference in the world. Students use MY HERO's state of the art multimedia tools in order to share their heroes with the world through stories and art on the MY HERO website. Teachers easily create a showcase webpage of all their students' work. Participation in a MY HERO Celebrating Everyday Heroes Learning Circle gives students a sense that they too can make a positive difference in their own community and the world.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SCIENCE SOCIAL STUDIES	 	    
DATES		FACILITATOR(S)		
COMING JANUARY 2024		THE MY HERO PROJECT, LAURA NIETZER		

My Identity, Your Identity








Students are encouraged to research the elements that form their identities, including the traditions and famous landmarks which are part of their cultures and identities. Students discuss traditional celebrations and how they celebrate them, what kind of clothes they wear, the music they listen to, and what kind of food they cook on those special days.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES	 	
DATES		FACILITATOR(S)		
SEPTEMBER, 2023 – JULY, 2024		AMEENA PIRACHA KATHERINE KORTE		



My School, Your School

My School, Your School is a collaborative project that has been created to allow students and teachers to see how education is lived around the world. Students are encouraged to look at their institutions and focus on different aspects about their schools such as timetables, routines, sports, uniforms, celebrations and history, among others. Students are expected to share information about their schools with global peers both in the project forum and the project blog. Students are encouraged to use their creativity to present a clear picture of their schools to the world. They can make use of texts, pictures, presentations and videos to collaborate with global peers and develop their intercultural competence.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH SPANISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SPECIAL ED. TECHNOLOGY WORLD LANGUAGE	 	  
DATES		FACILITATOR(S)		
SEPTEMBER, 2023 – DECEMBER, 2023		SILVANA CARNICERO MARIELA SIRICA		

Natural Disaster Youth Summit 2024





Theme: Climate Change and Disaster Reduction, Mitigation, and Reconstruction

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.




Abnormal weather : Solve the problem by global collaboration and save our lives!

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH JAPANESE	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES		
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – SEPTEMBER 2024		KAZUKO OKAMOTO, MOTOKO HIROTA, PAVLE TVALIASHVILI, WIZAR PUTRI MELLARATNA, YOSHIE NAYA		

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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SCIENCE TECHNOLOGY	 	
DATES		FACILITATOR(S)		
AUGUST 15, 2023 – DECEMBER 31, 2023		IRAM SADIQ		



Origami

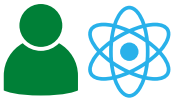

This is a project that provides children entertainment as they see the transformation of a sheet of paper to a three-dimensional object. It does not take much space, much money, or much time. It only requires a sheet of paper and the instructions on how to fold origami. The project also contributes to others and the planet. Through folding origami, children can learn a new way of playing with paper that fosters ingenuity, originality, imagination, patience, and concentrated power. They also learn concentration and patience and can make small gifts to please others. They learn how to fold an origami crane, a symbol of world peace.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH JAPANESE	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	MATHEMATICS		
DATES		FACILITATOR(S)		
APRIL 2023 – MARCH 2024		AYANA TANAKA		



Protectores en acción







El proyecto Protectores en acción pretende generar conciencia y un cambio de parte de los humanos sobre la tenencia responsable de animales domesticos 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 tambien 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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH SPANISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SCIENCE		
DATES		FACILITATOR(S)		
AUGUST 2023 – DECEMBER 2023		CRISTINA BOSIO FERRER, ROSI RIVAROLA (AUG – DEC)		
MARCH 2024 – JULY 2024		TBD (MARCH – JULY)		



Solar Cooking Project




Join the 21st Century Solar Cooking Movement! Become a chef using a solar cooker of your own design. By using only household items and a box, you can harness the sun's energy to heat up a tasty treat. You will learn about absorption, insulation, and the sun's energy. But why learn about solar cooking? When people join the solar cooking movement, they are: Helping people cook in the developing world, so decreasing instances of malnutrition, preventing deforestation and preventing pollution.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	MIDDLE (12-14)	LANGUAGE ARTS SCIENCE	 	   
DATES		FACILITATOR(S)		
AUGUST 2023 – JULY 2024		KATHY BOSIAK		

Special Place






Participants select one local spot that gives them a very special feeling and write a story about that spot. Use short stories with videos, digital photos or drawing to show us what your special place looks like. You may select any writing genre or write a poem to describe your special place, and share what is special about it for you. Is it a place where you prefer to be alone or with others? Create a word or picture so we can experience your special place. Decide what you can do to preserve the uniqueness of this place. Tell us what you did and whether there is anything you want others to do. If you are interested, you can also look for a partner and exchange postcards of special places with each other.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
CHINESE ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SOCIAL STUDIES	 	
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – JULY 2024		MARGARET CHEN DORIS TSUEY-LING WU		



Staying Healthy




This project enables students to develop a healthy lifestyle to keep their mind and body performing at their best. It enables students to develop a healthy life style by adapting good eating habits and exercise to help keep their mind and body performing at their best. Students will learn what a healthy diet is and explore relationship between diet and health. They will examine their eating habits to determine if they are getting the right foods to stay healthy. It is important for them to learn that a healthy body is not just about being fit for which food and exercise is a part, they need to develop a healthy mental and spiritual attitude for their physical well being.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14)	HEALTH & PHYS ED. SCIENCE SOCIAL STUDIES	 	
DATES		FACILITATOR(S)		
AUGUST 2023 – AUGUST 2024		ALEMA NASIM		



Taisho Koto



Taisho Koto, musical instrument was invented in Japan. It has more than 100 years 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 10 years have passed since we started the project in 2009 in Canada. We have actively participated in the iEARN conferences, and our project held the Kotolympic 2016 in Nigata in July 2016 and 2018. Now, we are planning to hold the Kotolympic 2022 in Niigata on July 24, 2022. In 2023, we will host musical events by using Zoom in July.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH JAPANESE	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SOCIAL STUDIES	 	
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – SEPTEMBER 2024		MOTOKO HIROTA YOSHIE NAYA		



Talking Kites in the Footsteps of J. Korczak



Students make kites to fly as a massive tribute dedicated to advancing cultural and social dialogue, a symbol of bridging the gap and understanding the “other.” This has 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. The program includes learning about Janusz Korczak, reading Korczak’s Declaration of Children’s Rights, and constructing, decorating and flying kites, with a quotation from Korczak. Each participant will be flying a kite with his or her thoughts, fears, dreams, and hopes on and around March 21 (spring equinox).

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH SPANISH ARABIC	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SOCIAL STUDIES SPECIAL ED.		
DATES		FACILITATOR(S)		
OCTOBER 2023 TO JULY 2024 (MARCH 21. 2024 KITES DAY)		RUTY HOTZEN		



The Earth Stewardship Project



The Earth Stewardship Project is a hands-on and project-based science educational initiative helping to foster the ability to be successful as citizens within a dynamic and progressive 21st century community of people. Students, collaborating in The Earth Stewardship Project, will investigate the impact that climate change has on local ecosystems and work to develop solutions to environmental problems by utilizing the means of scientific investigation to experiment, gather information and conduct research. The project will be administered in 4-sequential stages with each stage building and contributing toward a final product.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	MIDDLE (12-14)	MATHEMATICS SOCIAL STUDIES SCIENCE WORLD LANGUAGE		
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – MAY 2024		GREG REIVA		



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. Following the 2020 Tokyo Summer Games and 2022 Beijing Winter Games, join this project for the 2024 Paris Summer Games. The Olympics: July 26 - Aug 11, 2024. The Paralympics: Aug 28 - Sept 8, 2024. Participants learn about the Spirits and Values of the Olympics and Paralympics. They can also present works on well-being in Sports, Art, Music, or Sustainability. As in Tokyo 2020 and Beijing 2022, we will get together again before the opening of Paris 2024 to appreciate all student outcomes and presentations given live by middle/secondary school students. TOPA will potentially continue for the upcoming Games.



LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH FRENCH JAPANESE	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS WORLD LANGUAGE SPECIAL ED.		

DATES	FACILITATOR(S)
SEPTEMBER 2022 – DECEMBER 2024	MAYUMI TAKIZAWA



The Teddy Bear Project

Sharing cultures through a visiting soft toy. Through the exchange of a bear or other soft toy, students create journal entries to share with their partner class. The students write diary messages as if they are the visiting bear describing its experiences in the new culture. Some of the experiences included lessons learned in school, a visit home with each student, social events, meals and class activities. The student work is shared on a weekly basis with the partner class. Throughout the school year students are eager to find out what their bear is doing in the visiting country.



LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	LANGUAGE ARTS SOCIAL STUDIES TECHNOLOGY		

DATES	FACILITATOR(S)
AUGUST 2023 – AUGUST 2024	MARIA CONTE RASAGNYA PUPPALA



Un Mundo de Juegos




Jugar es el modo en el que conocemos el mundo desde que nacemos, es el lenguaje universal a través del cual podemos comunicarnos sin palabras, es el desarrollo del potencial creativo, imaginativo y artístico y es el momento en el que a través amos fronteras sin importar dónde estemos físicamente. Los grupos participantes de esta iniciativa, juegan a propuestas interculturales sugeridas por otros estudiantes del mundo y enseñan a jugar a sus juegos tradicionales a sus pares globales.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
SPANISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	MATHEMATICS SOCIAL STUDIES SCIENCE LANGUAGE ARTS		
DATES		FACILITATOR(S)		
FEBRERO 2023 – DICIEMBRE 2023		CRISTINA VELAZQUEZ		

Water is Life/Team Green International



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.




LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES	 	
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – JULY 2024		BOB CARTER VIRGINIA KING IEARN FRANCE GREG REIVA ROB KING		

We Create For You, World



The project aims at acknowledging student personal experiences, their perspectives on the present and the future, sharing student outlooks globally and creating the “Digital Visualisation”.

As the world around us comes into contact with obstacles and difficulties, it is important to hear and spread the opinions of young people in order to allow them to express their own personal experiences, and to grasp a better understanding of the present and the future. As a result, a digital platform will be set up to allow young people to share their own visual drawings, illustrated letters, dedications, hopes and aspirations, promises, their letters/ presents to the world, and other creative works. This platform will lead to the creation of a VIRTUAL LETTER/ BOOK dedicated to the world.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH, RUSSIAN, LITHUANIAN	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SOCIAL STUDIES, CREATIVE ARTS	 	
DATES		FACILITATOR(S)		
JUNE 1, 2020 – DECEMBER 31, 2023		GINTARE RAZULEVICIUTE		

Dreamline SEL



Join up with Dreamline this year to elevate your student's voices and connect them to others' on a deep level that engages empathy, agency, and belonging. Dreamline's new Dream Path SEL curriculum integrates Social-Emotional Learning skills along with the UN SDGs and gives students a direct connection with each others' shared dreams. Using art, words, and community building, Dreamline helps young people to find a dream they believe in – because that changes everything. Free Dream Path SEL digital subscription for all iEARN members.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	ART, CREATIVE & LANGUAGE ARTS		
DATES		FACILITATOR(S)		
SEPTEMBER 2023 – MAY 2024		DANIEL ARBOLEDA, JEFFREY HARLAN		

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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	PRIMARY(5-11) MIDDLE (12-14) SECONDARY (15-18)	SCIENCE, TECHNOLOGY, SOCIAL STUDIES		
DATES		FACILITATOR(S)		
SEPTEMBER 1, 2023 – AUGUST 31, 2024		WIWI ROSARIA		

Healing Gardens



This project aims to enable global students in grades 6-12 to explore and learn about common medicinal and culinary plants found in their hometown, while fostering a collaborative and meaningful learning experience with other classrooms. Throughout the academic year, students will work together in a cross-cultural setting, connecting with peers from different countries and backgrounds, and ultimately creating a collaborative culmination project.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	MIDDLE (12-14) SECONDARY (15-18)	SCIENCE,		

DATES

FACILITATOR(S)

SEPTEMBER 1, 2023 –
AUGUST 31, 2024

SustainaBEES



The project is being undertaken in order to raise environmental awareness of children (aged 7-13) as global citizens in line with SDGs 2,4,7,15 and 17. The project addresses environmental problems at local, national, and global levels through students' agency and innovation. Students conduct research on local geographic features of the home and project partner country (map, location, climate, etc.) in line with SDGs. Students collaborate in groups to identify local problems in line with SDG 2 and SDG 15. They do online research and go on field trips and meet with experts. They then ultimately take collaborative action on the issues they have examined.

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH	MIDDLE (12-14) PRIMARY(5-11)	CREATIVE ARTS, WORLD LANGUAGE, SCIENCE		

DATES

FACILITATOR(S)

SEPT 2023 – MAY 2024
(PHASE 1-5)

EKATERINA BOZDOGAN



Regional Projects

Regional projects are open to members who live in that area of the world.



3ESTACIONS



Estudiantes trabajan acerca del tema de las tres estaciones del año escolar en el hemisferio norte: otoño, invierno y primavera. 1 - Presentación del grupo 2 - Cómo cambia nuestro entorno durante el otoño 3 - Cómo cambia nuestro entorno durante el invierno 4 - Cómo cambia nuestro entorno durante la primavera: URL: <http://www.learn.cat>

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
CATALAN	PRIMARY (5-11)	ARTS LANGUAGE ARTS SCIENCE		
DATES		FACILITATOR(S)		
AUGUST 2023 – AUGUST 2024		MARGARITA GUINO ARIAS		

Bongoh



Juego de simulación, en el que los estudiantes recrean una aventura en las islas que forman el archipiélago Bongoh. 1- Presentación 2- Llegada a la isla 3- Descripción de la isla 4- Encuentro de los participantes 5- Regresamos a casa? URL: <http://www.learn.cat>



LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
CATALAN	PRIMARY (5-11)	SOCIAL STUDIES LANGUAGE ARTS SCIENCE		
DATES		FACILITATOR(S)		
AUGUST 2023 – AUGUST 2024		MARGARITA GUINO ARIAS		



Us ho expliquem

Proyecto en el que los estudiantes trabajan diversas tipologías textuales, a partir de situaciones de aprendizaje contextualizadas. 1- Presentación 2- Texto narrativo o argumentativo 3- Texto descriptivo o instructivo 4 - Entrevista.

URL: <http://www.learn.cat>

LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
CATALAN	PRIMARY (5-11)	SOCIAL STUDIES LANGUAGE ARTS		
DATES		FACILITATOR(S)		
AUGUST 2023 – AUGUST 2024		MARGARITA GUINO ARIAS		



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	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
SPANISH	POST-SECONDARY FUTURE TEACHERS	EDUCATION, PEDAGOGY, TEACHING, SOCIAL STUDIES	 	
DATES		FACILITATOR(S)		
SEPTIEMBRE 2023 – MAYO 2024		KRISTIN BROWN, LEIDA DE LA ROSA		



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.earn.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://taiwanearn.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.

iEARN Executive Council Members:

Natalia Cherednichenko, Ukraine
Stefanie Ortiz-Cidlik, United States
Anwar Abdulbaki, Qatar



Country Coordinators

Country Coordinators, 2023-2024

Country Name	Coordinator(s)	Email
Albania	Florian Bulica	florianbulica@hotmail.com
Algeria	Kheira Mezough	mezoughkheira@live.co.uk
Argentina	Adela Bini Cristina Bossio Rosy Aguila	adelabini@fundacionevolucion.org.ar crisbosioferrer@fundacionevolucion.org.ar rosyaguila@fundacionevolucion.org.ar
Armenia	Karine Durgaryan	karine@childlib.am
Australia	Teacher Management Team	iearnoz@iearn.org.au
Austria	Maria Bader	iearn.queenmary@gmail.com
Azerbaijan	Irada Samadova Ulker Kazimova	irada_sam@yahoo.com ulker.kazimova@gmail.com
Bangladesh	Wasi Mahmud Moni	wasi.mahmud2000@gmail.com
Belarus	Lyudmila Dementyeva	dem@unibel.by
Botswana	Tommie Hamaluba	tommiehams@gmail.com
Brazil	Julliana Costa	jullianacostac@gmail.com
Cameroon	Francois Donfack	donfackfr@yahoo.fr
Canada	Mali Bickley Jim Carleton	bickcons@rogers.com jcarleton@scdsb.on.ca
China	Huang Sihong	sihong.huang@qq.com

Country Coordinators, 2023-2024

Country Name	Coordinator(s)	Email
Chile	Fernando Tobar	tobarf@gmail.com
Colombia	Nury Penagos	nuestrasaveseum@gmail.com
Congo, the Democratic Republic of the	Didier Lungu	dikiendo2018@gmail.com
Costa Rica	Ana Maria González	anagonz@ice.co.cr
Côte d'Ivoire	Oscar Seka	iearncotedivoire@gmail.com
Dominican Republic	Leida De La Rosa	luseyda@hotmail.es leidarosa@gmail.com
Egypt	–	info@egypt-era.org
France	Annie Flore Vergne	cguerin86@gmail.com
Georgia	Pavle Tvaliashvili	pavletvali@gmail.com
Ghana	Agnes Asamoah-Duodu Ebenezer Malcolm	aasamoahduo@gmail.com malcolmgh@yahoo.com
Greece	Kostas Magos	magos@uth.gr
Guatemala	Carolina Salazar	licda.ruthsalazar@gmail.com
India	Sunita Bhagwat	bhagwat.sunita@gmail.com
Indonesia	Hasnah Gasim	hasnah.gasim@yahoo.com
Iran	Minoo Shamsnia Malihe Mohseni	shamsnia@gmail.com malmohseni@gmail.com

Country Coordinators, 2023-2024

Country Name	Coordinator(s)	Email
Iran (continued)	Mahnaz Tabrizi Zahra Ansari	mntz854@hotmail.com , zahra.ansari@gmail.com
Iraq	Bina Jalal	binabayan@gmail.com
Israel	Ruty Hotzen Gladys Monayer	eh2y42@gmail.com gladys_172@yahoo.com
Italy	Giuseppe Fortunati	fgiusepp@gmail.com
Japan	Ms. Yoshie Naya Ms. Tomoko Kurita Ms. Sayuri Hasegawa	yoshie.naya@gmail.com ktomoko@jearn.jp sayuri.h@jearn.jp
Jordan	Khitam Al-Utaibi	iearnjordan@aol.com k.hofah.utaibi@gmail.com
Kazakhstan	Talgat Nurlybayev	tnurlyb@gmail.com
Kenya	David Muya	muya@iearnkenya.org
Lebanon	Eliane Metni	emetni@ica.org.lb
Liberia	Leroy Beldeh	iearn.libfy@yahoo.com
Lithuania	Daina Valanciene	daina.valanciene@yahoo.com
Macedonia	Jove Jankulovski Mimoza Anastoska-Jankulovska	jove.jankulovski@yahoo.com jankmj2@yahoo.com
Malaysia	Zait Isa	zaitisa@gmail.com

Country Coordinators, 2023-2024

Country Name	Coordinator(s)	Email
Mali	Mahamadou Lamine Bagayoko	mlamine27@gmail.com
Mexico	Nuria de Alva	nuriadealva@gmail.com
Moldova	Olga Morozan	iearn.moldova.aice@gmail.com morozan.olga@gmail.com
Morocco	Mourad Benali	mbenali@mearn.org.ma
Nepal	Binita Parajuli	parajulibinita@gmail.com
Netherlands	Bob Hofman	bob@globalteenager.org
Niger	Abdou Adamou	
Orillas/Puerto Rico	Enid Figueroa Kristin Brown	orillas-support@igc.org
Pakistan	Farah Kamal	farahshafikamal@gmail.com
Palestine	Kahraman Arafa	kahraman_arafa@hotmail.com
Pangea	Toni Casserras	tonic@iearn.cat , iearn@iearn.cat
Paraguay	Sandra Cristina López	sclopezg_py@hotmail.com
Peru	Carlos Chiu	cchiu@colegiociencias.com
Poland	Marek Grzegorz Sawicki	miyankimitra@gmail.com

Country Coordinators, 2023-2024

Country Name	Coordinator(s)	Email
Qatar	Anwar Abdul Baki Rasmeya Al Jamali	iearn.qatar@eaa.org.qa raljamali@eaa.org.qa
Romania	Cornelia Platon	nelly_platon@yahoo.com nellyplaton27@gmail.com
Russia	Olga Prokhorenko	olgap1471@gmail.com
Rwanda	Benjamin Kuradusnege	bendusenge@gmail.com
Senegal	Salimata Sene	sallsenma@yahoo.fr
Serbia	Katarina Stanic	katarina.stanic72@gmail.com
Sierra Leone	Jane Peters	janeiearnsl@gmail.com
Slovakia	Katarina Pisutova	katka.gerber@gmail.com
Slovenia	N	tjasa.milijas@gmail.com darja.kramar@ostrnovo.si
South Africa	Omashani Naidoo	omashani@schoolnet.org.za
South Korea	Ms. Haejin Lim	imagine@l.or.kr
Sri Lanka	Lakshmi Attygalle	larttygalle@yahoo.com
Suriname	Dave Abeleven	dave.abeleven@gmail.com
Syria	Samah Al Jundi	lattakia2222@gmail.com mrs.esmael@gmail.com

Country Coordinators, 2023-2024

Country Name	Coordinator(s)	Email
Taiwan	Margaret Chen	margaret@taiwaniearn.org
Tajikistan	Firuz Baratov	bfiruzjon@gmail.com
Tanzania	Onesmo Ngowi	onesmongowi@hotmail.com ngowio@yahoo.com
Thailand	Sonthida Keyuravong Ladawan Lehmann	sonthidak@yahoo.com ladawan.lehmann@yahoo.com
The Gambia	Therese Mam Kangu Keita	tkeita@jokkolabs.co
Togo	Abotchi Yao	abotchiy@yahoo.fr
Trinidad and Tobago	Gia Gaspard Taylor	iearntrinidadntobago@yahoo.com
Tunisia	Héla Nafti	hela.nafti@yahoo.fr tearn.org@gmail.com
Turkey	Burcu Alar	burcualar@gmail.com
Uganda	Daniel Kakinda Allan Kakinda	dkakinda@yahoo.com akakinda@gmail.com
Ukraine	Natalya Cherednichenko	natachered@gmail.com
United Arab Emirates	Basma Musamih	basmamusamih3@gmail.com
United States	Stefanie Ortiz-Cidlik Melissa Rowker Nicole Weitzner	stefanie@us.iearn.org melissa@us.iearn.org nicole@us.iearn.org

Country Coordinators, 2023-2024

Country Name	Coordinator(s)	Email
Uruguay	Domingo Walter Borba Franco	domingo.borba@docente.ceibal.edu.uy
Yemen	Shaima Alraiyy	shaima.alraiyy@gmail.com
Zambia	Misheck Mutuzan	mutuzana@gmail.com iearnzambia@yahoo.com iearnzambial@gmail.com
Zimbabwe	Eliada Gudza	eliada@world-links-sar.co.zw



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