

**UNGDOMS**BYEN  
YOUTH TOWN

**ONLINE SCHOOL  
PARTNERSHIPS BETWEEN  
THE GLOBAL SOUTH  
AND NORTH**

**SUSTAINABILITY,  
CULTURAL EXCHANGE,  
AND GLOBAL EDUCATION**



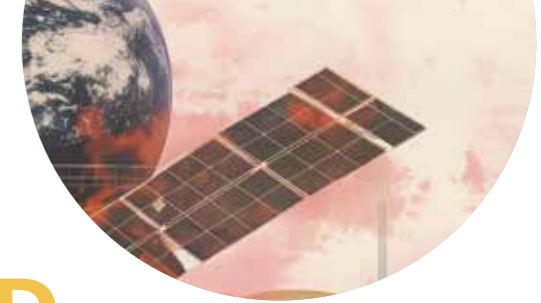
**unesco**

National Coordination  
Associated Schools  
Network

# CONTENTS



<b>FOREWORD</b>	<b>5</b>
<b>INTRODUCTION TO CONCEPTS</b>	<b>10</b>
Sustainability, the SDGs and Global Competence	10
Goal 11 – Sustainable Cities and Communities	12
<b>PHASE 1: ESSENTIAL PREPARATIONS FOR THE TEACHER</b>	<b>15</b>
Finding a Partner School	18
Teacher Collaboration – Preparation and Planning	19
Feedback Models	20
Preparing for Online Meetings – Technology and Working Methods	21
<b>PHASE 2: GETTING STARTED LOCALLY</b>	<b>25</b>
Building Relationships – Tips and Activities	26
Introduction to Sustainability and the Sustainable Development Goals – Tips and Activities	28
Successful Cross-Cultural Encounters – Tips and Activities	30
<b>PHASE 3: GETTING STARTED GLOBALLY – SOCIALLY</b>	<b>35</b>
Example from a First Online Meeting	37
Helpful Technical Tips for Online Meetings	38
<b>PHASE 4: GETTING STARTED GLOBALLY – VOCATIONALLY</b>	<b>41</b>
Design Process – What is a Sustainable Home?	42
Learner Examples: Solutions and Prototypes	46
Teacher Example: A South African Teacher’s Use of the Teacher’s Planning Tool	53
<b>MODELS</b>	<b>55</b>
The Sustainability Wheel and Sustainability Questions for Teaching	56
The Teacher’s Planning Tool	64
Partnership Plan	68



# FOREWORD

## DEAR TEACHER AND EDUCATIONAL LEADER

You are holding the inspirational material “Online School Partnerships between the Global South and North,” designed for teachers in primary, secondary and vocational education. The goal is to provide learners aged 12 to 20 with knowledge and engagement in global development. Traveling for physical meetings is costly for schools and has a significant impact on the climate. Therefore, the focus of this material is to establish a solid online collaboration between educators in the South and North, so learners can gain social and educational experiences that supports our shared global agenda.

This material aligns with the UN’s 17 Sustainable Development Goals (SDGs) and provides guidance on how you and your partner teacher can best collaborate online. The foundation is a shared partnership plan that includes cultural exchanges and learner contributions to discussions and solutions to educational, local, and global challenges.

We emphasize the importance of making online meetings technically functional and fostering genuine, meaningful youth-to-youth interactions. There is also space to practice cultural exchange. The personal dialogue — even through a screen — should help foster stronger connections and a deeper understanding that contributing to development in the Global South benefits the whole world.

This process is outlined in the inspirational material, which offers simple models to get started with. The material is available in both Danish and English and is based on a comprehensive pilot project in close collaboration with the Western Cape Education Department in South Africa, supported by the Danish Ministry of Foreign Affairs and the OpEn Fund for Information and Engagement. The pilot project involved four primary and vocational schools from Denmark and four from Cape Town, South Africa. All online partnerships were centered on the UN’s Goal 11, “Sustainable Cities and Communities.” The collaboration between the schools continues, and the Western Cape Education Department is eager to expand the partnership, aligning perfectly with the visions of the UNESCO ASP network.

We wish you the best of luck with your online partnerships. If this is your first time, you are in for an exciting experience. When everything comes together, it is incredibly meaningful and magical to connect with a like-minded colleague from another part of the world and witness the learners’ joy in realizing they are part of a global community.

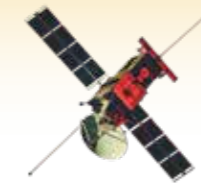
On behalf of Youth Town and everyone involved in the pilot project.

*Malene Rungvald Christensen,  
Head of Youth Town*



# LÆR LOKALT OG LEARN LOCALLY AND

# UDVEKSL GLOBALT EXCHANGE GLOBALLY



## PHASE 1 → PHASE 2 → PHASE 3 → PHASE 4

### THE TEACHER'S ESSENTIAL PREPARATIONS

- Educational Framework Ready
- Focus on Sustainability
- Partnership Plan Agreed

### GETTING STARTED LOCALLY

- Cultural Exchange and Sustainability Activities
- Video/Photos Shared

### GETTING STARTED GLOBALLY – SOCIALLY

- Social Exchange and Feedback

### GETTING STARTED GLOBALLY – VOCATIONALLY

- Educational Online Meetings
- Ideas/Prototypes
- Video/Photos Shared
- Constructive Feedback
- Evaluation and Next Step Agreements



# PROCESS MODEL FOR ONLINE SCHOOL PARTNERSHIPS

In the pilot project, we found that thorough planning has a significant impact on the success of global online partnerships between teachers and learners. The aim is to ensure the best possible outcomes to motivate both learners and teachers.

Therefore, we recommend that teachers dedicate ample time to jointly preparing for the learners' local online exchanges. These exchanges, while a relatively small part of the partnership, are nonetheless crucial. The process is divided into several phases with the goal of enabling learners to learn locally while exchanging feedback, knowledge, ideas, and experiences globally.

## THE MOTTO FOR THE ONLINE PARTNERSHIP IS: LEARN LOCALLY AND EXCHANGE GLOBALLY.

We have developed a four-phase process model to support the development of online partnerships between two teachers in different countries. Each phase is described in its own section and is based on the four phases of the process model.

Our process model is inspired by 'design processes,' where the key idea is that learners receive global feedback on what they learn and work on locally with their teacher. For example, this could involve developing sustainable solutions to vocational challenges, such as building local communities or making a construction project climate-resilient. Along the way, learners provide feedback to one another, allowing them to adjust their ideas or prototypes based on insights and suggestions from learners in the other country. Feedback can be given both online and off-line, but the most important aspect is that learners feel they benefit from meeting online.

Finally, learners complete presentations and solutions, which are shared in advance of the online meeting.

It is important to emphasize that well-structured online meetings with an educational focus also create opportunities for broader conversations about being young in general, covering topics like sports, music, friends, school, and lifestyle. Through collaboration and contact, both learners and their teachers gain valuable global awareness and education.

## THE PROCESS MODEL

The process model encompasses four phases with helpful advice and activities, which we will delve into further below.

### PHASE 1

#### THE TEACHER'S ESSENTIAL PREPARATIONS

Thorough preparation is crucial for the success of an online partnership. First, you need to identify a partner school and then agree on a common theme — for instance, a Sustainable Development Goal to collaborate on. In our pilot project, we chose SDG 11, "Sustainable Cities and Communities," which has useful targets.

Next, you'll develop the content ideas. Consider what you want to learn together and how focusing on the Sustainable Development Goals and their targets, as well as sustainability dimensions, can support the learning processes and contribute to a global understanding of why achieving these goals is so important.

As part of the preparations, teachers will plan their first online meeting together. This meeting will focus on exchanging proposals and ideas for the content of the collaboration. Based on this meeting, the teachers will agree on and complete a shared partnership plan (see the example on page 68).

Read more about this phase on page 15.

### PHASE 2

#### GETTING STARTED LOCALLY – PREPARATION AND ACTIVITIES WITH LEARNERS

Insights from the pilot project show that it is crucial to conduct a series of local activities with learners before they meet online with peers from their partner school and other cultures in English.

This preparation might focus on, for example, the living conditions of young people in the partner country. A good idea is to exchange photos or short videos and prepare questions in advance. At the same time, it is important to foster an understanding of sustainability, the Sustainable Development Goals, and cultural exchanges. In Phase 2, we describe various suggestions for effective activities with learners.

Read more about this phase on page 25.

### PHASE 3

#### GETTING STARTED GLOBALLY – SOCIALLY

In this phase, learners meet online globally for the first time. To ensure a successful meeting, it is crucial that technical aspects are prepared, checked, and tested, and that appropriate methods for meeting—either as a whole class or in smaller breakout groups—are selected. Whole-class online presentations require substantial equipment, while online breakout rooms need quiet spaces and possibly additional computers and rooms.

It's important to manage expectations in the partnership agreement regarding what can be achieved locally. At the same time, a clear and agreed-upon framework for the meeting must be established. A technical rehearsal, including sound and video checks, should be conducted. Additionally, it's important to prepare linguistically and be familiar with key terms and vocabulary.

Read more on page 35.

### PHASE 4

#### GETTING STARTED GLOBALLY – VOCATIONALLY

Based on the initial online meeting, teachers and learners are ready to collaborate on the chosen vocational theme. This section describes a design model that supports a solution-oriented approach. Following the first social interaction, learners prepare drafts of their solutions in the form of a physical product or prototype, which they will present online. Before the online meeting, learners share these proposals with each other via email, photos, and videos, and request specific feedback.

When learners meet online, they provide feedback to their partner school based on the requests. Subsequently, work continues locally, incorporating the feedback received. Teachers then arrange a new round of feedback and online meetings to discuss the final results.

Throughout the process, learners can maintain social contact, for example, through WhatsApp, which allows for sending larger files and continuing conversations. There is also the option to exchange drawings, ideas, and photos. At the end of the process, learners should celebrate their achievements in the online partnership.

Finally, teachers evaluate the process and ideally arrange a new partnership plan for the next period with new learners.

Read more on page 41.

# SUSTAINABILITY, THE SDGS AND GLOBAL COMPETENCE – INTRODUCTION TO CONCEPTS

When we collaborate across countries in school partnerships, we develop our global and interpersonal competencies, which are essential in a globalized world as we work towards a sustainable future. Concepts such as sustainability and global competence can be challenging to grasp—here is a brief introduction to these concepts.

## SUSTAINABILITY

Sustainable development is development that meets the present needs without compromising the ability of future generations to meet their own needs.”  
(Brundtland Report, *Our Common Future*, 1987).

## THE 17 SUSTAINABLE DEVELOPMENT GOALS

The 17 Goals were adopted by the United Nations in 2015 and cover a wide range of sustainability efforts, including quality education, climate and environment, health, security, equality, and poverty. In short, these 17 Goals are actionable targets aimed at ensuring a decent life for everyone—both now and for future generations.

## GLOBAL COMPETENCE

- The ability to investigate local, global, and inter-cultural issues.
- Understanding and appreciating others’ life perspectives.
- Engaging in open interactions with people from different cultures.
- Acting towards sustainable development for the collective good.  
(Iben Jensen)



## THREE DIMENSIONS OF SUSTAINABILITY

When discussing sustainability, it’s important to consider the social, economic, and environmental dimensions. In specific teaching contexts, you may choose to focus more on one dimension or another, depending on factors such as subject and age group. This approach is also applicable to the green global competence section later in this material. Similarly, you can choose to concentrate on one or more Sustainable Development Goals and their targets.

For economic sustainability, you might introduce learners to various business models or explore alternative uses of resources beyond profit, such as well-being and environmental impact.

For social sustainability, consider whether your language is inclusive, whether you maintain a global perspective, and how the learning environment affects your learners.

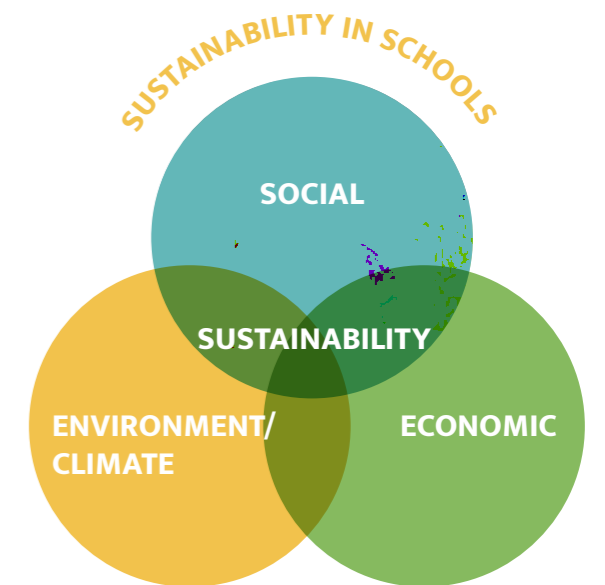
For environmental sustainability, you might evaluate choices of materials and consumption, and introduce learners to renewable energy sources and the environmental impact of materials.

Refer to the Teacher’s Planning Tool on page 64 and the sustainability questions on page 56 for inspiration on how to align your teaching with sustainability.

## “ WHAT THE TEACHER SAYS

We live in a world and look towards a future where sustainability must be learned in many respects. It is not always clear what constitutes sustainable behavior and policy, nor the consequences of over-using the planet’s resources. It can be challenging to understand this when living in a country where many things are easy, especially compared to the consequences faced in other countries due to climate change, social vulnerability, inequality, lack of educational opportunities, etc.

– Camilla Weidinger  
from Ølsted School



## “ WHAT THE TEACHER SAYS

“Learners should explore the opportunities in the world they live in and make the world their own. By enhancing learners’ global understanding of the connections and issues in the world, their perspective and curiosity about the responsibilities they must assume in their youth and adult lives are also increased.”

– Camilla Weidinger from  
Ølsted School



# SUSTAINABLE DEVELOPMENT GOAL 11

## – SUSTAINABLE CITIES AND COMMUNITIES




Sustainable Cities and Communities focuses on how to make future cities climate- and environmentally sustainable, safe, and inclusive. Today, more than half of the world's population lives in urban areas, and this figure is projected to rise to two-thirds by 2050. Therefore, SDG 11 is crucial for sustainable development on a global scale.

In the pilot project, partner schools focused on SDG 11 – Sustainable Cities and Communities, as many of us live in urban areas. Cities have extensive infrastructure, high population density compared to rural areas, waste management issues, and many other aspects where sustainable practices can make a significant impact. Urban living also intersects with social sustainability – are cities inclusive of all people, do they feel safe for minorities, and are they accessible for individuals with disabilities?

SDG 11 is a natural choice for online school partnerships because most people live in cities. However, you may also choose to focus on other goals, such as SDG 4 – Quality Education, which is also a valuable starting point.


Related to SDG 11, several targets and indicators are used to measure progress. Here is an overview of some of the targets that the partner schools in the pilot project have worked on:

### OVERVIEW OF SUSTAINABLE DEVELOPMENT GOAL 11, TARGETS, AND INDICATORS

TARGETS		EXAMPLES OF INDICATORS	
11.1. 	By 2030, everyone should have access to adequate and safe housing at an affordable price with access to basic services, and slum areas should be upgraded. Examine, for example, in relation to economic sustainability.	11.1.1.	Proportion of the urban population living in slum areas, informal settlements, or inadequate housing conditions.
11.3. 	By 2030, urban development must be made more inclusive and sustainable, and the capacity for participatory, integrated, and sustainable housing planning and management in all countries must be strengthened. Examine, for example, in relation to social or economic sustainability.	11.3.1.	Relationship between land consumption rate (LCR) and population growth.
11.7. 	By 2030, universal access to safe, inclusive, accessible, green, and public spaces must be provided, especially for women and children, older persons, and persons with disabilities. Examine, for example, in relation to social or climate/environmental sustainability	11.7.1.	The average share of built-up areas in cities that is openly accessible for public use for all, disaggregated by gender, age, and disability status.



### FIND MORE INSPIRATION FOR TEACHING ABOUT THE SUSTAINABLE DEVELOPMENT GOALS AND SUSTAINABILITY HERE:

GLOBAL GOALS:  
verdensmaalene.dk 

 WORLD LESSON  
verdensmaal.org/verdenstimen

   
WORLD'S LARGEST LESSON:  
worldslargestlesson.globalgoals.org  
The UNESCO school network: Unesco-asp.dk



A photograph of a wall with a handwritten quote in black marker. The word 'Education' is written in large, colorful letters (green, blue, purple, pink, green, black). The quote is 'Education is the most powerful weapon we can use to change the world'. The word 'WORLD' is written in large, colorful letters (pink, green, blue, black). There are several colorful handprints in green, blue, purple, and red scattered around the text. The wall is a light brown color. There are some geometric shapes overlaid on the image: a large green triangle on the left and a green rectangle at the bottom right.

Education is  
the most powerful weapon we  
can use to change the  
WORLD

- NELSON MANDELA

**PHASE 1**

# The Teacher's Essential Preparations

In Phase 1, the focus is on initiating the collaboration and preparation between teachers, as this forms a crucial foundation for establishing successful online school partnerships.

“  
Good teacher collaboration is key to making international learner partnerships work well.”

– Camilla Weidinger from Ølsted School

## Finding a Partner School

If the school does not already have contacts with a potential partner school, UNESCO's Associated Schools Project Network (Asp-net) offers excellent support. This network includes 11,500 schools and educational institutions across 182 countries, all focusing on global citizenship and sustainable development. Each country has a national coordinator who maintains contact with schools within that country. On UNESCO's website, you can find a list of these national coordinators, including the Danish coordinator, whom you are welcome to contact:



## TEACHER COLLABORATION – PREPARATION AND PLANNING

Arrange an initial online meeting via platforms such as Zoom or Teams with the involved teachers, without learners, where you can get to know each other and cover the following:

### Preparation for Teacher Collaboration

- Which Sustainable Development Goals (SDGs) and/or targets will you base your partnership on? You can also choose different targets as you go.
- How much have you already worked with the SDGs and sustainability? What is your baseline?
- Will you work on a project-based approach around a common theme, or will you assign specific tasks to the learners and share the results with each other?
- How will you evaluate and adjust?
- What should you consider regarding the different academic calendars and holiday periods of the schools? Classes often end at different times of the year, and exam periods and holidays may also be staggered. This means you might have specific time windows for collaboration. Also, consider any potential time zone differences.

### Preparation for Learner Collaboration

- What are your expectations for the learners? How much of their work will be conducted online versus in-person?
- How frequently will you meet with the learners, and which platform will you use?
- Who will schedule the meetings, create the agenda, and facilitate them?
- How should the learners work between meetings?
- How will you address differences in levels, working styles, and language skills among the learners?
- How will you ensure all learners benefit from the partnership and meetings?
- How will the learners provide feedback to each other? Refer to our models on page 20.

Fill out a  
partnership plan  
together

see the template  
on page 68.

## GOOD ADVICE FROM THE TEACHERS AT LINDBJERGSKOLEN:

- It's a good idea to create an annual plan for online meetings with the partner school, but also be prepared for changes, as technical challenges can arise.
- It's advantageous for the project if teachers hold online planning meetings rather than only communicating via e-mail. It's important for teachers to get to know each other as well.
- Agree in advance on who will set up and moderate the online meetings, both between teachers and with learners. It's a good idea to include a check-in. Also, have a clear agenda for the online meeting.
- To ensure everyone has a chance to speak, it's helpful to have parts of the online meeting with learners in breakout rooms. This can be useful for presentations or discussing various issues.
- Learners quickly find each other on social media. It's a positive aspect of the partnership if the contact continues beyond the shared project. Teachers in the pilot project have used WhatsApp, e-mail, and Zoom.
- Have a backup plan for the lessons in case online contact cannot be established on the day for any reason.
- Additionally, patience is important. There will be unforeseen challenges along the way, but together, you will find a solution.

*See practical examples from the schools' collaboration and get inspiration for your own teaching from page 41 onwards.*

## FEEDBACK MODELS

Feedback can be used to enhance the projects learners are working on in school partnerships and improve their learning outcomes.

Whenever feedback is to be given, it's beneficial to first agree on what specifically will be addressed in the feedback—ideally, what the recipients themselves want feedback on. Agree on the ground rules in advance or follow a particular model to ensure that the feedback does not come across as criticism or superficial praise but as constructive input. Below are two simple models for feedback.



**KEEP**  
WHAT WAS GOOD  
AND SHOULD BE  
KEPT?



**ADD**  
WHAT SHOULD  
THERE BE MORE  
OF?



**DROP**  
WHAT CAN BE  
LEFT OUT?

## COMPASSION

Have empathy for the recipient and consider how and when you give your feedback.

## SPECIFIC

Make your feedback as specific as possible regarding actions/products rather than focusing on the person or behavior.

## AFFIRMATIVE

Give praise for the specific aspects that you think are working well.

## CONSTRUCTIVE

Frame the feedback in a way that provides actionable advice the recipient can use directly.

## PREPARATION FOR ONLINE MEETINGS – TECHNOLOGY AND WORK METHODS

Technology is crucial for ensuring that pedagogical online collaboration works effectively. Here are recommendations for both essential and desirable aspects of technical setup and pedagogical work methods.

Online meetings should be experienced as positive and engaging for everyone involved. A friendly letter with a class photo and learners' names is more enjoyable to receive than simply meeting online without any context. Keep such introductions brief to maintain learners' enthusiasm. Online meetings in smaller groups with face-to-face interaction are most effective. When cross-cultural meetings between learners succeed, it is truly magical!

### EQUIPMENT: BASIC PACKAGE

**External microphones** that can be connected to PCs – a great idea as it significantly improves sound quality.

**Good Internet connection** – possibly with a dongle as a backup.

**PCs**

**External cameras or webcams**

### ADDITIONAL EQUIPMENT

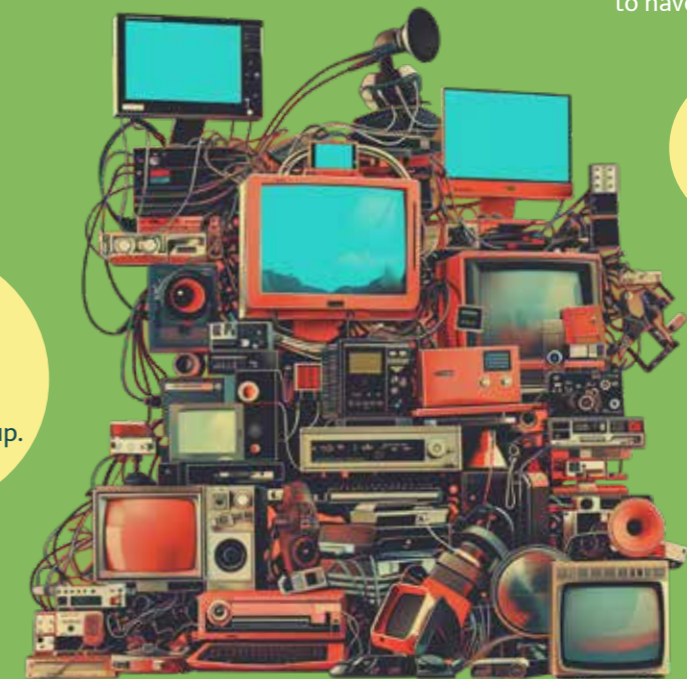
Additional equipment that is nice to have but not essential.

**Extra laptop PCs**

**Projector or larger screen**

**Speakers**

**Phones with Internet access as backup (learners' own)**



### PREPARE ONLINE MEETING: TECHNICAL AND PEDAGOGICAL

- Agree on a detailed script with your partner.
- Always conduct a technical rehearsal with the school's IT person and partner without learners.
- Advocate for better data availability in the Global South to ensure smooth online meetings.
- Prioritize good audio quality. Assist partners in the Global South with obtaining a good microphone if needed.
- Never stream videos live; send them in advance via WeTransfer.
- Reserve additional rooms for learner meetings in breakout sessions to ensure privacy and focus.
- Create dedicated workstations and workshops. Refer to the section on working methods for more details. Offer both physical and online activities simultaneously if space is limited. Consider sending some activities outdoors.
- Allocate plenty of time for online meetings.
- Assign roles to learners: IT specialist, English-speaking host, timekeeper, and practical organizer.
- Develop a Plan B for scenarios such as power outages or screen flickering.
- Plan B – provide learners with engaging tasks that support the lesson.
- Create brief guides for Teams, Zoom, Breakout Rooms, and WhatsApp for both partners and learners.

**Your thorough preparation will be well worth it. When everything comes together, you can look forward to enriching and inspirational cultural exchanges between learners and teachers across North and South, despite the thousands of kilometers of physical distance.**



## REMEMBER GLOBAL TIME DIFFERENCES

South Africa has 'spring break' before the autumn holidays in Denmark and experiences winter when Denmark is in summer. Additionally, South Africa starts the school year in January, while Denmark begins in August. Therefore, be mindful of differing school start dates, holidays, time zones, and seasons depending on which country you are collaborating with.



**Summer season**  
(summer holidays in July)

**Winter Season**  
(summer holidays around Christmas)



## CHOOSING PLATFORMS

- **Zoom or Teams:**  
Zoom and Teams are excellent platforms for meetings—most schools have access to one or the other. Choose a platform that allows learners to also make video calls in smaller groups or pairs.
- **WhatsApp:**  
WhatsApp is useful for initial contact between learners and for ongoing, informal communication once the partnership is underway. It can also be used for communication between teachers, as it is often easier to send large images and videos via WhatsApp than by e-mail. Additionally, WhatsApp can serve as a backup for video calls if there are issues with your computers or Internet connection.
- **Parental consent and GDPR:**  
Ensure that you obtain parental consent if learners under 18 will be using WhatsApp on their personal phones.
- **Social media:**  
Learners quickly connect with each other on social media, such as Snapchat. Make sure to discuss appropriate behavior with them.



## CHOOSING WORKING METHODS

### SMALLER GROUPS OR ONE-TO-ONE:

As much as possible, plan to hold online meetings with learners in smaller groups, where they can make video calls directly to each other or use breakout rooms. It's important to test what is feasible regarding noise levels and how many rooms you have available. Consider whether you, as teachers, will create breakout rooms during the meetings and assign learners to groups, or if learners will call each other in groups or one-to-one. Test everything beforehand to avoid wasting time on these setups during the actual online meetings.

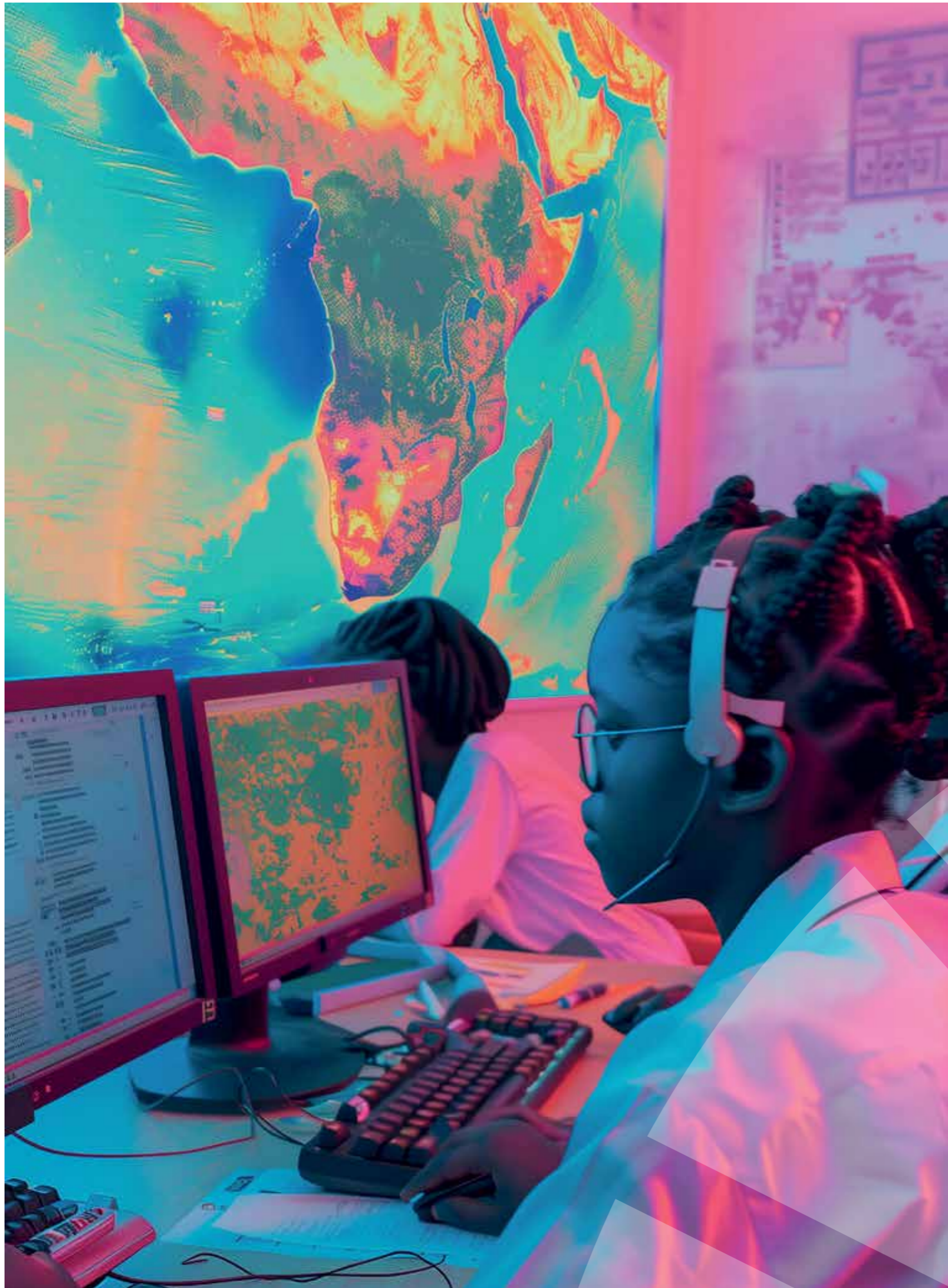
### PLenary MEETINGS:

If you are meeting in a plenary format, where all learners on each side of the connection are gathered together, it works best if you have external speakers, a camera, and a projector/large screen that you can connect. Using only the built-in speakers and microphone of a PC rarely works well for large groups, as you need to be very close to speak and it's difficult for a large group to hear what's being said on the other end. While it can be nice to briefly meet at the start of a meeting and wave to each other, presentations and longer exchanges are not optimal in a plenary setting.

### ONLINE VS. PHYSICAL:

Some learners benefit greatly from the online meeting itself, while others may struggle to concentrate and face linguistic barriers. They may get more out of working on physical tasks part of the time—for example, you could start with a brief online session and then send some learners to work on tasks while others continue the discussion and exchange online. The learners' level of English may also influence this, so consider it when forming groups.

# PHASE 2





## GETTING STARTED LOCALLY – PREPARATION AND ACTIVITIES WITH LEARNERS

Before your online meeting with the partner school, it's a good idea to use phase 2 to learn about each other's countries through reading and films, and to discuss cultural exchanges and the Sustainable Development Goals. It's also important to allow time for learners to get to know each other and their different daily lives. Here, you can find more ideas on how to prepare for online collaboration with learners.

### BUILDING CONNECTIONS – TIPS AND ACTIVITIES

- Have learners create informal video introductions of themselves using their phones.
- Set up a WhatsApp group with your partner school (if consent is given) to exchange pictures and videos.
- Ask learners to prepare mini-interview guides to help them get to know each other and make the exchange fun – some learners might find it easier with prepared questions.
- For non-native English speakers, practice speaking English, to help them feel more confident.
- Discuss language use and forms of address – many countries have different politeness phrases for starting conversations. In your partner school's country, you might use more formal language in a school context or different forms of address for teachers. Prepare for this so learners avoid causing offense or appearing rude.



“

#### WHAT THE TEACHER SAYS:

It is important to allocate time for learners to get to know each other. Before the first online meeting, the learners had made presentation videos. It worked well that the learners could recognize each other, and it helped ease their nerves.

– Sune Jensen from Lindbjergskolen

”

#### ACTIVITY

#### GET TO KNOW EACH OTHER ICE-BREAKER

**Purpose:** To help learners reflect on what they might have in common with learners from the partner school, what they are curious about, and to prepare for the first online meeting.

**Materials:** None

**Time:** 20-30 minutes

**Activity:**

1. Learners pair up and use statements designed to help them learn about the partner school during the first online meeting.
2. Each statement should be answerable with a “yes” or “no” (stand up for “yes” and remain seated for “no”).
3. Translate the statements into English and prepare them for use in the first online meeting.

**Examples:**

- I am a learner.
  - I like listening to music.
  - I like watching movies with my friends.
  - I love food.
  - I know something about sustainability.
  - I can stand on one leg.
  - I'm looking forward to our collaboration and online meetings
- Collaboration and online meetings



watch our short  
film about social  
relations here

“

#### WHAT THE TEACHER SAYS

Before the online meetings, the learners watched videos about the Sustainable Development Goals and discussed the significance of sustainable cities and communities. In English class, they learned about the history and cultures of South Africa. We also had discussions about which topics the learners wanted to explore in the upcoming online meetings. Finally, the learners created videos introducing themselves, our school, and our local community, which we sent to our partner school.

– Betina Moesby from Lindberg School

”

# INTRODUCTION TO SUSTAINABILITY AND THE SDGS

## – TIPS AND ACTIVITIES

### Tips for Classroom Preparation:

- Discuss and familiarize yourselves with sustainability, the SDGs, and cultural exchanges through exercises, reading, and watching films. Check other sections of this booklet for useful tips and links.
- Create video presentations about your school and local community. Highlight aspects related to social, economic, and environmental sustainability. Are there specific initiatives or areas for improvement?
- Practice English for presentations and technical terms related to sustainability that learners might not be familiar with. Create your own glossary or list of terms.

### ACTIVITY:

#### CHAIN ACTIVITY

**Purpose:** To create a sense of connection and articulate future aspirations.

**Materials:** None

**Time:** 15 minutes

#### Activity:

- One learner starts by stating something they like or dream about for the future (e.g., “I dream of having a fun job,” “I want to travel,” or “I enjoy going to school”).
- If another learner relates to the statement, they go up to the first learner and hold their hand.
- The second learner then makes a new statement in the same style, a second learner follows up with a new statement, and another learner joins in, taking the hands of both the first and second learners.
- Continue this process until all learners are holding hands.
- The teacher then completes the chain by holding hands with the two last learners and forming a circle.

#### Debrief:

Emphasize that we always have something in common and often share similar dreams for the future. This is true for young people in other parts of the world as well. Despite facing different challenges, we are all connected. We are all global citizens. The SDGs highlight this and can inspire ways to work towards a better future for everyone.

### ACTIVITY:

#### INTRODUCTION TO THE SDGS AND SUSTAINABILITY

**Purpose:** To gain knowledge of the SDGs and sustainability in an engaging way.

**Materials:** None

**Time:** 20 minutes

#### Activity:

- Read the following statements about sustainability aloud. Learners should stand if they can answer “yes” to the statements and remain seated otherwise. Ask questions about their answers where relevant.
- I have heard of sustainability before.
- I have tried shopping in a second-hand store.
- I have sorted my waste.
- I think about turning off the lights when I leave a room.
- I sometimes eat vegetarian
- I consider not offending others with my words.

#### Debrief:

- Explain that the SDGs address both major global challenges, such as ending poverty, and more immediate concerns, such as ensuring that there is room for everyone at school and that everyone is treated equally. We all have a responsibility to care for the planet and each other, and to do our best for future generations, even though it can be challenging to grasp.
- Short films about the SDGs, with references available on page 13.



### ACTIVITY:

#### OUR DREAM CITY

**Purpose:** To get acquainted with Sustainable Development Goal 11 and stimulate thoughts about what each learner’s dream city looks like and which ideas learners have in common.

**Materials:** Large paper/flip-chart, markers

**Time:** 30 minutes.

#### Activity:

##### Visualization Exercise:

- Have the learners sit, preferably in a circle, with their eyes closed.
- Explain that they will take a journey through their dream city by listening to the following prompts:
- Close your eyes and imagine your dream city. Look around—what do you see?
- What buildings are there and what do they look like?
- Try to walk around the buildings—what do you notice?
- Are there communal areas? What do they look like?
- What are the people in your city doing?

##### Drawing and Sharing:

- Have the learners open their eyes again.
- Place a large sheet of paper/flip-chart and some markers in the center of the circle with the heading “Our Dream City.”
- Ask the learners to draw or write a few keywords about what they imagined during the exercise.

- Ask the learners to draw or write a few keywords about what they imagined during the exercise.
- Hang the collective drawing where everyone can see it and share their dreams.

#### Discussion:

- Read the keywords from the drawing and point out any similarities if learners have drawn or written about the same things.
- Encourage learners to contribute their thoughts and discuss their visions of the dream city.

#### Debrief:

**Show and Explain:** Present and show films about Sustainable Development Goal 11. Explain to the learners that they can play a role in shaping urban spaces in various ways.

**Extended Activities:** As a bonus, continue the dream city exercise in different subjects. For instance:

- Draw or construct your dream city using recycled materials or LEGO.
- Create a photo collage.
- Write a letter to your local council with suggestions for improving your city.

**Find Inspiration:** Check page 13 for more teaching inspiration about the Sustainable Development Goals.



# GOOD CULTURAL ENCOUNTERS

## – TIPS AND ACTIVITIES

When you meet with your partner schools, you'll find that you have a lot in common. However, you may also discover differences in how things are done. When we come together as people with diverse cultural backgrounds, it's important to be open and curious about both similarities and differences, and to approach each other with respect as global citizens. Here are some tips on how to foster positive cultural encounters.

WHAT THE TEACHER SAYS:

It's better to experience other cultures than to read about them.

**Cultural preconceptions** are the simplified understandings we have of others with whom we don't share immediate cultural connections. By being curious and investigative, we can make our preconceptions more nuanced. We often tend to idealize our own cultural self-understanding if we are not mindful of it.

– Iben Jensen

### GOOD ADVICE FOR TEACHERS AND LEARNERS:

- Be curious and open-minded.
- Be aware of your own preconceptions, privileges, and self-understandings—one can often idealize one's own culture and simplify others.
- Learn about your partner school's country's history to understand if certain words or concepts might be offensive due to historical or other contexts.
- Familiarize yourself with your own country's history in relation to the Global South/North—there may be power dynamics worth noting.
- Pay attention to your language—do you frequently use generalizations, stereotypes, negatively charged words, or divide into 'us and them'?
- Be mindful of words that might be offensive or inappropriate. For instance, is swearing acceptable, what forms of address will you use, and which politeness phrases are important to note? There can be significant differences in formality between countries, and it's unfortunate if good intentions are overshadowed by seeming impolite or overly direct. For example, in Denmark, learners do not address their teachers as Mr. and Mrs., as is common in many other parts of the world.

WHAT THE TEACHER SAYS:

Inter-cultural understanding is prepared through knowledge of the country you are collaborating with, and an awareness that norms, values, and perceptions of language use can differ. It is important to learn how to discuss sensitive topics with respect and sensitivity. Learners should understand that the world is not one-dimensional but nuanced, and they need to accommodate other young people's perspectives, just as they should be accommodated themselves. Principles such as neutrality, humanity, and kindness should be seen as foundational for diverse dialogue and encounters with the unfamiliar.

– Camilla Weidinger from Ølsted School

### A REAL-WORLD EXAMPLE:

"During an online meeting, the learners discussed their interests, including the music they listen to. One of our learners mentioned a rapper who uses the n-word in their lyrics. The South African learners asked about this, leading to a very good discussion. It made our learners reflect on the music they listen to. While it's impossible to completely avoid 'small cultural clashes,' it's important to prepare learners and teach them to be curious about each other" – a teacher from Denmark.

In this example, a shared interest in music led to a discussion about language use, which is valuable to address before meeting to prepare the learners. Even though learners have good intentions and are generally curious, they will have different backgrounds and understandings of what might be offensive and why. Therefore, have a thorough discussion with learners about words we use without thinking, how words can have multiple meanings or consequences, and how words can be linked to historical contexts and thus be received differently depending on the context and country.



### ACTIVITY:

#### WHAT IS CULTURE?

**Purpose:** To demonstrate how the concept of culture is complex and encompasses many different aspects. By understanding the concept of culture more broadly, one can more easily avoid stereotyping. This exercise stimulates learners' thoughts about culture and works best for secondary school and post-secondary education.

**Materials:** None  
**Time:** 20 minutes

#### Activity:

Mark a fictional line on the floor, with one side representing "Agree" and the other side representing "Disagree." When a statement is read aloud, learners move to either the "Agree" side or the "Disagree" side. After each statement, ask questions to understand their responses.

First, explain to learners that culture can encompass many things and there is no single correct or incorrect definition. The exercise aims to actively stimulate their thoughts about culture.

#### Statements (adjust based on age group):

- Culture is what I inherit from my parents.
- Culture is the same as nationality.
- Culture is an inner core.
- Culture is music, art, and theatre.
- Culture is something that can change.
- Culture is something we do and create together.
- Feel free to add more statements as needed.

#### Debrief:

Explain that culture was once seen as a fixed inner core, but today it is understood as comprising many elements: our actions and the ways we interact with others, which can lead to change. While we are still influenced by traditions, family, nationality, and norms, it is helpful to view culture as a more fluid and complex concept. This perspective helps avoid assuming that everyone from a particular country shares the same traits.



Watch our short video about cultural encounters from our pilot project here:



## ACTIVITY:

### MY CULTURAL CLOAK

**Purpose:** To become aware of how our perspectives are shaped by various factors and to understand that it is important to show empathy if others react differently from oneself.

**Materials:** A4 paper, pencils

**Time:** 30 minutes

#### Activity:

- **Drawing the Outline:** Draw a simple outline of a person wearing a cloak on the board. Learners should replicate this outline on their A4 paper, ensuring it fills most of the page.
- **Explanation:** Explain that our cultural identity is made up of many elements and evolves as we meet different people, participate in various contexts, and have different experiences.
- **Filling in the Cloak:** Learners will now fill in their drawing with keywords that describe people, experiences, places, and things that have shaped who they are today. The words should be as specific as possible.
- **Examples of Keywords:** My family, Hinduism, Aarhus, dance, my class, trip to Spain, the time I was bullied, etc.

#### Debrief:

Explain that the elements that have shaped us will always influence how we perceive the world and interact with others. You could think of it as an invisible cultural cloak that we all wear. This cloak can be added to, have a corner removed, or get some stains over time.

It's something everyone has, and it's not a negative thing, but it's useful to be aware of. This awareness can help us understand why we react the way we do or why others might respond or think differently in a given situation.

Encourage some of the learners to share what they have written on their drawings.



## ACTIVITY:

### THE BIAS BOX

**Purpose:** To highlight the cultural biases and preconceptions that we all have.

**Materials:** Pictures of various people, a box, paper, pencils. Examples of people: Anusha Samia Saddiq (a skilled panna player) or Johan Olsen (musician and researcher).

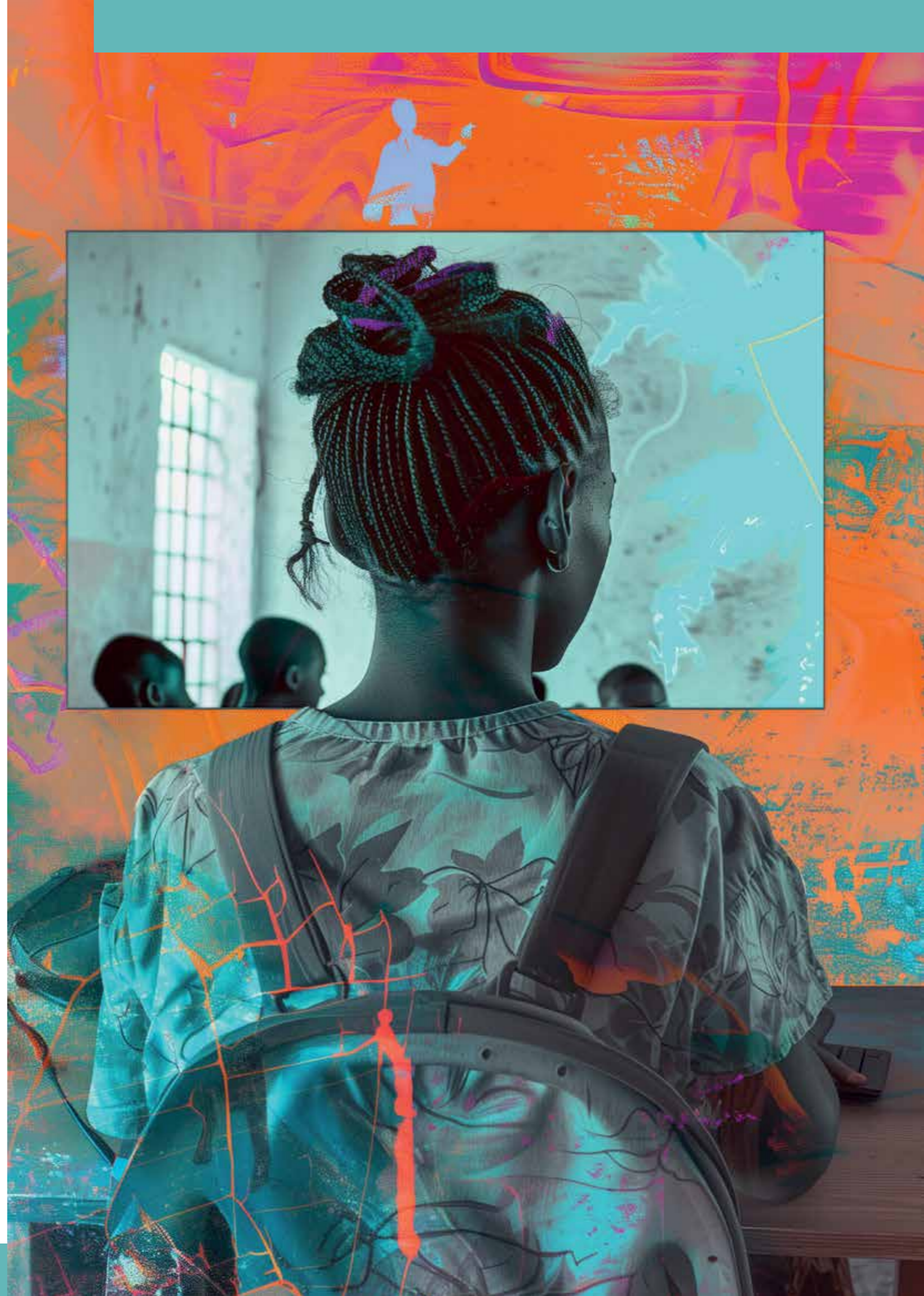
**Time:** 30 minutes.

#### Activity:

- Show a few pictures of people with different physical appearances. Learners anonymously write on slips of paper what they think about the person—what they believe the person does for a living, what they might enjoy, etc. You can also use yourself as an example.
- Collect the slips in the box and read them aloud. Follow up with a discussion about why learners wrote what they did and what it was about the images that influenced their thoughts.
- Share information about the individuals in the photos—for example, the girl with the headscarf dreams of becoming a world champion in the street football game Panna, and the man with the black eye makeup is also a researcher at the University of Copenhagen.
- Ask learners if they were surprised by the information and if they have ever experienced being judged by others. Discuss what that meant to them and whether they would have preferred to be met differently.

#### Debrief:

Explain that everyone has biases and preconceptions—these help us make sense of the world by categorizing and grouping things to some extent, otherwise, everything can become overwhelming. However, it's important to be aware of these biases and challenge ourselves by staying curious.



♦ IT TAKES BOTH  
SUN + RAIN  
FOR A FLOWER  
TO GROW. ♦

# PHASE 3

174  
RD



## GETTING STARTED GLOBALLY – SOCIALLY



After the preparations between teachers and with the learners locally, it's time for the first online meeting in phase 3. It's a good idea to allocate plenty of time for learners to get to know each other.

You might start with a brief whole-group meeting (see our recommendations on page 23). If you have the right equipment, you could try the joint activity described on page 27.

Next, in smaller groups, allow learners to engage in ice-breakers, interview each other, play music for each other, ask questions about each other's introductory videos that were sent beforehand, or simply chat about their daily lives and experiences as young people.

It might be helpful for some learners to have something practical and tangible to focus on during the meeting—such as a specific task, an object, or prepared questions—since not all learners can maintain a longer online conversation without something to refer to.

At first, some learners might be shy or reserved, and there may be technical challenges. Therefore, allocate plenty of time and maintain a flexible agenda.



### WHAT THE TEACHER SAYS:

“With online school partnerships, you bring the world into the classroom. Through interactions with other young people, learners gain insights into both the world and themselves. The teaching becomes relevant, learners use foreign languages in an authentic context, and through cultural encounters, they develop important inter-cultural skills. It is so important for learners to have authentic cultural exchanges. With the possibility of online meetings, this has become much easier.”

– Betina Moesby from Lindbjergskolen



### WHAT THE LEARNERS SAY:

“When we go online, the world opens up. We can see other cultures and meet other young people.”



## EXAMPLE FROM A FIRST ONLINE MEETING

At two of the partner schools in the pilot project, they first had a short joint session during the first online meeting. After that, some of the learners went into breakout rooms in smaller groups, where they discussed topics such as language use in cultural encounters and life as a young person in Denmark and South Africa. Other learners participated in the plenary session to greet the partner school and then took part in physical activities in workshops. In these workshops, held both in Denmark and South Africa, learners created posters with wishes for a better future and world or wrote stories that they later shared with the partner school.

## GOOD TECHNICAL ADVICE FOR ONLINE MEETINGS:

### COMMON TO ALL ONLINE MEETINGS:

- Conduct a rehearsal and test the technology with the learners.
- Charge all computers in advance. Ensure you have control over power, cables, etc.

### GOOD TECHNICAL ADVICE FOR ONLINE MEETINGS IN PLENARY:

- If you start with a plenary session, it is best to connect an external camera to capture the group or position a PC at a good distance so that all learners can be seen on screen. Project or display the partner school's side on a projector or screen.
- Also use an external microphone and speaker to avoid having to gather everyone close to one PC to speak—alternatively, you can designate one person to lead the conversation.

### GOOD TECHNICAL ADVICE FOR ONLINE MEETINGS IN BREAKOUT ROOMS OR SMALLER GROUPS:

- Keep presentations very brief, limit them to small groups, and send them to each other in advance so you have visual aids in case of connection issues. This also helps with potential language barriers.
- Remind learners to speak slowly and clearly to ensure they can be easily heard on the other end.
- Assign roles in advance—who will be the timekeeper, who will monitor the plan, who will manage the technology and script?
- Use multiple rooms if possible when sending learners into smaller groups or breakout rooms. Otherwise, have groups go online in shifts and schedule meetings over several days.
- Keep groups small so that everyone can participate more easily. Consider other factors related to group formation, which you can read more about on page 23.



WATCH OUR  
SHORT VIDEO  
ON ONLINE  
TECHNIQUES  
HERE:



“

WHAT THE LEARNERS SAY:

It is truly an eyeopener to be a part of an online partnership.

”

“

We quickly found that it worked best if we set up the meetings on Zoom. There were a few times when we had to cancel meetings because our partner school didn't have power. For the first online meeting, we wanted to do a virtual tour of our school. We did a rehearsal so that learners could feel confident using the technology, check our network, ensure we could keep to the schedule, etc. We recorded the rehearsal so learners could watch themselves and we could provide feedback to each other. We discovered, among other things, that it doesn't work to talk to the camera while moving around, and that it's important to prepare what you want to say and show.

”

– Sune Jensen from Lindbjergskolen

WHAT THE TEACHER SAYS:





**PHASE 4**



# GETTING STARTED GLOBALLY – VOCATIONALLY

In Phase 4, the focus is on how teachers and learners can learn locally while exchanging knowledge, experiences, and providing feedback to the partner school globally.

Phase 4 builds upon Phases 1-3, where in Phase 1, the teachers from the partner schools focused on preparation and establishing the collaboration. In Phase 2, they engaged the learners locally by training them in social and sustainable cultural interactions through relevant exercises. In Phase 3, they had their first online contact with learners from the partner school.

The initial social meetings initiate collaboration on the chosen Sustainable Development Goals (SDGs) and prepare learners for The initial social meetings kickstart collaboration on the chosen Sustainable Development Goals (SDGs) and prepare learners for educational exchange and feedback on a shared challenge in Phase 4 of the process model. exchange and feedback on a shared challenge in the process model's Phase 4.



## LEARN LOCALLY – EXCHANGE GLOBALLY

In the pilot project, schools have had good experiences using a design-inspired approach where learners work to solve a local challenge based on Sustainable Development Goal 11, and then exchange their solutions with learners from another country globally.

Learners ask questions and receive feedback on their solutions or prototypes, which they then test and refine. They present their final solutions via video or in a pitch with photos beforehand. They meet online to discuss their solutions. Presenting something to each other online in real time can be challenging.

## WE SOLVE GLOBAL CHALLENGES TOGETHER

When focusing on shared problems and Sustainable Development Goals, such as Goal 11, learners come to realize that we face many common human challenges that we can learn about and solve together. This approach educates both teachers and learners in 'global education'.

## DESIGN PROCESS: WHAT IS A SUSTAINABLE HOME?

The following describes how learners can go through a design-inspired process.

Afterward, examples are provided of what learners in the pilot project chose to investigate locally and exchange globally.

In this design process example, the teachers decided to focus on positively supporting Sustainable Development Goal 11 – Sustainable Cities and Communities, Target 11.1.

### SUSTAINABLE DEVELOPMENT GOAL 11.1:

**By 2030, ensure access for all to adequate, safe, and affordable housing and basic services, and upgrade slum settlements.**

The Framework was to investigate sustainable building solutions for two-room homes (Tiny Houses).

Learners formulated questions based on the three dimensions of sustainability and the overarching problem statement: How can we find sustainable solutions that contribute to Goal 11.1?

- How can we create safe and secure housing for residents? (*the social dimension*)
- How can we make housing economically affordable? (*the economic dimension*)
- How can we build homes that emit less CO2? (*the climate-oriented dimension*)

### By the time Phase 4 began, learners and teachers had already completed Phases 1-3 of the process:

Learners had sent presentation videos of themselves and their schools to their partner school learners. Online meetings and technology had been tested and planned, learner groups formed, and online meeting dates agreed upon. Learners had participated in a social online meeting in groups, getting to know each other by asking about their videos and general youth life.



### STEP 1 – Design Process: Presentation of a Common Challenge

<p><b>A.</b> Teachers in each country introduce the common challenge. In this example – housing shortages and target 11.1:</p> <p>“By 2030, everyone must have access to adequate, safe, and affordable housing.”</p>	<p>Teachers and learners show photos and discuss:</p> <p>Daily challenges in informal settlements and for economically disadvantaged housing seekers, including:</p> <ul style="list-style-type: none"> <li>• Climate-unfit housing (e.g. flooding)</li> <li>• Limited access to clean water</li> <li>• Waste management issues</li> <li>• Lack of electricity and lighting</li> <li>• Shortage of housing/shelters for young people</li> <li>• Unsafe housing in high-crime areas</li> </ul>
---	---

### STEP 2 – Design Process Locally: Brainstorming, Research, and Preparation of Presentations

<p><b>A.</b> Learners investigate the challenges in a brainstorming session, relating them to the three dimensions of sustainability.</p> <p><b>B.</b> Learners find relevant global and specific goals related to the challenge.</p> <p><b>C.</b> Based on their research, learners prepare a presentation of their initial proposals.</p>	<p>Environmental sustainability: For example, lack of sanitation, cold and heat in homes, waste management. Climate adaptation and emissions. Economic sustainability for residents and builders. Social sustainability: Safe housing and opportunities for community around the home.</p> <p>Learners investigate which global goals address challenges in informal settlements and housing shortages. For example:</p> <p>Goal 1 – No poverty          Goal 3 – Good health and well-being          Goal 6 – Clean water and sanitation          Goal 7 – Affordable and clean energy          Goal 9 – Industry, innovation, and infrastructure          Goal 10 – Reduced inequalities          Goal 14 – Life below water</p> <p>The presentation can be a video, photos, letters, drawings, or a physical or digital model.</p>
---	---

### STEP 3 – Global Design Process: LEARNERS RECEIVE ONLINE FEEDBACK ON PRESENTATIONS

<p><b>A.</b> Schools exchange presentations before the online meetings</p> <p><b>B.</b> Teachers plan an online script for learner feedback</p> <p><b>C.</b> Learners meet online and give each other feedback</p>	<p>Presentations are sent in advance so that learners at the partner school can prepare for online feedback.</p> <p>Teachers hold a separate online meeting to agree on and prepare the online format for learner feedback.</p> <p><b>Read more about feedback on page 20.</b></p> <p>Decisions are made regarding the use of tools such as WhatsApp and e-mail or physical letters and packages.</p> <p>Feedback is given in groups of three in breakout rooms.</p> <p>Groups meet in turn for 15 minutes each. Learners have previously agreed on roles: host with feedback questions, timekeeper, IT/computer manager.</p> <p><b>Read more about technical preparations on page 21.</b></p> <p>Based on the prepared questions, everyone receives feedback on their ideas, which is briefly discussed.</p> <p>The educational exchange also opens up a more personal peer-to-peer discussion about topics relevant to learners’ lives and their experiences with housing and cities.</p>
--	---

### STEP 4 – Local Design Process: Adjusting Ideas and Production Based on Feedback

<p><b>A.</b> Based on the feedback, the learners investigate what they want to change locally in their idea, product, or prototypes.</p> <p><b>B.</b> The learners create an improved prototype, idea, or product.</p> <p><b>C.</b> The learners decide what they want feedback on for the next online meeting.</p> <p><b>D.</b> The learners send updated solutions to the online collaboration group along with the questions they want feedback on.</p>	<p>The learners investigate potential sustainable solutions. They can explore ideas, materials, and technologies that promote Target 11.1 on sustainable housing.</p> <p>Examples of products and prototypes include:</p> <ul style="list-style-type: none"> <li>• Use of reclaimed wood, bamboo, fast-growing plants, fire-resistant and insulating panels, plastic, and recycled glass.</li> <li>• Small solar panels or wind turbines.</li> <li>• Rainwater collection and vegetable cultivation.</li> </ul> <p>The learners assess their solutions with sustainable arguments related to:</p> <ul style="list-style-type: none"> <li>• Economic affordability.</li> <li>• Durability and adaptability.</li> <li>• Climate and environmental impact.</li> <li>• Safety for residents.</li> </ul> <p>The learners conduct a practical test/evaluation of the proposed solutions, such as AUTOCAD designs of sustainable housing types or testing the performance of materials. The goal is to identify potential challenges and refine the solutions concerning Target 11.1.</p>
--	--

### STEP 5 – Global Design Process: Final Presentation of End Product

<p><b>A.</b> Online meeting between learner groups, celebrating and recognizing proposed solutions, and concluding the process</p>	<p>The final product is shared and celebrated with the partner school as a:</p> <ul style="list-style-type: none"> <li>• Pitch with photos</li> <li>• A short video</li> <li>• Podcast</li> <li>• PowerPoint</li> </ul>
--	---

### STEP 6 – TEACHERS AFTER THE PROCESS: Evaluation and Planning of Next Steps

<p><b>A.</b> Evaluate the partnership plan. What worked?</p> <p><b>B.</b> Agreements on the collaboration continue – next steps?</p> <p><b>C.</b> Develop or improve the partnership plan.</p>	<p>Create an overview of what went well and what can be improved.</p> <p><b>Refer to the partnership plan on page 68.</b></p> <p><b>Review phase 1 for planning the next online partnership.</b></p> <p>Choose a new common challenge.</p>
--	--



# EXAMPLES OF LEARNERS' SOLUTIONS AND PROTOTYPES

## LEARNER EXAMPLE: INSULATION WITH SAND BAGS IN SOUTH AFRICA

In the pilot project, a learner group from Princeton Technical High School in South Africa worked on a prototype called "A Sandbag House."



Insulation with sandbags, Princeton Technical High School.

### Learners' presentation at the online meeting:

Cleo Arendsen and Sedick Salie from Princeton Technical High School researched the use of easily accessible sustainable materials for building a two-room home.

They presented "A Sandbag House" at an online meeting to learners in the Basic Course 2 carpentry program at ZBC in Ringsted.

The house is primarily constructed with sacks made from jute, filled with sand or soil. It is readily available and more cost-effective compared to traditional brick or concrete constructions.

The learners then received feedback questions based on Target 11.1 and argued that the method is:

### ECONOMICALLY SUSTAINABLE, BECAUSE:

- Sandbags are cheaper than bricks or concrete.
- The largest expense for the resident is purchasing the bags, which supports economic circular consumption. The bags can be reused.

- The solution is easy to construct, as it does not require access to heavy machinery. The construction process can be carried out by the residents themselves. The solution is economically affordable.

### SOCIALLY SUSTAINABLE, BECAUSE:

- Sandbags provide good insulation and indoor climate, contributing to the well-being of the resident.
- Sandbags reduce the need for heating when it's cold and keep the interior cool when the weather is hot. They are safe materials in natural disasters such as earthquakes and floods. The bags are flexible and can adapt to ground shifts.

### CLIMATE AND ENVIRONMENTALLY SUSTAINABLE, BECAUSE:

- Sandbags are readily available materials.
- They are biodegradable.
- They are energy-efficient.
- The thick walls provide good insulation.

A LEARNER SAYS:

“

After our online meeting with Princeton Technical High School, we were inspired to explore how we could use more sustainable materials ourselves. We started by using wood fiber for insulation because it's more CO2-friendly than fiberglass. The house itself is made of wood, as it's one of the most environmentally friendly materials available. For the roof, we're using roofing felt made with 25% recycled content to make it more climate-friendly. We also plan to install a small solar panel with two lamps to provide some free light for the resident in an eco-friendly way

“



ZBC investigates the use of sustainable building materials.

## LEARNER EXAMPLE: SUSTAINABLE WOODEN HOUSE IN DENMARK

Learners from the Basic Course 2 at the ZBC vocational school in Ringsted, Denmark, explored which biological building materials they could use for a small house with a greenhouse during their online collaboration on sustainable housing. They sent video clips to their partner school, Princeton, detailing the sustainable materials they planned to use in Denmark. The videos were, of course, in English.

## LEARNER EXAMPLE

### DESIGN OF SUSTAINABLE BRICKS IN SOUTH AFRICA

At Proteus Technical High School, learners Likhona Wol-sak and Kyle Jansen set out to design a more sustainable brick alternative to traditional fired bricks. Their goal was to test the use of recycled, waste, and bio-based materials to create a new brick that would be as strong as conventional ones.

#### Learners' Research Phase:

The learners experimented with various mixtures in four molds:

- Sawdust, sand, and cement
- Sawdust, sand, casting ash, and lime cement
- Sawdust, sand, cement, and small stones
- Plastic melted and mixed with casting ash

After drying, they found that the mixture of sawdust, sand, casting ash, and lime cement worked best.

#### Learners' Presentation at the Online Meeting:

The learners defended their choice of sustainable brick in relation to Target 11.1. They argued that the brick is:

#### Climate Sustainable, Because:

- Sawdust is a bio-based material that captures CO<sub>2</sub>.

#### Economically Circular Sustainable, Because:

- Casting ash strengthens the brick and is a waste product that is being recycled.

#### Feedback on Online Meeting About the New Brick's Strength:

The learners were challenged to demonstrate whether their new sustainable brick was as strong as a traditional brick.

#### Learners' Testing Phase After Feedback:

The learners tested and compared the strength of the sustainable brick with that of a traditional brick. They burned and subjected the brick to various stresses. In the end, they were able to prove that the new brick had the same strength under all conditions.

#### Online Meeting About the Strength of the Sustainable Brick:

Based on the feedback, the learners argued for their choice of the sustainable brick:

#### The new brick remains the most sustainable because:

- **Environmentally:** It is as strong as a traditional brick.
- **Climate-wise:** It emits less CO<sub>2</sub> due to the use of recycled materials.
- **Economically:** It is cheaper to transport because it is lighter.
- **Socially and Economically:** It is very practical. Residents can screw directly into the brick, as it contains sawdust and reclaimed wood.



## LEARNER EXAMPLE

### NEW SUSTAINABLE BUILDING MATERIALS IN DENMARK

Learners from FGU Hovedstaden investigated and presented examples of new sustainable building materials to learners at Proteus Technical High school in Cape Town.

The learners received samples of various sustainable building materials, which they examined, felt, and discussed in relation to target 11.1.

They were asked to prepare an online presentation of the products for their South African partner school.

FGU learners were to:

- Describe how the product looks, how it feels, or any other distinguishing features.
- Explain what the material can be used for.
- Discuss why it is a sustainable building material in relation to target 11.1.
- Identify which climate-damaging building materials the product can replace.



## LEARNER EXAMPLE:

### SUSTAINABLE MATERIALS IN DENMARK

WHAT THE MATERIAL IS USED FOR:	CHOOSING SUSTAINABLE CONSTRUCTION MATERIALS	HOW SUSTAINABLE CONSTRUCTION MATERIALS ARE PRODUCED
<p><b>FOR INSULATION:</b> Insulation can be made from:</p> <ol style="list-style-type: none"> <li><b>1. Stones and minerals</b> that are melted at very high temperatures into fibers that can be collected into boards. This is known as glass wool or rock wool. It emits CO<sub>2</sub> due to the heating process at 1200 degrees Celsius.</li> <li><b>2. Biological materials</b> such as grass, straw, or wood fibers. These biological materials store the CO<sub>2</sub> that plants have absorbed during their growth.</li> </ol>	<p><b>GRASS INSULATION</b></p> 	<p>Grass is collected locally from parks and green spaces. The liquid from the grass fibers is extracted. The fibers are then dried and pressed into boards. The liquid released during drying can be used for bio-gas, which powers the process.</p> <p>The production of <b>glass wool</b> emits 3.07 kg of CO<sub>2</sub> per cubic meter. The production of <b>rock wool</b> emits 16.48 kg of CO<sub>2</sub> per cubic meter. The production of <b>grass insulation</b> stores 36.2 kg of CO<sub>2</sub> per cubic meter.</p>
<p><b>FOR TILES:</b> Tiles can be produced from clay, which is ground into granules and mixed with water. The powdered clay is then placed into molds, pressed under high pressure, and fired in kilns at high temperatures. Tiles that are produced sustainably consist of 85% recycled granite and 15% biologically cultivated limestone.</p>	<p><b>BIO-BASED TILE</b></p> 	<p>With new technology, nature is mimicked. The tiles grow in a manner similar to a coral reef. They grow at room temperature, resulting in a low CO<sub>2</sub> footprint. Natural bacteria are used, along with 85% recycled granite and 15% biologically produced limestone.</p>
<p><b>FOR INTERIOR CLADDING ON CEILINGS AND WALLS:</b> For interior cladding on ceilings and walls, you can use panels made of mineral wool, glass wool, or rock wool, which are produced from glass and stone heated to very high temperatures. Alternatively, hemp panels can be used indoors to provide good acoustics or as cladding. Hemp panels are a biological product.</p>	<p><b>HEMP ACOUSTIC PANEL</b></p> 	<p>Hemp is a fast-growing plant with very strong natural fibers. It can be harvested multiple times a year. The panels contribute to a healthy indoor climate, as they are moisture-regulating, have insulating properties, and are resistant to mold and pests.</p>

## LEARNER EXAMPLE: SUSTAINABLE COMMUNITIES

Two of the pilot project's partner schools – Hector Peterson, an upper secondary school in Western Cape, and the senior classes at Lindbjergskolen in Herning, Denmark – focused on the theme of sustainable communities.

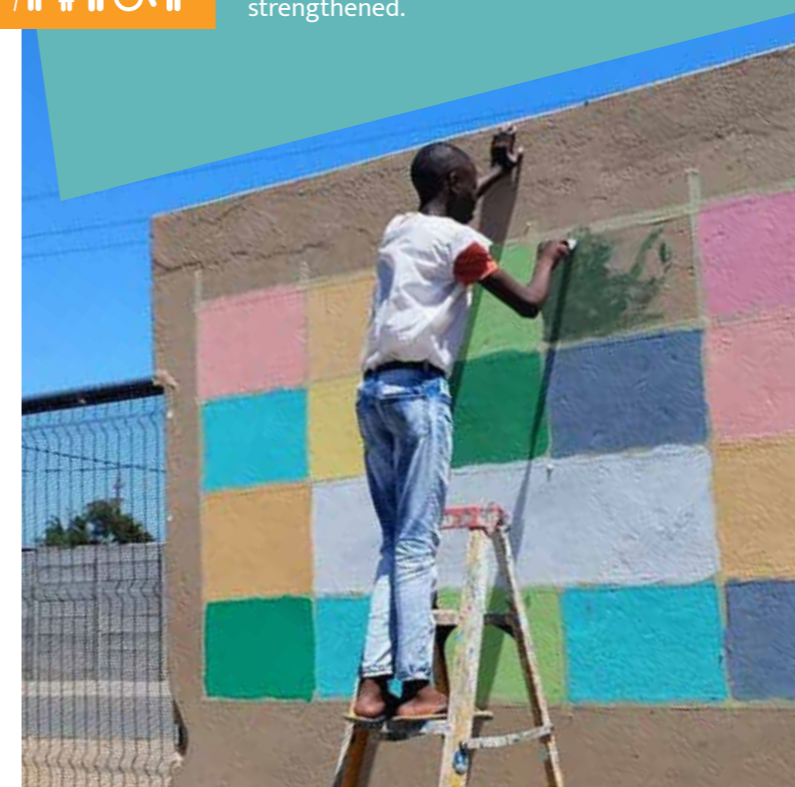
Here, the learners discussed how they could create more sustainable environments for communities within the school and local area. The learners chose to investigate how to better support Target 11.3 and Target 11.7.

**11.7.** By 2030, ensure universal access to safe, inclusive, accessible, green, and public spaces, especially for women and children, for older persons, and for persons with disabilities.

How can you create frameworks for socially sustainable communities among learners?



**11.3.** By 2030, urban development must become more inclusive and sustainable, and the capacity for participatory, integrated, and sustainable housing planning and management in all countries must be strengthened.



The learners explored what a socially sustainable local community does to support communities. Teachers and learners from Lindbjergskolen in Denmark went on a bike tour in their local area to spot inclusive and engaging initiatives. Afterwards, the learners were tasked with creating an idea or product based on the theme, and among other things, they produced podcasts focusing on loneliness and friendships, which they sent to their partner school.



At Hector Peterson, the learners chose to make the SDGs visible to everyone at the school by painting them on a wall in the schoolyard. Following this, learners and teachers designed ideas and products for socially sustainable environments at the school, inspired by their Danish partner school. The creative South African learners worked together in groups to develop effective peer-to-peer solutions.

Learners Painting the SDGs at Hector Peterson

### LEARNER EXAMPLE:

#### PLAY STRENGTHENS SUSTAINABLE CITIZENSHIP

The Danish primary school Ølsted School and the South African primary school Sid G. Rule in Western Cape focused on social sustainability with play at the center. Play is a universal activity that can build strong communities: internally within schools, in local communities, and globally through online school partnerships.

The educational goal was to help young people in uncertain environments develop as citizens through play. It's harder to harm someone you've played well with.

The learners developed various games based on the challenge: Invent a (socially sustainable) game that children, teenagers, and adults can play anywhere in the world.



### TEACHER EXAMPLE:

#### INVITING FRAMEWORKS FOR COMMUNITIES

**Teacher Oswald Leander from Proteus Technical High school, South Africa, says:**

*"I teach construction-related subjects. After examining all 17 Sustainable Development Goals, it seemed natural to focus on Goal 11: Sustainable Cities and Communities in relation to my subjects. Cities are overcrowded, there's a housing shortage, and space is limited. These may seem like huge problems, but we chose to start locally—at the learners' own school."*

*The school district where I work faces significant issues with group formation. The groups are very diverse, both in terms of culture and social status, and they don't communicate with one another. There's a need for young people to meet and talk outside the classroom. We should let them use their knowledge and skills from construction subjects to build frameworks for communities. Let them plant flowers, fruit trees, and vegetables in the schoolyard. Allow them to build furniture—new chairs and tables; we can even cast the furniture in concrete. Let them paint and turn these into their meeting places. If they work on this together, there's hope they'll see the benefits of interacting across groups."*

*We want to develop such a project over the coming years, starting with 9th grade. The knowledge they gain from the construction process will be useful in technology subjects when they reach 11th grade."*

**Teacher Ismail Meyer from Princeton Technical High School, South Africa, says:**

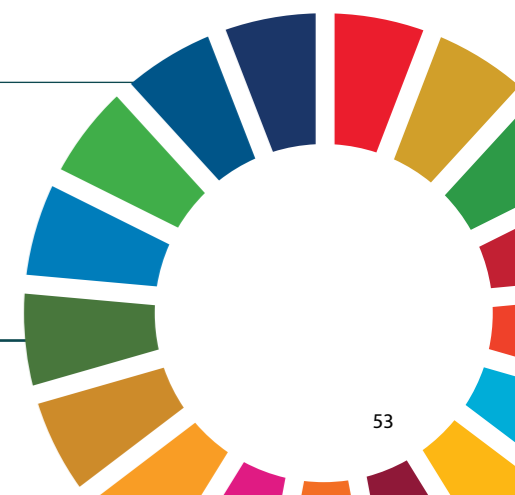
*"As a starting point, the school has planned a project for 9th grade. The goal is to make cement pots. The learners will design and produce the pots themselves. They'll create molds from leftover plastic and other waste materials for casting the pots. The pots need to be inexpensive to produce so that learners can later make and sell them. Once the pots are made, herbs and flowers will be planted in them to create aesthetically pleasing and engaging spaces at the school, fostering a sense of ownership among the learners."*

### TEACHER EXAMPLE:

#### A SOUTH AFRICAN TEACHER'S USE OF THE TEACHER'S PLANNING TOOL

Leacher Ismail Meyer from Princeton Technical High school was inspired by the Teacher's Planning Tool (see page 64). Mr. Meyer developed a series of activities related to a selection of the 17 UN Sustainable Development Goals in his own model, as shown here:

ACTIVITY	Making plant pots with cement.	GLOBAL GOALS
TARGET GROUP	Grade 9, Age 13 / 14	
PURPOSE OF ACTIVITY	Design and make inexpensive plant pots For term 4 market	8.3 Entrepreneurship
PRODUCT / OUTCOME	To make pots for small plants and herbs Less water and better health	15.1 Conservation of fresh water ecosystems 3. Well Being
TIME	Plus/minus 4 to 6 hours for a class Size of 40 learners	
IT AND ONLINE MEDIA	Laptop, projector, pointer	
MATERIALS	Plastic containers, bottles, coffee cups	12.5 Recycling
PREPARATIONS	Learners collect containers, rinse and bring to school. Teachers explain and demonstrate.  Use video clips. Show how to mix and cast into molds. 10 learners at a time repeat. Teacher lends help and assist learners	
LEARNER INTERACTION	Learners ask questions. Run short. Not mixing enough. Exited working on their own. Enjoy working on this project. Strip the mould after 3 days. Always hand out marking rubric prior.	Effective Learning 5.1 environment 4.9
TEACHER CO-OPERATION SOUTH AFRICA AND DENMARK	Happy to share and discuss with my colleagues in Denmark	
DOS AND DON'TS PROS AND CONS	Marking rubrics should be ready prior. Be cautious when working with big classes, must have an assistant. Kids love working with hands. Those feeling that they were not successful can be given extended opportunity.	





**MODELS**

The sustainability questions, along with the process wheel, form a process tool that you can use to make your existing or new activities more sustainable. Use it in your own practice and preferably with others. Because when we act together, the results improve.

## SUSTAINABILITY QUESTIONS – MAKE YOUR ACTIVITIES MORE SUSTAINABLE

On the following pages, we have formulated sustainability dimensions as a series of practical questions for educational and learning activities. Answer the sustainability questions and use them to adjust your activities to make them more sustainable. The sustainability questions, along with the process wheel, show how the Sustainable Development Goals are interconnected and how each goal

has social, economic, and environmental dimensions—something that is easy to overlook.

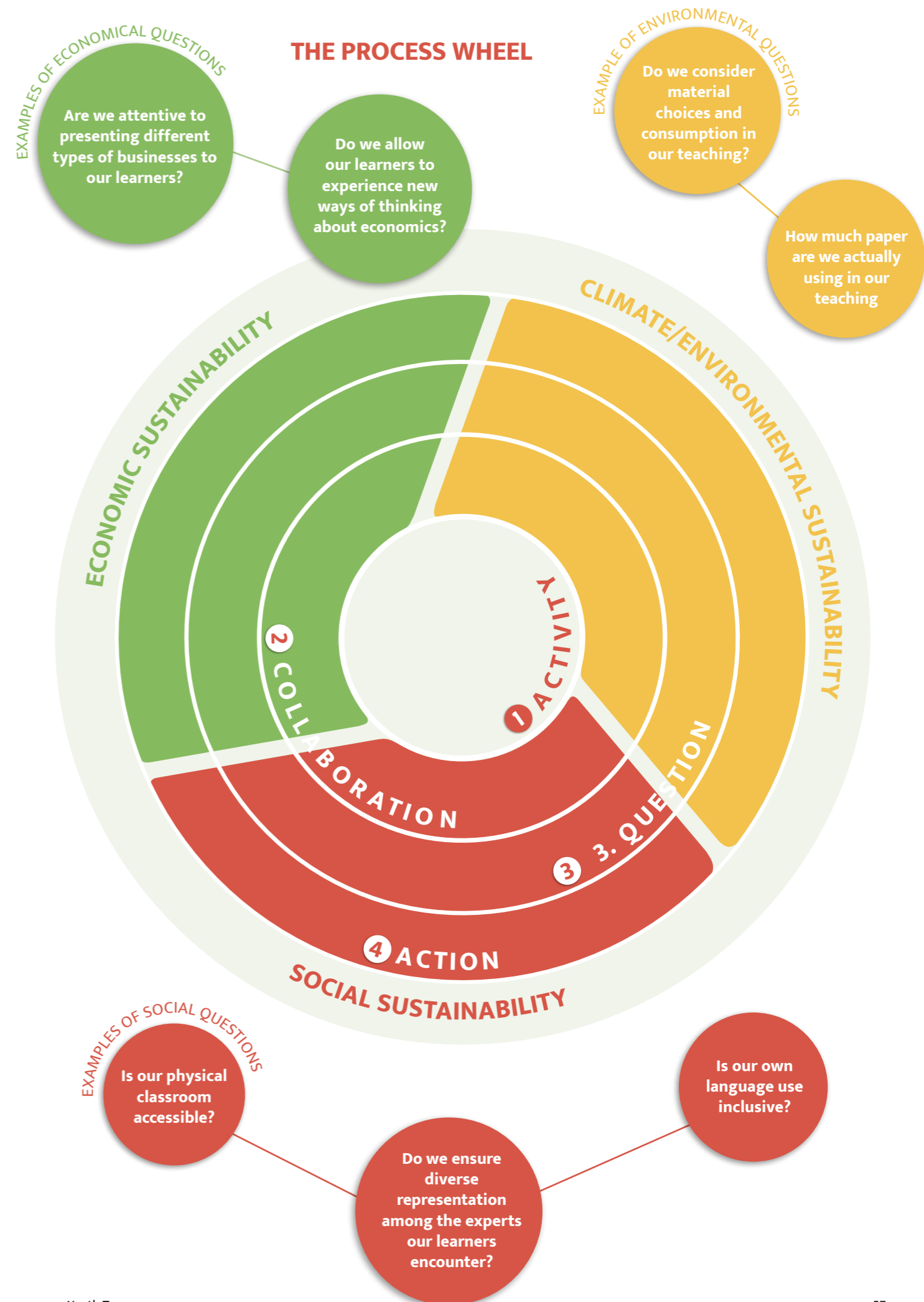
Develop your sustainability mindset: Follow the process, use the questions, and enhance the sustainability of your educational and learning activities.

### PROCESS

- 1 Choose an educational or training activity.
- 2 Find someone to collaborate with.
- 3 Adjust the activity using sustainability questions.
- 4 Try it out in practice.

### EXAMPLE OF A PROCESS:

1. I will work on an introductory module about the school's code of conduct in the Basic Course 1.
2. I will collaborate with the school's main subject teachers.
3. We will focus on the sustainability question: "Are we ensuring broad representation in our visual materials?"
4. Our team will review the PowerPoint and presentations to identify stereotypical images, such as male bricklayers and female healthcare assistants. We will replace these with images that represent diversity and inclusion.






# SUSTAINABILITY QUESTIONS










– *guiding*

Here are some questions to help you adjust your teaching and events. You can use these questions alongside the process wheel. They will assess whether your activities are economically and socially sustainable and consider environmental and climate impacts. If you can answer positively, you're on the right track towards contributing to the UN's Sustainable Development Goals. If not, adjustments are needed. Often, you'll need to prioritize between dimensions within

your current constraints. This process encourages reflection, the development of viewpoints, and knowledge about what changes are necessary to achieve the goals by 2030. Maybe you have good questions of your own?

The 17 UN Sustainable Development Goals require action from all sectors of society to create a more sustainable world.



ECONOMIC SUSTAINABILITY		
QUESTION	EXPLANATION/EXAMPLES	SDG TARGETS
Can we plan the teaching, or parts of it, with a circular economic mindset?	For example, can we create a local supply chain at the school and within the community that provides materials and manages waste? Can we involve colleagues and/or other stakeholders in this process?	17.17. 
Do we require our learners to consider diversity in their economic evaluations, such as in a business case?	For example, do we assign a task where learners must compare establishing a business with new machinery versus using second-hand equipment?	12.6. 
Do we use examples beyond profit to assess resource usage, such as well-being, energy consumption, etc.?	Do we use criteria such as ecology or fair trade, sustainability, recycling options, and local production as benchmarks and competitive factors?	12.6. 


Do we introduce alternative economic models, such as sharing economy, reuse, recycling, or the green bottom line?	Do we introduce concepts like the sharing economy and the "green bottom line," and do we measure aspects such as well-being or circular production?	8.4. 
Do we provide examples of how companies change their culture in response to shifts in consumer behavior?	For example, this could involve clothing companies, food businesses, or grocery stores.	12.6. 12.8.  
Do we showcase modern and visionary examples of models, businesses, and success factors, or do we mostly use conventional ones?	These could include social enterprises, cooperative businesses, or companies that use their influence for charitable purposes.	8.4. 
Do we expose our learners to new ways of thinking about economics?	Do we teach learners to think beyond just money when discussing economics? Do we visit companies that operate with a circular mindset?	4.4. 
Are we mindful of presenting different types of businesses to our learners?	For example, do we present cooperative businesses, mutual organizations, or association-driven enterprises?	17.17. 
Are we mindful of ensuring that activities in our teaching benefit the local community?	Do we demonstrate how job roles or companies can benefit a local community through, for example, their CSR policies?	11.6. 
Do we consider how to make the best use of the resources we already have?	Have we explored whether our learners can contribute something beneficial to the teaching process and to others? Do they have skills in areas that could enhance our shared educational environment?	4.4. 
Does our teaching contribute to learners feeling that they can help strengthen the school's finances?	Do learners learn to take care of materials and physical facilities, such as toilets, lighting, water consumption, electricity usage, cleaning, etc.?	13.3. 

# SOCIAL SUSTAINABILITY

QUESTION	EXPLANATION/EXAMPLES	SDG TARGETS
Is our own language use inclusive?	Does our language reinforce stereotypes, or does it allow for expression in diverse ways? Do we use phrases that perpetuate gender stereotypes, such as “girly,” “sissy,” “overly sensitive,” “you throw like a girl,” “I need the strong boys,” “man flu,” or “real men”?	4.5. 
Do we use language that alienates minorities, cultures, or sexual orientations?	How do we use jokes in our teaching or with our learners? Could anyone feel exposed or uncomfortable because of our jokes? Is there a group that might feel stigmatized by the jokes we use? Do we discuss existing norms and address them with our learners? Do we acknowledge that different privileges exist?	4.5. 5.1.  
Do we ensure diverse representation in our visual materials?	Do we use images that represent diversity? For example, are our slides and presentations limited to slim, white individuals, or do they also include minority groups in work attire? Does our visual material reflect an inclusive perspective on gender, race, family structures, and body types?	10.4. 
Do we ensure diverse representation among the experts that learners encounter?	Is there diversity among our personal references, speakers, and authors of materials? Do we only have men as speakers in the workshop? Do we only have women as speakers in social and health education?	4.4. 5.c.  
Is our physical classroom accessible?	Are our teaching spaces accessible to people with disabilities, such as visual impairments, hearing loss, or mobility challenges? Can everyone find and use our materials?	4.3. 4.5.  
Do we actively consider how the learning environment affects all of our learners?	Do our learners feel welcomed into the classroom? Are there any derogatory or sexualized images, graffiti, or drawings?	8.8. 8.6.  

Are we actively incorporating health and well-being into our teaching methods and content?	Do we ensure that physical activities are included? Do we assist our learners in collaborating and forming groups?	3.4. 
Do we maintain a global perspective?	Do we use examples from other countries, such as Sweden, Tanzania, or others, in relation to our current work? Do we prepare our learners for the fact that norms and cultures may differ between workplaces in Denmark and international settings?	4.7. 4.7.  
Do we help our learners become democratic citizens?	How often do we actually connect our teaching to local events? For instance, when we build a playhouse, could it be for a local kindergarten? When we practice nail techniques, could it be at a local senior center?	12.8. 
Are we helping to develop our learners' democratic skills?	Do we provide opportunities for learner involvement in our teaching? For example, if we have a technology-themed unit, do any of our learners have extensive knowledge or special skills in this area? Have we considered how to incorporate their expertise into our lesson planning?	16.7. 
Are we mindful of promoting well-being and autonomy for our learners in relation to homework and projects?	For example, do we remember to consider that some learners work in the evenings or on weekends and therefore may not be able to drop everything to meet a short deadline?	10.3. 
Do we contribute to broad participation opportunities for our learners?	Are we mindful that our learners learn through multiple senses? Do we consider how to differentiate both in terms of difficulty levels and types of tasks?	10.2. 

CLIMATE/ENVIRONMENTAL SUSTAINABILITY		
QUESTION	EXPLANATION/EXAMPLES	SDG TARGETS
Do we regularly and consistently address green transformation or sustainable options, both in our teaching and in the school's operations?	Can we use the materials we work with more efficiently in our daily activities, for instance by minimizing waste? Is there ongoing collaboration between management and staff on greener practices?	13.3. 
Is it an integral part of all courses for our learners to examine the climate impact of materials?	Do we use, for example, a calculation tool that learners can use to assess the climate impact?	12.7. 4.7.  
Do we provide our learners with the tools to find answers to their sustainability-related questions?	Are they familiar with common certifications and environmental assessments, such as the Swan Label, Fair-trade, or FSC? Do they know about systems like DGNB or Cradle to Cradle?	4.7. 
Do we consider material choices and consumption in our teaching?	Do we make use of the potential of leftover materials? Do we teach learners how to use materials most sustainably, for example through work planning and attitude development? Do we set criteria for this during the teaching process, and are our learners assessed on it?	12.7 11.6.  
Do we have the option for waste separation in the learning environment?	Does the school provide learners with the opportunity to sort waste/resources into a sufficient number of categories and lead by example in promoting greater recycling? Do we present learners with the waste hierarchy (also known as the waste pyramid) and use it ourselves at the school?	12.5 
Do we turn off lights, electronics, and heating when we leave the room?	Do we have standards for how much heating we use or when electronics should be turned off?	12.2. 

Do we provide opportunities for learners to reuse and/or up-cycle the materials they use in their education?	Can we create a project where learners are only allowed to use recycled or up-cycled materials? Do learners also learn about down-cycling when they are taught about up-cycling?	12.2. 12.5.  
How much paper do we actually use in our teaching?	Do we use recycled paper, and should we set limits on how much we print? Can we use other tools that serve the same purpose? Should we have a way to monitor our paper usage in teaching?	12.2. 
Can we make arrangements with local suppliers regarding materials?	In which areas would it be beneficial to make agreements with local suppliers? For instance, do we have agreements with the local sawmill, local businesses, or the local recycling center?	17.17. 
When we encounter challenges related to material use and storage, do we question the structural measures that make it difficult?	Do we have our own ideas for improving our operations, and do we engage in dialogue with the operational staff? Do we discuss with management when we identify structural barriers, such as lack of waste sorting or suppliers not meeting our green agenda goals?	12.7. 16.6.  
Do we introduce our learners to alternative energy sources, methods, and solutions in our teaching?	Do we demonstrate different construction methods, such as a conventional approach and a climate-friendly alternative? Do we ensure we stay updated on new trends in our field and pass this knowledge on to our learners?	7.2. 
Do we involve our learners in material selection? Do they perhaps have insights or knowledge that we might not have?	Are we open to learners' suggestions and remember to ask them? Do we provide them with opportunities to explore alternative solutions in their learning?	4.7. 
How do we manage data consumption?	Have we examined the impact of data consumption on our carbon footprint?	16.10. 



# 1 TEMPLATE

## Template for Integrating Sustainability into Vocational Education

<b>TOPIC</b>	INSERT TOPIC	INSERT SDG AND TARGETS			
<p><b>COMBINATION GOALS</b></p> <p>Insert the learning goals from your relevant curriculum guidelines, national or local regulations, or other frameworks typically used in your lesson planning.</p> <p>We aim to initiate a process of raising awareness about how the three dimensions interact. What competencies should the learners achieve?</p> <p>Expand the goalposts to include your chosen Sustainable Development Goals and targets.</p> <p>The dimensions do not always have equal weight. Feel free to use the checklist for inspiration.</p>	<p>ADD THE LEARNING GOALS FROM THE LOCAL CURRICULUM AND REGULATIONS, ETC.:</p> <p>Supplement the goals with elements from <b>the 3 dimensions of sustainability</b>:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b></li> <li>• <b>Skills</b></li> <li>• <b>Attitudes</b></li> </ul>	<p><b>TOPIC</b></p>			
<p><b>THE TASK</b></p> <p>The content should aim to motivate the learners. The type of task and the level of teacher direction should be determined based on the learners' competence level.</p>	<p>DESCRIBE HOW YOU TRANSLATE THE LEARNING OBJECTIVES INTO LEARNER LEARNING:</p> <p><b>Invite learners to engage through:</b></p> <ul style="list-style-type: none"> <li>• Tasks</li> <li>• Case studies</li> <li>• Projects</li> </ul>				
<p><b>ATTITUDES TOWARD SUSTAINABILITY</b></p> <p>We develop learners' attitudes by providing perspective and focusing on the dimensions of sustainability. Learners are invited to consider how their project/task aligns with the three dimensions.</p>	<p>DEVELOPING ATTITUDES THROUGH FEEDBACK FOCUSING ON THE THREE DIMENSIONS OF SUSTAINABILITY</p> <table border="0"> <tr> <td style="background-color: #e1f5fe; padding: 5px;"> <p><b>CLIMATE/ENVIRONMENT</b></p> <p>What are the advantages and disadvantages for the environment, CO2 emissions, biodiversity, and climate?</p> </td> <td style="background-color: #fff9c4; padding: 5px;"> <p><b>ECONOMIC</b></p> <p>How does it connect economically and in terms of resource use?</p> </td> <td style="background-color: #e1f5fe; padding: 5px;"> <p><b>SOCIAL</b></p> <p>How does it affect people—both individuals and communities?</p> </td> </tr> </table>	<p><b>CLIMATE/ENVIRONMENT</b></p> <p>What are the advantages and disadvantages for the environment, CO2 emissions, biodiversity, and climate?</p>	<p><b>ECONOMIC</b></p> <p>How does it connect economically and in terms of resource use?</p>	<p><b>SOCIAL</b></p> <p>How does it affect people—both individuals and communities?</p>	
<p><b>CLIMATE/ENVIRONMENT</b></p> <p>What are the advantages and disadvantages for the environment, CO2 emissions, biodiversity, and climate?</p>	<p><b>ECONOMIC</b></p> <p>How does it connect economically and in terms of resource use?</p>	<p><b>SOCIAL</b></p> <p>How does it affect people—both individuals and communities?</p>			

# 2 CHECKLIST

## Teacher's Checklist for Preparing and Evaluating Teaching with Sustainable Dimensions

In a sustainable teaching program, equal focus is placed on the subject's competence goals, methods, materials, and processes, as well as on incorporating new sustainable elements. Through specific sustainable actions and reflections throughout the course, the teaching addresses society's increasing demand for sustainable solutions. The checklist helps to keep this focus in mind and highlights the specific dimensions being addressed, whether it's CO2 emissions, social inequality, or resource recycling—or all of these simultaneously.

DIMENSION	CLIMATE/ENVIRONMENT	ECONOMIC	SOCIAL
<b>All three dimensions can be used to integrate sustainability into the teaching program. It is possible to prioritize one dimension over another depending on the relevance and subject matter.</b>			
<b>OBJECTIVES</b>	To gain insight into, knowledge about, and engagement with materials, methods, and processes that can contribute to protecting and preserving the climate.	To gain insight into, knowledge about, and evaluate and select materials, methods, and processes that are resource-efficient and economically viable.	To gain knowledge about and evaluate the impact of a product or service on people.
<b>THREE QUESTIONS</b>	<p><i>How does a solution or product affect the environment, surroundings, and climate?</i></p> <p><i>What do learners need to know before they can choose sustainable, alternative solutions?</i></p> <p><i>What information and resources do learners have access to, and where can they find them? (e.g., external experts/industry, websites, databases, technical specifications, CO2 calculators, etc.)</i></p>	<p><i>Is the solution sustainable in the long term, considering both material and method choices?</i></p> <p><i>How do you ensure that learners become familiar with and consider economically sustainable materials/solutions/methods? (e.g., price vs. durability/quality, etc.)</i></p> <p><i>Is the solution economically and resource-wise viable? (e.g., circular economy, division of labor, wages, etc.)</i></p>	<p><i>How do you ensure that learner products/choices of materials/solutions/methods meet or exceed user needs compared to less sustainable options?</i></p> <p><i>What are the needs of the user group regarding the learners' products/solutions? (e.g., professionals/tradespeople themselves, suppliers of tools, insulation, etc.)</i></p> <p><i>How is the solution/method/product socially responsible? (e.g., piece rates and worker fatigue, cheaper foreign labor, supply chains, etc.)</i></p>
<b>Consider how you will weight the different aspects of your teaching...</b>			
<b>%</b>	How does it balance with circular economy, resource sustainability, and social sustainability?	How does it balance with climate and environmental considerations, supply chains, and social sustainability?	How does it balance resource and economic sustainability with climate and environmental protection?

# PARTNERSHIP PLAN

## PARTNER SCHOOLS' NAMES AND GRADES:

Which projects, topics, and SDGs do we want to work on together?	
Which criteria for success do we have?	
When and how often are we meeting online?	
Who's in charge of booking the online meetings, writing agendas and facilitating?	
How will we use feedback?	
How can teachers and learners build meaningful social relationships online?	
What IT-gear and set up do you need – how do you want to set up the next meeting and which test-runs will you make beforehand?	
When will we meet next time online?	
How will we evaluate?	
Other important things?	



PEACE BEGINS WITH A SMILE

## Online School Partnerships between the South and North

The inspiration catalog has been prepared by Youth Town (Youth City) in collaboration with UNESCO ASP, based on experiences from a pilot project involving 4 primary schools and 4 vocational schools from Denmark and Cape Town/Western Cape Province, South Africa.

Thanks to the schools for their great commitment: Ølsted School, Lindbjergskolen, FGU Hovedstaden, ZBC, Sid G. Rule, Hector Peterson, Proteus Technical High School, and Princeton High School.

Thanks to the Western Cape Education Department (WCDE) for support and encouragement.

The publication is available at UNESCO-asp and Youth Town.dk.

Data collection and processing: Flemming Olsen and Ina Skovgaard, Youth Town

Graphic design: Katrine Bønsøe

AI artist: ArtBySamson

Film and photographic contributions: Snapshot Production, Samuel Linnemann Wandsøe, Luis Kølckjær Hansen, Viggo Gaarde Sierst, and participating schools

Editorial: Malene Rungvald Christensen and Ina Skovgaard

Supported by: Ministry of Foreign Affairs Information and Engagement Fund, OpEn



Youth Town, August 2024

**UNGDOMSBYEN**  
YOUTH TOWN



PurePrint® by KLS  
Produceret bionedbrydeligt af KLS PurePrint A/S





You are holding the inspiration material “Online School Partnerships between the Global South and North” for teachers in primary and secondary education.

The purpose is to provide learners aged 12-20 with knowledge and engagement in global development through international online partnerships. This material focuses on collaboration between countries in the Global South and North, aiming for learners to achieve social and academic global education across cultures and conditions. The goal is also to teach and support local sustainability and exchange knowledge and experiences globally with like-minded teachers and learners. We can learn from each other online and experience our shared human need for a more sustainable world that we need to create together. In this material, you will learn how you and the other teacher can best collaborate online. With good, joint preparation, it will be meaningful and magical to meet globally. So, you can look forward to it!

