iEARN
PROJECT BOOK
2015-2016

Learning with the world not just about it!
International Education and Resource Network

What is iEARN? (International Education and Resource Network)

iEARN is a non-profit network that supports over 50,000 teachers and 2 million youth in more than 140 countries to collaborate through a global online network in projects designed to make a difference in the world. Since 1988, iEARN has pioneered the use of interactive technologies to enable students to engage in meaningful educational projects--with peers around the corner and throughout the world. iEARN is:

• a safe and structured environment in which youth can communicate
• a community of teachers and learners
• a known audience for writing and reading with a purpose
• an opportunity to apply knowledge in service-learning projects
• an inclusive and culturally diverse community

After joining, teachers and students enter an interactive online Collaboration Centre to meet other participants and get involved in ongoing projects initiated by their peers throughout the world. In addition to meeting a specific curriculum or subject area need, every project proposed in iEARN has to answer the question, "how will this project improve the quality of life on the planet?" That purpose is the glue that holds iEARN together. Through participation in iEARN projects, students develop the habit of working collaboratively with their counterparts locally and globally and come to understand the positive role they can play in their communities.

Where can I find more information about iEARN?

ON THE WEB:
To register to participate in iEARN, please visit https://iearn.org/cc/connect.
iEARN-International: www.iearn.org
Collaboration Centre: https://iearn.org/collaboration (see page 12 for more about the interactive project tools available in iEARN's Online Collaboration Centre)
For the most accurate and up-to-date listing of iEARN projects throughout the year, see https://iearn.org/cc/space-2.

FROM COUNTRY COORDINATORS
See pages 8-11 or https://iearn.org/country-coordinators for a listing of iEARN coordinators, representatives, and contact people who can discuss iEARN involvement in your country or region.

THROUGH PROFESSIONAL DEVELOPMENT
iEARN offers both *face-to-face* and *online* professional development workshops for educators interested in integrating global project work and online collaboration tools into their classrooms. iEARN facilitators work closely with participating schools and teachers to design trainings that meet their particular needs and interests. After going through an iEARN workshop, participants return to their schools with a built-in support network -- ongoing technical and staff development assistance from iEARN staff, as well as an online community of colleagues worldwide. See page 18 or visit http://www.iearn.org/professional-development for additional information.

Spread the word about iEARN!

Want to spread the word about your iEARN project work? For logos and linking information, see https://iearn.org/press-kit

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Thank you to all project facilitators for your contributions to the project descriptions, and your ongoing hard work and enthusiasm and to all the students and teachers who make these projects a success.

Please note that many new projects are continually beginning, while some projects are ending. This booklet is an effort to list projects active at the time of printing in September 2015. Although every attempt was made to provide a comprehensive project listing, some projects may have been unintentionally left out. For the most accurate and up-to-date listing of iEARN projects throughout the year, see collaborate.iearn.org/space-2.

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

In addition to the above country listing, the Youth Facilitation Group of iEARN is also part of iEARN's decision-making Assembly. The Youth Facilitation Group can be reached in the facilitator panel of the Youth Forum at https://collaborate.iearn.org/space-10/group-172.

There are three levels of representation in iEARN:

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

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

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

Every attempt is made to ensure that this list is up-to-date and includes currently active iEARN Coordinators, Representatives, or Contact Persons in each country. Information published in the iEARN Project Book is current as of September 2015. Country coordindators can also be contacted via www.iearn.org/countries/country-coordinators.

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

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

iEARN INTERNATIONAL EXECUTIVE COUNCIL:
Mourad Benali, Morocco; Mali Bickley, Canada; Jennifer Russell, United States: ec@iearn.org

Using iEARN's Collaboration Centre

To enter the iEARN Collaboration Centre, go to collaborate.iearn.org. Click "Login" at the upper right corner of the Collaboration Centre page or in the boxes on the right. Please note that an underscore (_) is required in your User Name. For example, Jose_Garcia. To retrieve your login information, see collaborate.iearn.org/recover.

COLLABORATION SECTION
(collaborate.iearn.org/spaces)

There are 3 primary areas of the Collaboration Centre (collaborate.iearn.org)

1. **COLLABORATION SECTION (collaborate.iearn.org/spaces)**
    The three primary spaces in the Collaboration section are the iEARN Project Space, the Learning Circles Space, and the iEARN General Discussion Space. In all the groups within the spaces you will need to join a group by clicking on the "Join Group" button before you can post in the forums. Once you have joined a group you can go to "My Group Settings" in the box on the left and opt to "Notify me of topic updates via e-mail" to have group forum messages sent to your email.

    a. **iEARN Project Space -** This space has a group for each iEARN project. In each group, you will find the project description, forum, and media that is associated with the project.
    b. **Learning Circle Space -** This space is dedicated to the iEARN Learning Circle, a type of collaborative project structure in iEARN (read more about Learning Circles on page 50). To register for Learning Circles, click on the "Join This Space" button and fill out the form.
    c. **iEARN General Discussion Space -** This space contains the Teachers Forum, Youth Forum, Practice Group, Collaboration Center Feedback Group, and special groups for different languages such as Arabic, Chinese, Russian, Spanish, etc.

SEARCH
(collaborate.iearn.org/spaces)

MEMBER DASHBOARD
(collaborate.iearn.org/
dashboard)

2. **SEARCH: (collaborate.iearn.org/search)**
    Login to search for projects, media and educators from around the world.

3. **MEMBER DASHBOARD: (collaborate.iearn.org/dashboard)**
    All registered educators have a personal "Profile" page. This page contains your current contact information. After logging in, you can update and complete your personal profile by clicking on "Edit Profile" under the "Member Dashboard" tab. In your profile, you can upload a photo or image, and complete or change your personal contact information.

    Giving Students their own User Names
    By clicking on "Student Management" on the Member Dashboard, educators can give students their own iEARN User Names and Passwords to access the Collaboration Centre. Student User Names become active about 5 minutes after they are submitted. User Names cannot be changed once created. To give a student a different User Name, a new User Name must be created. Passwords can be changed at any time by editing a student record. If you prefer to have students register themselves, you may give students the "Student Registration Code" that appears on the left sidebar of the Student Management section. Note: Information on students cannot be searched or accessed by iEARN members or anyone outside of iEARN.

    In the Member Dashboard section, you will see "My Groups," which lists the groups you have joined, information about new opportunities, and an area with links to tutorials to help you with the Collaboration Centre.

    Collaboration Centre tutorials can be found at tutorials.iearn.org

How to Start Working in iEARN Projects

1. INTRODUCTION

The key to successful project work is developing effective relationships with educators around the iEARN network. It is important to establish relationships among teachers to facilitate the difficult task of collaborating online on projects across diverse educational systems, time zones and school schedules, and cultural and linguistic differences.

2. WELCOME PHASE

Participants are invited to introduce themselves and greet new members on our forums for connecting people.

Two good places to start are the Teachers Group and the Youth Group. Both of these groups can be found in the Collaboration Centre: iEARN General Discussion Space on the Collaboration Centre.

As with all the groups on the Collaboration Centre, participants will first need to "Join" the group in order to post to them. This is so that facilitators and other participants can have a better idea of who is active in various groups on the site, and will also allow participants a way to keep track of the groups they are active in (any groups a participant joins will be listed under My Groups in that participant's Member Dashboard).

Teachers Forum

Teachers Forum
collaborate.iearn.org/space-10/group-171
A place for teachers to meet and share project ideas in order to find potential partners to develop a project. Teachers new to iEARN are encouraged to post a message to introduce themselves on the Teachers Forum, and to describe briefly any special interests they or their class have.

Youth Forum

Youth Forum
collaborate.iearn.org/space-10/group-172
In this forum, young people can meet each other, share ideas and topics of interest, and consider ways they can work together.

Language resources

Language resources
Many languages are represented among iEARN's global network of participants.

All iEARN forums can be multilingual. Participants can search by language to find projects and groups in languages they might be interested in communicating in.

There are also a special language forums for connecting people. The language forums are located in iEARN General Discussion Space collaborate.iearn.org/space-10. iEARN is also open to hosting additional language forums as interest is expressed.

The iEARN Collaboration Centre also has a Google Translate tool embedded in the top right of every page that can be used to translate content on the site.

Translatation

Translated versions of this iEARN Project Book are also available at www.iearn.org/iearn-project-book

3. LEARN ABOUT PROJECTS AND FIND PARTNERS

Experienced teachers will advise that you and your classroom start by getting involved in an existing project online rather than try to start a project of your own. Participating in other projects is a great way to meet other potential partners and learn about the many different projects initiated by teachers and students worldiwide. It can be a great way to develop ideas for integrating collaborative projects into your classroom without having to take on the role of facilitating the involvement of other classes your first time participating. There are several resources to help you find out which projects are active in iEARN and how to get started in project work.

News Flashes

News Flashes
Every month, an e-newsletter called "iEARN in Action" is sent to all iEARN participants via email. It describes new projects and people looking for collaborators, gives updates on active projects, and is a place to make general announcements. Contact newsflash@us.iearn.org to be added to the newsflash distribution list. Teachers with active iEARN accounts can subscribe to the News Flashes on their Membership Dashboard in the Collaboration Centre.

Annual Project Description Book

Annual Project Description Book
The book that you are currently reading (English and translated versions) is available for downloading by iEARN members at www.iearn.org/iearn-project-book. Up-to-date project descriptions can be found at collaborate.iearn.org/space-2.

Project Search

Project Search
At collaborate.iearn.org/space-2 educators and youth can search for projects by various categories, including keyword, subject area, languages, and age level.

4. BECOME INVOLVED IN A PROJECT

We encourage all iEARN teachers and students to participate in existing projects before initiating a project of their own.

1. Educators should choose a project that fits their curriculum. It's best to do this by reading through the project descriptions at collaborate.iearn.org/space-2, and the messages in the project's forum. The Teachers Forum (collaborate.iearn.org/space-10/group-171) can also keep you informed of what's happening in the network.
2. Contact the facilitator to introduce yourself and your students. Share where you are from and your objectives for joining the project. All facilitators are listed beside the description of the project found here in the Project Description Book and in the project's online forum.
3. Introduce the project to your students. Talk about what iEARN is and prepare them for online collaboration. Introduce your students to the forums and have them read other students' writing already posted from that particular project.
4. Have students respond to other students' writing using an agreed upon writing process. Remind them to make connections and ask questions of their online partners to keep the conversation moving forward. Review Internet etiquette and go over what it means to be engaging the discussion in a meaningful way. Encourage them to contribute their own ideas and perspectives to the discussion. Some educators use "buddy contracts" to ensure that student messages are peer-reviewed before being posted (us.iearn.org/sites/all/files/buddycontract.pdf).

Remember, all students want and need responses to their messages. We recommend that your students post at least two responses for every new message they post.

A good place to start in iEARN if you are new to online project collaboration is Learning Circles. Learning Circles are highly interactive, project-based partnerships among a small number of schools located throughout the world. Each session is 14 weeks long. Participants who wish to join these structured circles must fill out a registration form at least two weeks prior to the start of the circle sessions in order to be placed in a group. See p. 51-53 or www.iearn.org/circles for more details.

5. CREATING A NEW PROJECT

Once you have made contacts in iEARN and are familiar with how the projects are conducted on the forums, these are the suggested steps for developing your own project.

Please note that proposed project ideas that relate to existing projects will be encouraged to collaborate with those that are already underway in order to ensure the highest level of interaction in each project forum.

1. **Announce** your idea by posting it on the Teachers Forum (collaborate.iearn.org/space-10/group-171) or for students with projects to propose, the Youth Forum (collaborate.iearn.org/space-10/group-172) to see if others are interested in the topic and to allow for possible collaboration on the actual design of the project, or to see if such a project already exists that you might get involved in instead.
2. If you find other people who are interested in joining the project, fill out the **Project Idea Template Form** below, and email it to projects@iearn.org.
3. Once your project has been assigned to a project forum, it will also be posted as a topic on the online forum in which it will be happening. Project facilitators are encouraged to start an **"Introductions"** discussion topic in which new members can introduce themselves as they join the project.
4. Project facilitators should submit **updates and announcements** to: newsflash@iearn.org to be included in iEARN's e-newsletter, "iEARN in Action." (see sample News Flash at www.iearn.org/news/iearn-action-e-newsletter).

6. PROJECT IDEA TEMPLATE

1. Name of Project:
2. Brief one-sentence description of project:
3. Full description of project:
4. Age/level of project participants:
5. Timetable/schedule (include a timeline and/or any important dates and benchmarks):
6. Possible project/classroom activities (describe possible classroom activities and collaborative/interactive activities between participating classes around the world):
7. Expected outcomes/products:
8. Project contribution to others and the planet. We recommend including how the project is related to the United Nations Sustainable Development Goals. For more information about these global goals visit: http://www.un.org/sustainabledevelopment/sustainable-development-goals/:
9. Project language(s):
10. Content/Subject Area:
11. Names/email of initial participating groups:
12. Name of facilitator(s):
13. Email of facilitator(s):
14. WWW page of project (optional):
15. Project image to accompany the project description

    Once completed, submit to iearn.wufoo.com/forms/iearn-project-template

BLACKBOARD COLLABORATE

Blackboard Collaborate Rooms available for iEARN project work

Blackboard Collaborate Rooms are available for students and teachers participating in iEARN projects to conduct live interactive sessions that can include audio and video. Blackboard Collaborate features high-quality voice over the Internet, robust interactive functionality, and technology that supports multiple platforms and low-bandwidth connectivity. Go to sites.google.com/site/iearnelluminate/ for more information on how to register to use them.

8. SUGGESTIONS FOR SUCCESSFUL PROJECT PARTICIPATION

- Create a global classroom/school environment. Projects come to life through maps and a basic understanding of the background and culture of students' online peers.
- Create a system for peer-editing in your class. Preparation and transmission should be seen as two different tasks. Preparing the message, researching and creating material to be transmitted, is a very important part of the whole process. Students will be writing with a real purpose for a very real audience. Create a feedback process where students have the opportunity to comment on each other's work, peer edit, and then revise accordingly.
- Communicate. Even if you can't contribute for weeks, send a note to say so. That way, your partners know that you are still interested in participating.
- Ensure that language is cross-cultural. How much of what is being sent needs explanation or description for an audience from a different culture? Slang or colloquial language needs to be used carefully. Translating student writing into a context that is most universally understandable can open interesting discussions in your classroom.

9. SUGGESTIONS FOR SUCCESSFUL PROJECT FACILITATION

Questions? Need help getting your project started? Email iEARN's project facilitation team at: projects@iearn.org

BEFORE STARTING AN IEARN PROJECT

1. Participate in an existing project first. The key to iEARN's success is collaboration between participants. Participating in other iEARN projects is a great way to meet other participants. Once this experience is gained, project facilitators are encouraged to continue involving their classes in other iEARN projects, just as they would like other classes to participate in their project activities.

2. Involve students when choosing or developing a new iEARN project. iEARN is committed to providing young people with leadership opportunities. We encourage educators to engage students at every level of participation, from brainstorming and choosing topics of interest and projects to join, to helping to design new project activities and goals.

3. If you have an idea for a new project, announce your idea by posting it to the Teachers Forum. Students are welcome to post project ideas in the Youth Forum. This is to generate discussion and possible collaboration on the actual design of the project and to see if there are other people interested in the topic.

4. Once you have found partners, complete the template (see page 12) and send it to the iEARN Project Assistance Committee projects@iearn.org. This committee will read your project template and make suggestions and can also assign your project to an interactive forum in which to carry out project activities.

5. What's the project's impact? In addition to meeting specific educational goals, every project proposed by teachers and students in iEARN must answer the question, "How will this project improve the quality of life on the planet?" This vision and purpose is the glue that holds iEARN together, enabling participants to become global citizens who make a difference by collaborating with their peers around the world.

6. What are the learning objectives of the project? It's important for project facilitators to be able to communicate to participants what students will know and be able to do as part of their involvement. Use phrases such as "the participants will learn to…" or "the participants will gain an understanding of or appreciation for…" or "the participants will be able to describe…"

DURING THE PROJECT

7. What are your project's common "ground rules" or participation guidelines? It's important to communicate guidelines to participants so that everyone is clear on what is expected. For example, "Every student should respond directly to at least two student postings for every posting the student makes" and "Encourage other students, point out the positives of their work and build new ideas off their work. Be diplomatic in your email text and avoid the use of local jargon since such language may not be understood by everyone."

9. SUGGESTIONS FOR SUCCESSFUL PROJECT FACILITATION

Questions? Need help getting your project started? Email iEARN's project facilitation team at: projects@iearn.org

8. Emphasize the collaborative aspect of the project. Interaction among participants is key in iEARN projects. Make sure that there is collaboration and interaction among participants, particularly students, and that teachers do not simply develop the project with their classes and report back what they did. The most successful projects are those in which participants work together and build on what other classes do.

9. Use iEARN's online forums for project discussions and exchange of student work. Because iEARN forums are archived, new participants can join more easily than in exchanges happening over private email, or if discussions are spread across multiple platforms. In addition, iEARN forums are distributed via mailing lists and web-based forums, thus keeping cost to a minimum for those with limited connectivity.

10. Login to iEARN on a regular basis and stay active in the project's online forum. Those listed as project facilitators are expected to monitor forum discussions and to welcome new participants joining the project at different stages. If your class will be offline for a period of time, please post a message to the project forum to alert the team of this, and if possible, designate others to assume the role of facilitation.

11. Update project information periodically. Posting updates to your project forum will help existing participants and will ensure that new participants will be referring to current project information. In addition, project facilitators are encouraged to share project news in the Teachers' Forum and students can do the same in the Youth Forum. Participants are also welcome to submit project updates to newsflash@iearn.org to be included in the iEARN in Action Newsflash.

12. Involve students in project facilitation and leadership roles. Appointing international student editorial boards and facilitators increases the opportunities for all students to receive feedback from other students on their writing, so that the responsibility of responding to messages does not fall on project facilitators. Our goal is that every student who posts a message will receive a response from another student. This can be attained if participants commit to respond to 2 other messages for every one that they post.

13. Link to iEARN on your project website, if one exists. Even if you don't have access to host your own website, there are still some great free tools such as Google Sites, WordPress, etc where you can go to create a website for the project.

CLOSING THE PROJECT - CULMINATING ACTIVITIES

14. Exhibit and share student work. Projects generally involve a final "product" or exhibition of the learning that has taken place as part of the collaboration. Facilitators may choose to share the role of compiling project materials into a final publication, thus allowing a variety of classrooms the experience of analyzing and presenting a piece of the project's "final product."

15. Post a conclusion on the forum at the end of the project. When the school year or project finishes, post a message with a conclusion to say goodbye and to congratulate participants. Even if it is an ongoing project, and will start again at a future date, it is still important to let participants in the forum know if the facilitating team will be going offline for a period of time until the next project cycle begins.

iEARN PROFESSIONAL DEVELOPMENT

iEARN professional development provides teachers with the technology, collaborative and organizational skills needed to integrate global projects into their classroom.

ONLINE PROFESSIONAL DEVELOPMENT COURSES
Several iEARN country programs offer online professional development opportunities for educators. While the course offerings vary, they share a common goal of supporting educators and students to use technology to enable collaborative project work. Below are course offerings offered by iEARN-Argentina, iEARN-Taiwan and iEARN-USA.

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

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

iEARN-USA
Developed in 2001, iEARN-USA's online course program guides K-12 educators in evaluating global projects and aligning them with state and/or national curriculum standards as part of an integrated project plan. Through small-scale implementation of a project, course participants see first-hand how to incorporate global project work into their classroom and curriculum. Through their course participation, educators meet and network with colleagues around the world who can make teaching and learning more fun and interesting throughout year. Courses offered in English. See
http://www.us.iearn.org/professional-development/online-courses

FACE-TO-FACE WORKSHOPS
iEARN workshops can be designed to cover the technical, collaborative and organizational skills needed to participate fully in Internet-based learning programs. They may introduce basic computer and Internet skills for newcomers, or review this information for more experienced participants. They will most certainly focus on the skills needed to engage in collaborative activities, such as peer review, team-building, and joining regional and international learning communities. Finally, where appropriate, iEARN workshops might tackle specific organizational issues, such as computer lab scheduling, organizing school-wide and local community Internet training workshops, and developing school/parent/business/municipal partnerships. By the end of the workshops, participants will be able to assist their classes in joining Internet-based collaborative learning projects. For more information about professional development opportunities in your area, please contact your iEARN country or center coordinator.
www.iearn.org/countries/country-coordinators

Future teachers discuss their philosophies of teaching and learning in a global society, and explore the integration of technology and global learning networks into their classrooms to better serve students of all cultural and linguistic backgrounds.

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

The Future Teachers forum is a meeting place for university professors of education and the future teachers in their classes. Three kinds of discussions take place:
1. Future teachers from around the world compare perspectives on creating effective and equitable schools and classrooms that will better meet the needs of all students,
2. Future teachers share their reflections as they learn first-hand about iEARN's projects as facilitators, observers, or participants, and
3. Professors of teacher education exchange ideas and resources for integrating global learning networks into their courses in different content areas.

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

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

Ages: Post-Secondary (Future Teachers and their Professors)
Dates: September 1 – November 30, 2015 and February 1 - May 31, 2016
Languages: Spanish, English, other languages are welcome
Website: www.orillas.org The Future Teacher project is organized by the Orillas-iEARN Center.
Project Group (English):   collaborate.iearn.org/space-10/group-77
Project Group (Spanish):   collaborate.iearn.org/space-2/group-386
Contact: Kristin Brown, USA, krbrown@igc.org and Enid Figueroa, Puerto Rico, efigueroa_orillas@comcast.net.
                   To contact all the facilitators, write to orillas-support@igc.org

CREATIVE & LANGUAGE ARTS

My Name Around the World

Students research, find and send information about their own name.

Students research, find, and post information about their own name to other project participants, including research on the process of name giving in the country, region or town, the history of this celebration and who participates in it, and what this process means for students and their family members. Students can create different visualizations of their name including posters, handicrafts, and drawings. Students can make blogs and share information about their name and photos.

Ages: 6-15
Dates: September 2015 - July 2016
Languages: English, Georgian
Website: www.mynameprojectworks.blogspot.com
Project Group: collaborate.iearn.org/space-2/group-115
Contact: Pavle Tvaliashvili, Georgia, pavlegeo@gmail.com

Wall of Names

The project is designed to support student self-expression using various artistic devices and to teach them to cherish intercultural exchanges.

This project supports self-expression using various artistic devices which help to convey the origin and meaning of names of different countries. When a group of participants from one school or group is formed, a topical youth phrase (slogan) or word is created using only one letter from each participant's name. The phrase can be English or in the national language with English translation. A joint digital wall of names made of the separate details will then be created. The final result of the project will be a book called, "The Wall of Names." After the wall of names from different countries has been created, students analyse slogans and descriptions of names and try to find cultural similarities. Participants take part in discussions and intercultural exchange in the forum. They learn to tolerate and respect the cultural heritage of other nations as well as cherish their own.

Ages: 5-18
Dates: September 2015 - May 2016
Languages: English, Lithuanian
Website: http://www.vardusiena.lt/
Project Group: collaborate.iearn.org/space-2/group-254
Contact: Natalija Kociene, Lithuania, kociene@centras.lt
Gina Erlickiene, Lithuania, ginaerlickiene@yahoo.com

Pen Friends

Through letter writing, we aim to contribute to peace in the world, promote friendship within the community, and share our culture.

The Pen Friend Clubs of Japan are organizations of young boys and girls exchanging letters with friends within and outside the country and thus enjoying various activities through friendly correspondence. The members are mainly elementary, junior or senior high school students. For over 50 years, the Pen Friend Clubs of Japan has matched wonderful pen friends for Japanese and non-Japanese boys and girls from all over the world.

Ages: 5-18
Dates: Ongoing
Languages: English, Japanese
Website: www.pfc.post.japanpost.jp/english/index.html
Project Group: collaborate.iearn.org/space-2/group-130
Contact: Pen Friend Clubs of Japan, pfc.ii@jp-post.jp

Heart to Heart

A project that promotes friendship around the world through writing.

Heart To Heart is a globally friendly project. Students share their feelings / emotions and participate in different themes monthly. Each month a new theme is posted and students respond, post pictures, make videos and video conferences, and write about that theme in the project forum.

Ages: 5-18
Dates: August 20, 2015 - June 30, 2016
Languages: English and Russian
Website: http://ourlittleenglish.blogspot.ru/2011/01/heart-to-heart-project.html
Project Group: collaborate.iearn.org/space-2/group-195
Contact: Olga Timofeeva, Russia, teacher7keys@gmail.com

Special Place

Draw or write about a local place that is precious to you.

Participants are invited to share their precious local places in any digital form. Use short stories with videos, digital photos or drawings to show what your place looks like. You may use any writing genre (creative, informative, humorous, poetry, etc.) to describe your the place, and share what is special about it for you. Is it a place where you prefer to be alone or with others? Create a word picture so we can experience your special place. Decide what you and others can do to preserve the uniqueness of this place. Very short stories are acceptable (just a few sentences) and stories should be no longer than one page. We hope that, in thinking about our own special places, reading about other students' special places, taking action to preserve such places, we will strengthen our commitment to preserving our fragile Mother Earth.

Ages: All
Dates: September 2015 - May 2016
Languages: English, Chinese
Project Group: collaborate.iearn.org/space-2/group-111
Contact: Margaret Chen margaret@taiwaniearn.org and
Doris Tsueyling Wu, doriswu@taiwaniearn.org, Taiwan

Our Story Book

A project to collect different ideas from diverse culture and countries to complete one amazing story.

Our Story Book is a project to collect different ideas from diverse cultures and countries to complete one amazing story. Students can contribute their ideas to the story, and also learn from others' opinion.

Our Story Book project will run twice a year with three books completed in each 8-week cycle. There will be an online webinar for all the participants to share their ideas and an online exhibition on iEARN website. The goal of the project is to develop writing skills, creativity, drawing, and logical thinking and to learn by collaboration and combine all creative ideas from all over the world.

Ages: All
Dates: First cycle: Oct 1 - Nov 30, 2015 (register Sept 1-15);
Second cycle: Apr 1 - May 31, 2016 (register Mar 1-15)
Languages: All
Project Group: collaborate.iearn.org/space-2/group-399
Contact: Vinny Tsao, Taiwan, vinnytsao@taiwaniearn.org, and
Stefanía Franco, Argentina, tefu_fraa@hotmail.com

One Day in the Life / Un Dia en La Vida

Students write about, photograph, and discuss their daily lives, both on ordinary days and on special occasions.

Students are invited to post messages, images, and videos describing ordinary or special days in their lives, and then make cross-cultural comparisons. Students may document aspects of a typical day (like visiting the market or going to school) or special days (like vacations, celebrations, or holidays.)

Ages: 5-18
Dates: September 2015 - April 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-6
Contact: Iram Sadiq, Pakistan, siramsadiqs@gmail.com
Napatsakorn Loha, Thailand, napatloha@yahoo.com

Write On

A project using interesting prompts to encourage students to express themselves and develop their writing skills.

The Write On Project is focused on developing students' writing skills in four domains of writing: Persuasive, Expository, Narrative and Descriptive. Emphasis is placed on the importance of clear and thoughtful writing. Participants are encouraged to share their reflections or reviews on any shared article or book they have read, and invite others to discuss these writings. In addition, students can use a news article or heading/caption of the news article as a debate prompt, and can invite others to add comic writing by adding dialogues in blank speech bubble. The project facilitator as well as the teachers of the participating classes will periodically post prompts focusing on one of the above domains, inviting students from all around to respond to them.

Ages: 5-18
Dates: September 1, 2015 - March 30, 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-45
Contact: Farah Kamal, farah@iearnpk.org and
Tubi Naz, miss_tubinaz@hotmail.com, Pakistan

Youngcast Project

A tandem exchange project of student activities using audio and video podcasting to help students to share ideas and to improve their second language.

A project to support students to communicate by using Web 2.0 tools and participating in videoconferences. The project is also open to other schools who wish to communicate in English as a second language with Spanish students and also, just in English. The project provides a structured programme of activities using audio and video podcasting to help students to exchange their ideas and to improve their skills in the language they are learning. Teachers receive training and support in the use of technologies such as audio-casting, video-casting, Moodle and learning blogs to bring the project to life. The communication platform used for the project is a Google Site (youngcast.iearn.cat). Skype and Hangout (Google +) are used for the videoconferences between schools.

Ages: 12-18
Dates: January - April 2016
Languages: English and Spanish
Website: youngcast.iearn.cat
Project Group: collaborate.iearn.org/space-2/group-258
Contact: Sonia Hurtado, Spain, sonia.hurtado@iearn.cat

Te Cuento Un Cuento

Alumnos y sus docentes producir y compartir cuentos a partir de imágenes y sonidos utilizando el lenguaje como medio creativo.

El gran desafío de este proyecto es integrar el uso de las TIC en el desarrollo del proceso de lecto–escritura realizando el intercambio entre escuelas de distintos lugares en un espacio virtual de trabajo. Los docentes pueden integrar el proyecto como actividad de iniciación a un tema particular, como desarrollo del trabajo en lectura y escritura, como cierre de una materia específica. Cada docente tiene la libertad de adaptar las actividades sugeridas de acuerdo a la edad y nivel de su grupo de alumnos.

Ages:	4-18
Dates:	2 ediciones - Marzo a Junio y Agosto a Noviembre. Inscripciones en Feb/Marzo y Julio/Agosto
Languages:	Español
Project Group:	collaborate.iearn.org/space-2/group-384
Contact:	Olga Viviana Schaab, Argentina, tecuentouncuento@fundacionevolucion.org.ar

Electronic School Magazine

An electronic school magazine for exchanging experiences between students and teachers.

Who is more important than students and teachers? They are the main concern of any school. They always contribute to their school development through their performances, achievements, activities, sports, etc. All these contributions need to be documented and exchanged at a local and international level. Students and teachers deserve to have a magazine which can be reached from any place in the world. Consequently, students and teachers all over the world are encouraged to document and announce whatever is proper to be on our educational magazine, or they are encouraged to publish their own and send it to us to have it as a link in our own. Moreover, students can create their own study materials and document it in the e-school magazine.

Ages:	5-18
Dates:	September 1, 2015 - May 10, 2016
Languages:	Arabic, English
Project Group:	collaborate.iearn.org/space-2/group-207
Contact:	Mutasem Mafarjeh, Palestine, t.mutasem@hotmail.com

iMagzz-Making Myself Heard

A project that connects students worldwide to create a magazine of youth-produced work.

Participants are invited to write articles and news stories, create advertisements and banners, take interviews and pictures, make collages and calenders, write diary entries and poems, or any other means to express their thoughts and feelings on any issue in any creative way. Students are invited to write on any topic which is close to their heart. Among the topics that have made news and could be taken up are technological advances, social media, peer pressure, weight problems, people who inspire, what affects you the most, sports athletes, and must visit places. The final product will be a published magazine, published as both an e-magazine and a physical copy.

Ages:	12-18
Dates:	October 1, 2015 - June 1, 2016
Languages:	English
Website:	i-magzz.com
Project Group:	collaborate.iearn.org/space-2/group-334
Contact:	Sunita Bhagwat, bhagwat.sunita@gmail.com, and Geeta Rajan, geetarajan86@gmail.com, India

Beauty of the Beasts

An international wildlife art and poetry exchange.

Join the celebration of nature through the eyes of students from around the world. "Beauty of the Beasts" is a global project inviting students to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry.

Artwork and poetry must be the student's original masterpiece; their own interpretation of the beauty and uniqueness of these marvelous creatures. All art mediums and poetry styles are acceptable. Students may participate in either art or poetry divisions, or are welcome to submit work in both.

Ages: 5-18
Dates: September 1, 2015 - July 30, 2016
Languages: All
Project Group: collaborate.iearn.org/space-2/group-10
Contact: Vaneet Kunar, India, nancy74@rediffmail.com

LlunáTICs

Proyecto para trabajar la poesia en los centros educativos

Llunàtics es un proyecto telemático pensado para promover el trabajo de la poesia en el aula. Jugando con la poesia los alumnos van a disfrutar y conocer el lenguaje poético como otra forma de expresar sentimientos, vivencias, emociones, y historias.

A partir de una selección de poesias sobre la Luna se proponen diferentes actividades (recitar, leer, dramatizar, dibujar, interpretar, reescribir). Llunàtics os facilita algunas herramientas digitales para realizarlas, pero podeís utilizarlas o no. Lo que es realmente importante es que publiqueis el trabajo de vuestros alumnos y que visiteis el trabajo de los otros participantes.

Ages: 3-18
Dates: Abril 2016
Languages: Català, Castellano & English
Website: http://projectellunatics.blogspot.com.es/
Contact: Grup Drac Trac (Coordinació: Carmina Pinya i Salomó), dractrac@gmail.com

Talking Kites All Over the World/ Chiringas que Hablan

A tradition of flying kites with personal and group images of our dreams for a better world in the footsteps of J. Korczak

Students make kites to fly as a massive tribute dedicated to advancing cultural and social dialogue, a symbol of bridging the gap and understanding the "other." This has become a continuous tradition of flying kites with personal and group images of our dreams for a better world, a world of co-existence, tolerance, acceptance of the "other" and peace. The program includes learning about Janusz Korczak, reading Korczak's Declaration of Children's Rights, and constructing, decorating and flying kites, with a quotation from Korczak.

Ages: 5-18
Dates: Ongoing. We will fly kites on March 21 on the Equinox.
Languages: All with English and Spanish language facilitators
Project Group: collaborate.iearn.org/space-2/group-95
Contact: English: Ruty Hotzen, Israel, eh2y42@gmail.com
Spanish: Centro iEARN-Orillas,
Enid Figueroa, efigueroa_orillas@comcast.net,
Kristin Brown, krbrown@igc.org

Alternate Reality

In this project, students create "false memories" by Photoshopping student images into each others' schools.

If our students can't physically walk in one another's shoes, what if they "Photoshopped" each other in? Students send (and receive) photographs of their peers photographed in a variety of poses against a blank background. They may accompany the photos with a short list of activities and interests they typically enjoy doing at school. Using Photoshop, Gimp (free software), or other image-editing software, students create photocomposites by cutting and pasting their "guests" into scenes around their school. Students write documentary-style captions for their photographs, explaining aspects of what life might be like for them.

Ages: All
Dates: August 31, 2015 - June 15, 2016
Languages: English, All
Project Group: collaborate.iearn.org/space-2/group-323
Contact: Maria Soledad Gomez Saa, Argentina, solegomezsaa@gmail.com, Chris Baer, USA, cbaer@vineyard.net

Hip Hop on the Spot

A project uniting young people from different countries by means of a collaborative musical and literary creation through hip hop, including DJ, RAP, Graffiti, Breaking and Knowledge.

This project begins with a theme for youngsters to write RAP, speaking of iEARN, and collaborative creation.

RAP: subtitling project videos in other languages. Make a video of RAP, with free theme, singing in any language with English subtitles.
GRAFFITI: paint the logo on shirts, walls, books and other media.
BREAKING: make a video of young people dancing and post it on forum.
Knowledge: Tell the story of hip hop from your neighborhood, your city, your country. Do testimony with people who transformed their lives through street culture.

Ages: All
Dates: September 2015 - May 2016
Languages: English and Portuguese
Project Group: collaborate.iearn.org/space-2/group-330
Contact: MC Rose, Brazil, roserapper50@gmail.com

Calligraphic Arts

Students discover and engage in reviving the ancient art of calligraphy by producing, sharing and appreciating various examples.

Calligraphy or 'Beautiful Writing' is one of the oldest artistic and literary forms known to people. Calligraphic art has always been part of heritage and culture for civilizations and religions around the world. It has been traditionally used for adorning sacred places for prayer and worship as well as holy scriptures, poetry and writings.
This project is designed to engage students to explore the art of Calligraphy, learning both its history and techniques. Students will select or create short text focusing on peace, love, tolerance, friendship in the form of poems, slogans, phrase, words, select sayings from sufis or scholars, and use different medium including software to produce calligraphic pieces and share their completed projects in the interactive forum and a web gallery.

Ages: 11 - 21
Dates: September 2015 - June 2016
Languages: English
Website: www.iearnpk.org/pd/calligraphy.htm
Project Group: collaborate.iearn.org/space-2/group-27
Contact: Syed Mohammad Raza, syedmohdreza@hotmail.com, Sanober Nazir, sanober_u@yahoo.com, Pakistan

Global Art: Sense of Caring

Students exchange digital photos/artwork and writing on the theme of caring.

Students create artwork that shows what they care about and how they care for one another and other living things in their schools, families, communities and the world. Each student also writes an essay or poem on his/her ideas of caring and shares it in the project's online forum and album. In addition, participants respond to each other's artwork and write about caring using the online forum.
They can also create local displays of the artwork and writing they have created and received from other participants as a "Global Art Show." Classes are encouraged also to carry out a local or global project that demonstrates caring for others.

Ages: 5-18, with an emphasis on children ages 5 to 13
Dates: September 2015 - June 2016
Languages: All languages, with assistance for translations
Website: http://senseofcaring.tumblr.com/
Project Group: collaborate.iearn.org/space-2/group-89
Contact: Alema Nasim, alema@iearnpk.org, and
                   Hina Sadia, hinasadia3@yahoo.com, Pakistan

Origami

A project connecting students with art therapy and how origami works.

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

Ages: 5-18
Dates: Ongoing
Languages: English and Japanese
Website: www.jearn.jp/japan/index.html
Project Group: collaborate.iearn.org/space-2/group-129
Contact: Yoshiko Fukui, Japan, fukuike@par.odn.ne.jp

Teddy Bear Project/Ositos de Peluche

An international teddy bear exchange using email and postal mail.

After registration, classes exchange Teddy Bears or other soft toys by airmail. When it arrives, the bear writes a diary, and sends home messages online describing its adventures, and what it has seen and done. The project aims to encourage authentic writing by providing children with a real audience. They write their diary and online messages as if they are the visiting bear. Sometimes video conferences between classes may deepen friendships. The project provides an opportunity for students to develop an understanding of cultures other than their own.

Ages: All
Dates: Ongoing
Langauges: English, Japanese, Spanish, and other languages
Website: www2.jearn.jp/fs/1191/index.htm
                   http://proyectooositosdepeluche.blogspot.com.ar
Project Group: English: collaborate.iearn.org/space-2/group-94
                   Spanish: collaborate.iearn.org/space-2/group-188
Contact: English: Puppala Rasagnya,
                   Japan, teddybear-japan@jearn.jp
                   Spanish (Ositos de Peluche):
                   Lucía Rubio, luciatrenque_1967@hotmail.com

Holiday Card Exchange

Classrooms explain their holiday traditions by sending cards to their partners around the world.

Teachers and students prepare an envelope with holiday cards to send to the other participants between October - December. Students may send Chinese New Year, Christmas, Hanukkah, Kwanzaa or Eid greeting cards or cards that show local celebrations during December or January. Each school will be placed in a group with approximately seven other schools and will prepare either handmade or purchased cards (decorations may be included) to send to each of the other schools. This project involves postal mailings, so participants are encouraged to plan ahead to estimate whether associated costs are within their budget.

Ages: All
Dates: Registration will take place from Aug 18 - Oct 31, 2015.
Langauges: English and Spanish
Project Group: English: collaborate.iearn.org/space-2/group-97
Spanish (Intercambio de Tarjetas): collaborate.iearn.org/space-2/group-287
Contact: English: Judy Barr, Australia, judybarr@iearn.org.au
Spanish: Cristina Velazquez, Argentina, cristinavdls@gmail.com

Smiling World

A project to promote happiness throughout the world by spreading international smiles.

Smiling World is a project that aims to promote international peace throughout the world through smiles. We will enlist the help of schools and exchange posters, murals and love. We will show the world we are ready for peace and harmony. A world with smiles is a world with sunshine - let's let the rays beam.

Ages: 5-18
Dates: September 1, 2015 - June 30, 2016
Language(s): All
Progect Group: collaborate.iearn.org/space-2/group-327
Website: olga-smilingworld.blogspot.ru
Contact: Olga Timofeeva, Russia, teacher7keys@gmail.com

Taisho Koto

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

How do you think about power of the music? This project explores the harmonies from Taisho Koto, a traditional Japanese instrument, to open the way to the future. Taisho koto instrument was invented in Japan. It will be 100 years since its release. This instrument was designed to be easily played so that people who are not experienced with playing musical instruments could learn. As such, it was a preferred instrument of the common people. This project began so that many people around the world could learn and enjoy music.

Ages: 10-18
Dates: From July 1, 2015 - June 1, 2016. August 3-7, 2016 is the iEARN Taisho Koto Project 'Kotolympic' & NDYS 2016 in Nigata, Japan.
Language(s): English, Japanese
Project Group: collaborate.iearn.org/space-2/group-184
Website: http://taishokotoproject.com/
Contact: Motoko Hirota, Japan, taishokoto@jearn.jp

My Hero Activist Media

Produce and share new media for positive change.

A project affiliated with the iEARN network, but run by an independent NGO, in which students of all ages publish stories, and submit artwork and multimedia online about their heroes. Teachers and students are encouraged to create original songs, short videos and/or digital art to raise awareness about issues they care about. MY HERO will share resources, guides and mentors to help with this digital production. All are invited to share their media through myhero.com/start. For more about My Hero Learning Circles, see page 52.

Ages:	All
Dates:	Ongoing, with multimedia festival deadlines in June and October.
Language(s):	English/Spanish, with selected stories translated into French, Chinese and Arabic.
Website:	www.myhero.com and Spanish: miheroe.org
Project Group:	collaborate.iearn.org/space-2/group-112
Contact:	Wendy Milette, media@myheroproject.org, Wendy Jewell, wendy@myheroproject.org, USA

Folk Tales/Storytelling: Past and Present

Students will share their stories in traditional and digital forms and through live storytelling sessions, sharing pictures and videos prepared by students about folk tales.

Storytelling is an old tradition and is found in all cultures and countries. With the advancement of technology and communication tools, the ways and modes of storytelling have changed. This project aims to revive the tradition of storytelling through digital tools and connect students from different parts of the world on the project forum to share their stories, experiences and aspirations. Students will share their stories through any digital form they wish to use (video, audio, text, or photos).

They will also record their elders and community leaders telling stories and will share them on the project forum. Live communication is an important aspect of today's global citizenship. Skype and other tools will be used to conduct live storytelling sessions. Another important feature of this project is inclusion of student-facilitators and student-trainers who will co-facilitate the project activities and train their peers through face to face and online training workshops. This way they will play their role as active and responsible digital natives.

Ages:	6 - 16
Dates:	August 2015 - July 2016
Langauge:	English
Project Group:	collaborate.iearn.org/space-2/group-83
Contact:	Imran Khan, Pakistan, imrankk82@hotmail.com

Narnia and CS Lewis

Share in an exchange on Narnia, the fantastic land from the CS Lewis book.

Many people around the world have read the magic books "Chronicles of Narnia" written by CS Lewis. These books have a very high educational value and can stimulate students to think about right and wrong. For this year we chose the book "The silver Chair". Many students know this book and can speak about it in order to create a community all around the world. This iEARN project experience can help us. Students can also find out more about why the name Narnia was chosen by CS Lewis - because it was the old name of an Italian Town

Ages: 5-18
Dates: September 1, 2015 - June 1, 2016
Langauges: Italian, English
Website: www.narnia.it
Project Group: collaborate.iearn.org/space-2/group-118
Contact: Fortunati Giuseppe, Italy, fgiusepp2@tin.it

Global Food Show and Tell

Students share, compare and contrast different types of foods eaten in their home countries.

Investigating a different category of food each month, participating students will share the foods that are typical to their country. In this way, the students will be able to show and tell not only about the natural resources available in their area, but the local rituals, as well.

Ages: 5-18
Dates: September 1, 2015 - June 30, 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-326
Contact: Maria Soledad Gomez Saa, Argentina, solegomezsaa@gmail.com, Lynn deAraujo, USA, ldearaujo@fids.org

HUMANITIES & SOCIAL SCIENCES

My City and Me

A project about the cultural, social and environmental aspects of the cities we live in.

In this project, participants choose different aspects of their city to research and share about with their contemporaries around the world. Together we can think about activities which can make our lives and those of others living in our cities better. Students can share stories about the cities, make surveys about advantages and disadvantages of living in the city, make posters, presentations, and research what youth can do to improve their city life.

Ages: 5-18
Dates: September 2015- May 2016
Languages: English, Russian
Project Group: collaborate.iearn.org/space-2/group-8
Contact: Olga Prokhorenko, Russia, olgap1471@gmail.com
Olga Timofeeva, Russia, teacher7keys@gmail.com

School Uniform Exchange

Students talk about their school uniform tokens, histories, inner cultures, and exchange school activities.

Students are encouraged to explore the identity of their own schools. The themes for the various months include: values of global issue exchange, school and cultural explorations, uniform exchange (if the school provides, not compulsory), activities sharing, forum discussion, and video conferences. Students can write a school uniform diary, or create their own digital virtual uniforms with a specific school symbol or spirit. Most of all, there's a group of partner schools instead of one - we can't provide partner schools.

Ages: 7-18
Dates: September 2015 - May 2016
Languages: English and other languages such as French, Spanish, Japanese, Chinese
Project Group: collaborate.iearn.org/space-2/group-122
Contact: Cindea Hung, Taiwan, cindy02102001@yahoo.com.tw
Huri Cinar, Turkey, huri_cinar@yahoo.co.uk, and
Kay Tu, Taiwan, kaytu17@yahoo.com.tw

Girls Rising Project

Learn about the importance of equal right and education for girls in the world.

Girls Rising journeys around the globe to witness the strength of the human spirit and the power of education to change the world and students get to know nine unforgettable girls living in the developing world: ordinary girls who confront tremendous challenges and overcome nearly impossible odds to achieve their dreams.

Participants are encouraged to watch "Girl Rising" (or excerpted chapters available online). As part of their discussions with other classes, students are encouraged to share ideas about what they can do to make the situation of girls in the world and in their own country better.

Ages: 12-18
Dates: April 2015 - May 2016
Languages: English and other languages such as Japanese, Spanish and Chinese
Project Group: collaborate.iearn.org/space-2/group-315
Contact: Suki Yuk, Korea, sookheeyuk@gce-us.org, Mari Sekine, Japan, sekine-m@keimei.ac.jp, Ed Gragert, USA, egragert@gce-us.org

Money Matters

A project in which students express their opinions & discuss the value of money, interesting facts about money, and even comparisons of banknotes in different countries.

Participants will be divided into groups of 2-4 classes according to their age. Using the project forum participants express their opinions and discuss the value of money, history of money, kids's pocket money, interesting facts about money, proverbs about money and illustrate them, compare the smallest and biggest banknotes (images, colours, sizes), and make media products (films, posters, presentations, slide shows). Students are suggested to discuss questions connected with earning money, to design currency and other interesting things.

Ages:	5 - 18
Dates:	September 2015 – May 2016
Languages:	English and Russian
Website:	http://iloveenglishiloveenglish.blogspot.com/
Project Group:	collaborate.iearn.org/space-2/group-250
Contact:	Natasha Belozorovich, Belarus, belozorovich@gmail.com

Get to Know Others

An educational endeavor to give students the chance to learn about their own culture as well as others.

Students study their own culture, traditions and ways of life, making comparisons between their culture and others to find similarities and differences. They may also write reports and/or create art reflecting their own cultures and traditions, their daily lives, and how to celebrate weddings, and other special occasions.

Ages:	All
Dates:	Ongoing
Languages:	English and Arabic
Project Group:	collaborate.iearn.org/space-2/group-88
Contact:	Gamal Kasem, Egypt, gmlkasem@yahoo.com

World We Live in/ Мир, в котором мы живем

Participants discuss the world and environment they live in and how to improve it according to the Sustainable Development Goals / Участники проекта обсуждают мир, в котором они живут, окружающую среду и то, как сделать их лучше согласно ценностям и принципам Хартии Земли, а также Целям устойчивого развития.

Project participants are invited to discuss problems of their life and Sustainable Development of their regions, suggest the ways of solution of these problems. They share their thoughts and ideas with each other by answering the questions suggested during the discussion as well as by exchanging essays, and sharing pictures and photos.

Участники проекта обсуждают проблемы своей жизни, Цели устойчивого развития и возможность их достижения в своих регионах. Предлагая свои варианты, они обмениваются идеями друг с другом, обсуждают актуальные вопросы дискуссии, создают эссе, рисунки и фотографии.

Ages:	12-18
Dates:	Oct 2015 - May 2016
Languages:	English, Russian, Belarusian
Website:	wwli.iatp.by
Project Group:	collaborate.iearn.org/space-2/group-7
Contact:	Olga Luksha, olga_queen@yahoo.com, and Sofia Savelava, yiecnewline@gmail.com, Belarus

CIVICS: Youth Volunteerism and Service

An action-based project in which students evaluate and act on social issues in their communities, promoting service learning and community leadership.

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

Ages: 5 - 18
Dates: September 2, 2015 - June 28, 2016
Languages: English
Website: www.iearncivics.wordpress.com
Project Group: collaborate.iearn.org/space-2/group-32
Contact: Sarah Zubair, Pakistan, sarah.zubair@khi.iba.edu.pk

Voyage: Volunteer of Youth Age

We invite teachers and students to develop a sense of sympathy and charity, and serve others as volunteers.

Voyage Project aims to arouse the awareness of the Youth to care for people and things all around us, such as our living environment, orphans, disabled students, the paralytics, and the victims of natural calamities at home and abroad. Its goal is to urge the Youth to take action and work out some ways to help the needy as volunteers. However, teachers and parents are welcome to join the Youth in this project.

Ages: All
Dates: September 1, 2015 - May 31, 2016
Languages: All
Project Group: collaborate.iearn.org/space-2/group-100
Website: http://sites.taiwaniearn.org/voyage/
Contact: Sam Wu, samwu2000tw@gmail.com,
Tai-hsia Bau, tsbau@mail.hkhs.kh.edu.tw, Taiwan

Kindred - Family Histories

Students research events in the lives of members of their family or local community to find how they have been impacted by history.

Students are asked to interview member of their immediate family (mother, father, brothers, sisters), extended family (grandparents, uncles, aunts), neighbours or friends in the local community. They should ask them about experiences in their life that have been affected by the events of world or local history. Events may include war, natural disasters, migration, important discoveries, monuments, famous places and so on. Students should focus on the impact for the family.

Ages: All
Dates: Ongoing
Language: English
Project Group: collaborate.iearn.org/space-2/group-99
Contact: Judy Barr, Australia, judybarr@iearn.org.au

One Right, One People

The project is mainly focused on advocacy, empowerment, capacity building and solving issues related to rights of people and the SDG's.

One Right, One People Project is a project designed for students around the world to learn, share, investigate and find solutions to the global issues affecting them. Participants of this project will have the opportunity to serve as ambassadors in their various countries to work hand in hand with stakeholders to find solutions to problems affecting their country.

The project will have a section for learning and sharing of issues related to rights of people and a section where extra-curricular activities will be done as teams to execute projects tasks that will be made available to participants.

Ages: All
Dates: Ongoing
Language: English
Project Group: collaborate.iearn.org/space-2/group-128
Contact: Richard Malcolm, Ghana, oropproject@aol.com

Marriage Customs around the World

This project is about marriage customs all over the world and how much we are similar and how we are different in many ways.

The project is about marriage customs all over the world. We would like our students to explore marriage customs because it is really interesting to know about other cultures and other ways of celebrating marriages. We are sure that in any single country there are many ways of celebrating. By knowing more celebrations, we will be able to talk as global citizens and our future generation can raise awareness about how we are similar and different in many ways.

Ages: 12-18
Dates: Ongoing
Language: English
Project Group: collaborate.iearn.org/space-2/group-106
Contact: Ubayy Arafeh, Palestine, ubayy-arafeh@hotmail.com
Abdellah Ghazi, Morocco, ghazi1ma@yahoo.com
Marva Miles, USA, milesm@fulton.k12.ga.us

Future Citizen

A project encouraging youth to develop leadership skills for "thinking globally and acting locally."

The project focuses on rights and duties of the citizen, tolerance and freedom, civic responsibilities, and engagement. Between September-May, students research laws, elections, and governmental systems in their own country as well as complete a service learning project such as a voter registration drive, volunteering for a candidate, volunteering at the polls, or writing letters to government officials about important community issues. Students will monitor the international press for reports on human rights and election results. Students will create a documentary of their work in a photo journal, video tape, or multimedia presentation, to be shared online.

Ages: 11-19
Dates: October 2015 - May 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-86
Contact: Nawrez Hsayri, Tunisia, hsayri.nawrez@yahoo.com

National Toys

Students share information about national folk dolls/toys including the history and origin.

Students research and share the information about their national toys, including the instructions on how to create them for the partners to learn from the findings of the peers in other parts of the world and to make their school collections of handmade toys from around the world.

Ages:	5-16
Dates:	September 2015 - May 2016
Languages:	English
Website:	http://nationaldolls.weebly.com/
Project Group:	collaborate.iearn.org/space-2/group-183
Contact:	Olena Kononenko, Ukraine, kononenko.o@i.ua

Celebraciones

Este proyecto busca revalorizar las celebraciones.

Este proyecto busca revalorizar las celebraciones, descubrir sus raíces y relevancias culturales, organizarlas especialmente y vivirlas con mayor intensidad y compromiso, para luego poder compartirlas con otras instituciones educativas, otras regiones geográficas, otras culturas.

Ages:	6-18
Dates:	Ongoing
Languages:	Spanish/Español
Project Group:	collaborate.iearn.org/space-2/group-333
Website:	http://proyectocelebraciones2014.blogspot.com.ar/
Contact:	Cristina Velázquez, Argentina, cristinavdls@gmail.com

Natural Disaster Youth Summit 2016

A project in which children learn how to reduce the impacts of disaster through communication and collaboration with global friends.

NDYS started in September 2004, commemorating 10th year of great Hanshin Awaji Earthquake in Japan. We learned the importance of human lives and preparedness for disasters. In recent years, it has been pointed out that extreme abnormal weather caused by climate change may be linked to an increase in large-scale natural disasters. Natural disasters such as heavy rain and floods are increasing in many parts of the world, and they become major obstacles not only to people's lives, but also sustainable development. To take urgent action to combat climate change and its impacts is an urgent global issue. Our goal is to enhance awareness of natural disasters on families, schools and local communities through children's actions. NDYS will build a global disaster management education network utilizing ICT. Let us communicate with each other and contribute to a healthier planet. NDYS 2016 International Gathering will be held in Niigata city in Japan.

Ages:	All
Dates:	September 2015 - August 2016
Language(s):	English, Japanese, and some others.
Website:	ndys.jearn.jp
Project Group:	collaborate.iearn.org/space-2/group-120
Contact:	Yoshie Naya, yoshie.naya@gmail.com, Kazuko Okamoto, kay@jearn.jp, Japan, Nimet Atabek, nimetucaratabek@gmail.com, Turkey, Gia Gaspard Taylor, Trinidad and Tobago, iearntrinidadntobago@yahoo.com, Doris Tsuey-ling Wu, Taiwan, doriswutaiwan@gmail.com

Bongoh

A simulation game where students travel to an imaginary archipelago.

The islands of the Bongoh archipelago are in the shape of each Bongoh letter. First activity - participating groups introduce themselves. Second activity - they explain how they arrived at one of the islands. Third activity - they describe the place where they are. Fourth activity - they meet other participants in a meeting. Last activity - they must decide whether to return home or stay on the island. All productions are posted on a blog. Teachers choose the ICT tools their pupils are going to use to produce their products.

Ages: Ages 11-12
Dates: Ongoing
Language: Catalan
Website: bongoh.iearn.cat
Contact: Margarita Guinó Arias, Spain, margarita.guino@iearn.cat

Tour por el Mundo

Proyecto colaborativo interdisciplinario que busca fomentar el turismo del país de origen de los participantes y favorecer el conocimiento e intercambio de información.

Proyecto colaborativo interdisciplinario que busca fomentar el turismo del país de origen de los participantes y favorecer el conocimiento e intercambio de información. Su eje central es la investigación de los centros turísticos que tiene el país para luego darlos a conocer, al mismo tiempo que se aprende de los sitios maravillosos de los países hermanos.

Ages: 10 a 17 años
Dates: Marzo a Noviembre
Language: Spanish/Español
Project Group: collaborate.iearn.org/space-2/group-192
Website: http://tourporelmundo.blogspot.com.ar/
Contact: Cristina Velázquez, Argentina, cristinavdls@gmail.com

UNESCO World Heritage Sites

Students study the heritage of their country, teach each other, then make guided tours to a place in their country.

Students explore the heritage of their country and any UNESCO heritage place that exists in it, its history, the tales about this place, its meaning in their country's history, and the history of the world. Photos and drawings can be sent to the project's media album. Students are encouraged to ask each other about UNESCO heritage sites in their countries. If it is desired, partners can be arranged with another school.

Ages: 10 and up
Dates: Ongoing
Languages: English
Project Group: collaborate.iearn.org/space-2/group-91
Website: www.iearn-unesco.blogspot.com
Contact: Inga Paitchadze, Georgia, ngo.siqa@gmail.com, Ruty Hotzen, Israel, eh2y42@gmail.com,

Local History

Local History is the history of our home places which can also include the history of our families, descriptions of traditions, country cuisine and folklore.

The Local History Project is a teacher-directed collaborative project in which students research the history of their communities and share their findings with their global peers. The goal of the project is to teach students to care about the place they live, appreciate historical and cultural environment, to care and respect older generations, and to understand and appreciate a historical heritage of the past and the present. Throught this project, students develop research skills using a variety of sources such as interviews, letters, diaries and books and then share their findings in the form of essays, power point presentations, art and photos in an on-line forum.

Ages: 5-18
Dates: September 15, 2015 – June 15, 2016
Languages: English, Russian
Project Group: collaborate.iearn.org/space-2/group-104
Website: http://iearnlocalhistory.blogspot.com/
Contact: Shukufa Najafova, Azerbaijan, shukufa_najafova@hotmail.com, Rimma Zhukova, rimma_zhuk@yahoo.com

Digital Citizenship

Students develop awareness of digital etiquette and their rights and responsibilities so that they can be safe online and positively impact the global community.

This project is developed to help our digital natives become aware of their rights and responsibilities and to spread the message of e-safety to benefit the wider global community. Students will understand the term 'Digital Citizenship' and what it means in their context. They will learn Digital etiquettes, make conscious efforts to practice and spread these amongst their friends and family. They will become aware of e-safety by learning about common web threats such as computer viruses (spyware, malware, adware, phishing, & pharming) and web issues such as copy right laws, cyber bullying, and plagiarism.

Ages: 5-18
Dates: September 1, 2015 - June 30, 2016
Language: English
Project Group: collaborate.iearn.org/space-2/group-182
Contact: Nudrat Rahman Sheikh, Pakistan, rahman.nudrat@gmail.com

My Identity, Your Identity

Students talk about their traditional celebrations and the famous monuments and landmarks in their countries.

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

Ages: All
Dates: October 1, 2015 - June 1, 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-114
Contact: Said Belgra, Morocco, saidbel2011@hotmail.com Nicolle Boujaber-Diederichs, USA, nboujaber@hotmail.com

SardaTIC

Proyecto telemático para la promoció de la Sardana y la Cobla en las escuelas.

Ages: 9-12
Dates: February - May 2016
Languages: Catalan
Project Group: sardatic.blogspot.com.es
Contact: Eva Martínez, Spain, eva.martinez@iearn.cat

SardaTIC es un proyecto telemático cuyo objetivo general es promocionar la Sardana y la Cobla en las escuelas de forma divertida y moderna. Cada grupo de escuelas (en principio por proximidad) tendrá un blog compartido. El proyecto consta de 5 actividades telemáticas y 2 actividades presenciales, todas ellas propuestas y amenizadas por la mascota animadora SardaTIC. Se realiza una formación inicial para que los maestros aprendan a bailar la sardana y a utilizar las herramientas TIC que servirán para realizar las actividades. Durante todo el proyecto recibirán el apoyo de un coordinador del equipo SardaTIC. Los maestros tienen además a su disposición una plataforma Moodle para comunicarse y para acceder a toda una serie de recursos y tutoriales útiles para la participación al proyecto.

Finding Solutions to Hunger, Poverty & Inequality

Participants research and discuss the root causes of hunger and poverty in the world and take meaningful actions to help create a more just and sustainable world.

Ages: 5-18
Dates: September 2015 - June 2016
Languages: English
Website: www.kidscanmakeadifference.org
Project Group: collaborate.iearn.org/space-2/group-81
Contact: Maria Conte, m.conte@stthomasschool.net, Jane and Larry Levine, kids@us.iearn.org, Mary Brownell, mcmarybrownell@gmail.com, USA

Participants will begin the study of hunger/ food justice by examining their own eating patterns. After sharing food diaries and analyzing types and amounts of food consumed per person, students participate in activities to help understand how food and resources are distributed globally. The next area of study is to learn about why people are hungry. Finally, students will become problem solvers in working to end hunger. Participants will create a service-learning project to educate their school/community about the issue of hunger and how people can effect change. They will document their project through video or digital photography and share it online. We will create an online manual containing projects, lesson ideas, and resources that others can use to teach about hunger.

My School, Your School / Mi Escuela, Tu Escuela

Students compare school life in different countries around the world.

Ages: All
Dates: Enrollment: September 2015 Participation: October - December 5, 2015. Enrollment: April 2016. Participation May - July 2016
Languages: English and Spanish
Website: myschoolyourschoolproject.blogspot.com
                                 http://miescuelatuescuela2015.blogspot.com.ar/
Project Group (English):   collaborate.iearn.org/space-2/group-116
Project Group (Spanish):   collaborate.iearn.org/space-2/group-166
Contact: Silvana Carnicero, silvanacaro1@yahoo.com.ar
                                 Mariela Sirica, marielasirica@yahoo.co.uk, Argentina

A project aimed at finding similarities and differences among schools around the world through the voice of the main participants of the educational process: the students. Students compare different aspects of their school lives such as school routines, buildings, uniforms, subjects and extension activities.

My Dream World

A warm and open place for all students to share ideas about their ideal world.

This project provides an opportunity for students to share their ideas about their dream world through essays, prose, poems, short stories, or pictures. The aims of the project are to develop and promote creativity among students, to promote communication and understanding between students from different countries by learning sharing information and learning about one another's ideal world, and to create a better future for our children.

Ages: 5-18
Dates: September 1, 2015 - November 30, 2016
Languages: English and Persian
Project Group: collaborate.iearn.org/space-2/group-110
Website: https://sites.google.com/site/iearndreamworld/
Contact: Minoo Shamsnia, Iran, shamsnia@gmail.com

Folk Costumes Around the Globe

Students are invited to provide pictures with folk costumes from their countries, describe them and write a few lines about different occasions people wear them.

This project gives students from as many countries as possible a chance to share their folk/national costumes with other students and teachers in the world and to promote their folk art and traditions. The students will provide pictures of folk costumes from their countries together with a short description of them, and give information about the occasions on which people wear or used to wear them. Pictures should be uploaded on the project's forum so that they appear in the media gallery.

Ages: 10 -19
Dates: Ongoing
Languages: English, Romanian, French, Russian, Spanish (English translation required)
Website: iearn.dej.ro/projects/FolkCostumesAroundTheGlobe
Project Group: collaborate.iearn.org/space-2/group-82
**Contact:** Cornelia Platon and student Claudiu Kiss, Romania, nelly_platon@yahoo.com

Machinto-HIROSHIMA for Peace

What Hiroshima and Nagasaki mean today after 70 years.

Based on books such as "Machinto" and "My Hiroshima", participants learn about what nuclear droppings brought us and research/discuss where little birds "war affected children" are still crying in the world and how nuclear power plants affects us today. Participants will express peace, friendship, and a safe world through their creative picture books, videos, and any kinds of media to share with those little birds in the world.

Ages: All
Dates: Ongoing
Languages: English, Japanese, and Spanish
Project Group: collaborate.iearn.org/space-2/group-11
Contact: Yoko Takagi, Japan, yoko@jearn.jp (English and Japanese), Mali Bickley, mali@iearn-canada.org, Jim Carleton, jim@iearn-canada.org, Canada (English), and Enid Figueroa, efigueroa_orillas@comcast.net and Kristin Brown, USA, krbrown@igc.org (Spanish)
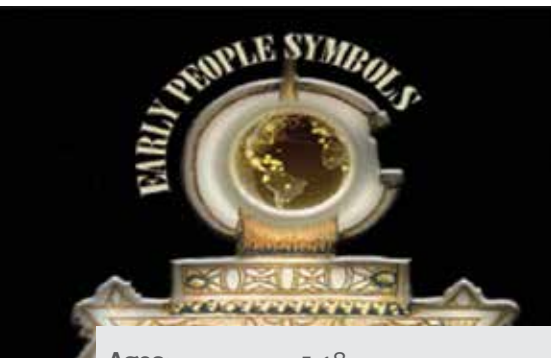
Early People's Symbols

Exploring early people's symbols and their cultural history.

Students explore the meanings of their cultural symbols. They will start by doing research (Internet, local libraries, museums, art books, and artifacts such as rugs, wall, ceiling, floor drawings, pictographs, etc.) in their communities. Then, they will briefly tell the story related to the symbol using journals, Voice Threads, PowerPoint Presentations, videos or digital photos. Students are also invited to create a drawing or painting using these symbols. Upon completion of the research and documentation of the story, students will share their artwork and stories in the forum and the EPS website.

Ages: 5-18
Dates: August 1, 2015 - June 30, 2016
Languages: English, will translate from Spanish, French, Arabic
Website: sites.google.com/site/earlypeoplesymbols/home
Project Group: collaborate.iearn.org/space-2/group-160
Contact: Abdelaziz Rhazzali, Morocco, rhazzali@gmail.com,
Christine Hockert, chockert@comcast.net,
Christine Kolstoe, ckolstoe@yahoo.com, USA

One World - Kutoa Classroom

Providing a forum for student voices of all ages to support a movement that involves people from around the world joining together to help.

Kutoa founder Josh Brake, after visiting an aftercare home for girls who had been rescued from the brothels of India and meeting slaves forced to make bricks in Pakistan, was struck with a thought. What if even a small percentage gave just a little to help other people in need?

While it's true there is extreme poverty in many countries, it is also true that just a little change can have a big impact. Partnering with iEARN and the Compassion Project. Classrooms from around the world can each month discuss the importance of helping people in immediate need. Each month classrooms and children through voting have a voice to where Kutoa's money will go to. We are not only helping one cause but many in need.

Ages: All
Dates: All Year - this will benefit all the different school years around the world.
Languages: English
Project Group: collaborate.iearn.org/space-2/group-398
Website: www.kutoa.org
Contact: Bronwyn Joyce, Australia,
joyce.bronwyn.b@edumail.vic.gov.au

Atlas de la Diversidad

Un proyecto colaborativo internacional interescolar, que promueve a través de las TIC la equidad, tolerancia, multilingüismo y el pluralismo.

El Atlas de la Diversidad es una innovadora herramienta pedagógica. Se compone de una red de escuelas que gracias a la colaboración mutua ha generado una de las bases de datos sobre la diversidad cultural más importantes y extensas del mundo. Un espacio en el que se pretende recoger las particularidades propias de cada lugar a partir del criterio y la visión subjetiva de los participantes.

El ATLAS es también un lugar de encuentro, de reflexión y de aprendizaje colaborativo. Una manera de promover, a través de las TIC, la equidad, la tolerancia, el multilingüismo y el pluralismo en todas sus expresiones.

Ages: Rodos los niveles
Dates: Marzo a Julio / Agosto a Noviembre
Languages: Español (no excluyente)
Website: http://www.atlasdeladiversidad.net
Project Group: collaborate.iearn.org/space-2/group-82
Contact: Aída Beatriz Sánchez, Argentina,
aidabsan@gmail.com, atlas@fundacionevolucion.org.ar

Heritage around the World/Patrimoine Mondial

A project that enables students to share the heritage of their country.

The participants choose a topic and illustrate it with descriptions, articles, films, videos, audio, and documents. Recent topics have included the preservation of our oceans and rivers, and access to clean water; species in danger of extinction and emblematic wild animals; traditional dishes and cooking, handicrafts, former trades, fashion and traditional clothes; educational progress and particularly access to education for girls in Africa; landscapes and beauty of nature; arts; and religious architecture.

Ages: 6-18
Dates: July 2015 - September 2016
Languages: English, French
Project Group: collaborate.iearn.org/space-2/group-354
Website: https://internationalprojectblog.wordpress.com
Contact: A. Flore, France, cguerin86@gmail.com

Give Us Wings to Fly

Students share stories and images for how they spend their vacation to tell aout their homeland.

In this project we will highlight the idea of how our students spend their vacation and to share this experience with the students around the world. In addition, we would like to know how others spend their summer vacation. Also we want to encourage students to be able to discuss their way of living. We want to show the world images of our homeland and to give the right impression about our land and people.

Ages: 12-18
Dates: Ongoing
Language: English and Arabic
Project Group: collaborate.iearn.org/space-2/group-206
Contact: Mutasem Mafarjeh, Palestine,
                    t.mutasem@hotmail.com

Lugares y Costumbres de Mi Ciudad

Un proyecto para ampliar el conocimiento del lugar donde viven los niños y enriquecer las competencias lingüísticas y comunicativas.

Los alumnos junto a sus docentes conocen y recorren lugares de la localidad (para conocer su geografía, costumbres, paisajes, historia etc). Tambièn se da participaciòn activa a las familias de los niños quienes seleccionan lugares y/o costumbres para dar a conocer a otros y envían el material a la sala (fotos, comentarios, testimonios) donde son retomados con la participaciòn del grupo completo. Se recolectaràn testimonios de adultos mayores a fin de realizar una comparaciòn sobre cómo eran algunos lugares de la ciudad cuando ellos eran pequeños o què tipo de costumbres tenìan cuando niños y que ahora ya no estàn.

Ages: Nivel Inicial y Primaria
Dates: Participación de Marzo 2016 a Noviembre 2016
Languages: Español
Website: http://www.eduloc.net/
Contact: Gabriela Favarotto, Argentina,
                    lugaresyocostumbres@gmail.com

Cultural Package Exchange

The project provides a chance for students to have a real experience of what other cultures are like by exchanging cultural items between each other.

In the Cultural Package Exchange, students exchange cultural items about their country and they native culture. The students search about the cultural items and elements that identify their culture. They work in teams to gather the cultural items and they describe them briefly or thoroughly. Students prepare a box in whatever size they like, they put in it items that represent their countries, such as famous snacks that are eaten in their country, a CD with information or songs that are popular in their culture. They can design a photo album with photos they have taken for well-known places in their country. The students also write introductory letters writing about themselves, their schools and their families.

Ages: All
Dates: September 2015- June 2016
Languages: English
Contact: Asmaa Al Beriki, Oman, asmaa.albriki@moe.om
Laila Taik, Morocco, pinkhomecut@yahoo.com

Escenarios Saludables

Estudiantes identifican hábitos "saludables" en relación a la salud pública, ambiental, y cuidado propio y del otro.

Escenarios saludables surgió a raíz del encuentro de miembros de iEARN Latina en la conferencia internacional de iEARN en Brasil, 2015. Tiene el objetivo de aunar esfuerzos entre los participantes de iEARN Latina para conectar un proyecto de todos a una de las metas de las Naciones Unidas. El proyecto es un reto a las escuelas con estudiantes hispanoparlantes para que éstos analicen sus hábitos u otros elementos relacionados a su salud personal o en su comunidad. Las clases compararán estos análisis para proponer soluciones a las situaciones identificadas como perjudiciales a la salud. Se exhorta a que las clases implanten estas soluciones para lograr cambios positivos en la vida personal del estudiante o en su comunidad.

Ages: Todas las edades/niveles
Dates: Una sesión de Septiembre a Diciembre 2015 y otra de Febrero a Junio 2016.
Languages: Español
Project Group: collaborate.iearn.org/space-10/group-252
Contact: Toni Caseras, Pangea, tonic@iearn.cat, Gabriela Favarotto, Argentina, gabrielafavarotto@hotmail.com, Enid Figeroa, efigueroa_orillas@comcast.net, and Kristin Brown, krbrown@igc.org, Orillas

Famous Buildings around the World

Students explore world famous buildings to learn more about each other and build their awareness as global citizens.

In this project, students study unique and important buildings across the globe! Participating classes will share photos, information, and personal connections about a significant building in their country. As groups share information, we hope to create a dialogue with additional questions and comments. We will learn more about the world through our study of these noteworthy structures.

Ages: 6-10
Dates: Enrollment: September 1 -October 16, 2015
Participation: Oct. 19, 2015 - May 30, 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-397
Contact: Paige Morley and Fay Venetsanos, pmorley@greenwichacademy.org, USA

SCIENCE TECHNOLOGY ENGINEERING & MATH
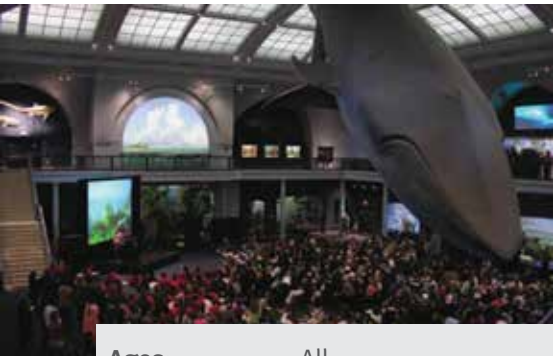
YouthCaN

Students sharing their interests and projects around protecting the environment in their communities and collaborating with students in other areas doing the same.

YouthCaN is a growing network of youth clubs, classes and community groups who share an interest in studying and protecting the environment. These groups are youth-directed. They coordinate local hikes, explorations of the environment, investigations of environmental topics and share these explorations through online YouthCaN forums and at local and international conferences and workshops.

This project is co-sponsored by the American Museum of Natural History, iEARN , SmallFEAT Education and a number of high school environmental organizations.

Ages: All
Dates: Ongoing
Languages: All
Website: youthcanworld.org
Project Group: collaborate.iearn.org/space-2/group-18
Contact: Jay Holmes, jholmes@igc.org , William York, wyork@smallfeat.org, Ed Gragert, egragert@gmail.com, USA

Together with Birds

Participants research, through birdwatching, information about the birds of their community and share their findings with each other.

Through the project participants learn about the birds of their community, their way of life and problems. They share information with each other through photos and essays. During the project various competitions and actions directed at maintenance of populations of birds of a city will be carried out. Activities include birdwatching, research, and supporting wintering birds, including making bird houses.

Ages: Russian and English
Dates: October 2015 - May 2016
Language: English, Russian, Belarussian
Website: www.togetherwithbirds.blogspot.com
Project Group: collaborate.iearn.org/space-2/group-12
Contact: Svetlana Yakubovskaya, Belarus, svetlexa@gmail.com

Oceans

Students learn that the sea is not the same worldwide, by sharing their local observations with other schools around the world.

The Oceans project requires fulfilling a minimum amount of information to share from the closest beach of each participating school: type of water, sand, living beings of commercial interest and a geolocated guided tour.

The aim is to enable the students to gain the knowledge to read the landscape through their own discoveries. So another day, at another location, just by looking at a coastal scene, they will be able to tell what processes are going on such as the sea's productivity, formation of beaches, types of fish to be expected and contribute to an awaking of an environmental awareness.

Ages: 12-16
Dates: First Group: October – December 2015. Second group: January– March 2016. Third Group: March – May 2016.
Language: English
Website: www.sagulla.org/en/education/oceans
Contact: Carol Campillo Campbell, carol@sagulla.org

Nature's Global Zoo

Students research animals native to their country and design a virtual zoo so that the Earth's citizens can visit it online.

Elementary students can complete components that they are comfortable with or look up different animals and present them with information about the animal and its habitat. Middle grades can incorporate varying components that fit their individual comfort levels as well. High school students will research the animals, design a zoo, create a financial budget for the zoo and promote it through a publicity campaign. Additional emphasis is placed on threatened /endangered animals and what is being done to help them.

Ages: Ages 5-18
Dates: January - June 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-319
Contact: Kathy Bosiak, USA, kbosiak@lincoln.k12.nc.us

Every Day is Earth Day

Students discuss the problems facing the Earth, including air and water pollution, and share how they are helping to keep the Earth clean.

Students from all over the world are invited to discuss the problem of saving the Earth, to show all the kinds of air, water pollution and the ways they keep the Earth clean. Students can write short essays on the topic "Save the Earth", or poems related to this problem. They can take photos, create drawings, videos showing how they are helping to protect the environment.

Ages: All
Dates: Ongoing. April 22, 2016, Earth Day
Languages: English
Project Group: collaborate.iearn.org/space-2/group-175
Contact: Irina Knyazkova, Russia, Irina-Knyazkova@mail.ru

Our Footprints, Our Future (OF2)

An online carbon footprint calculator tool for environmental projects.

Students are encouraged to measure their "footprint" of carbon gas emission through a Kid's Calculator developed by iEARN and Zerofootprint.net. This project encourages students to make resolutions to do good for themselves while taking care of their community and environment that can change life styles and result in promoting earth-friendly habits and deeds in their everyday lives. Youth from around the world use on-line tools and calculators to measure their carbon footprint and mobilize other youth by drawing their attention towards environmental issues and motivating them to create a healthy, sustainable environment.

Ages: 12-14
Dates: August 2015- August 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-126
Contact: Farah Shaoib, fshoaib2010@gmail.com, Pakistan

Global Math

This project uses math as a unifying tool to investigate and understand our shared world.

This project includes several collaborative activities throughout the school year. Students use basic secondary mathematics to observe symmetry in their surroundings, compare regional temperatures, model population growth, gather statistics about their communities and measure the size of Earth. The goal is to use mathematics as a common language to facilitate investigation and collaboration.

Ages: 14-18
Dates: October 2015 - May 2016
Languages: English
Project Group: collaborate.iearn.org/space-2/group-396
Website: http://www.globalmathcollaborative.org
Contact: Steve Weissburg, USA
steve.weissburg.math@gmail.com

Daffodils and Tulips

Students plant bulbs and collect data on parameters such as latitude, longitude, sunlight, and temperature, tracking when they blossom.

Students in different parts of the world plant bulbs together and collect data on various parameters (latitude, longitude, sunlight, temperature etc.) and track when they blossom. Classrooms around the world choose daffodil and/or tulip bulbs to plant during the same week in November.

Students will be asked to collect temperature data throughout the experiment and report to the group – in addition they will report when the blooms appear etc. The project can be as involved or as simple as your class needs it to be.

Ages: All
Dates: Planting - last week of November in the Northern Hemisphere and last week of April in the Southern Hemisphere
Languages: English
Project Group: collaborate.iearn.org/space-2/group-15
Contact: Ruty Hotzen, Israel, eh2y42@gmail.com

3 Estacions (3 Seasons)

Students work on topics related to three of the seasons of the year: autumn, winter and spring.

Each group chooses a topic that can be studied related to three of the seasons (autumn, winter and spring) to see how it will vary during the school year. The research and projects of the participating groups will depend on the topic they have chosen and the ICT tools to be used. They should post at least one activity in the project blog about each of the three stations.

Ages: Ages 3-6
Dates: Ongoing
Languages: Catalan
Website: 3estacions.iearn.cat
Contact: Margarita Guinó Arias, Spain, margarita.guino@iearn.cat

La Dora

Què necessita una llavor per créixer? Ho vols investigar amb nosaltres?
What do you need to grow a seed? Want to investigate it with us?

This project seeks to inspire children to wonder why things happen and to investigate it through the scientific method. Specifically, we ask them to reflect on what a seed needs to grow and to make a hypothesis and then verify it by doing research and contrasting their ideas with other classes. The project encourages groups to share ideas, questions, and solutions in order to created shared knowledge.

El projecte pretén fomentar l'esperit científic de l'alumnat que hi participa.Es demana a l'alumnat que reflexioni sobre què necessita una llavor per créixer, que facin una hipòtesi i que la verifiquin fent una experimentació. Un cop recollides les dades les han de compartir amb els altres grups classe que hi participen i contrastar-les per poder treure conclusions.

Ages:	Ages 3-6
Dates:	Inscripcions Octubre-Desembre 2015. Participació Gener a Abril 2016
Languages:	Catalan
Website:	sites.google.com/site/projecteladora/home
Contact:	Grup Dractrac (Coordinator: Carmina Pinya i Salomó), Spain, dractrac@gmail.com

Solar Cooking Project

Students experiment with alternative energy uses by making, testing, and using solar cookers.

Participants are invited to experiment with alternative energy uses by making, testing and using solar cookers. Recipes, construction tips, experiments and research findings will be shared on line and compiled on a web site.

Ages:	5-18
Dates:	September 1, 2015 - June 2016
Languages:	English
Project Group:	collaborate.iearn.org/space-2/group-113
Contact:	Kathy Bosiak, USA, kbosiak@lincoln.k12.nc.us

Ciencilandia

A project aimed at students of ages 3-7 years to teach them about science through different experiences so they understand the world around them better.

Ciencilandia aims to promote "learning to learn", initiating children in the scientific concept and being able to continue it independently, able to repeat the experiences described and adapt to daily life and new experiences, adapting them as necessary.
Every concept is introduced by a pet "Dixy", a sock. Through a story the child is motivated for carrying out the various activities. Activities take place both in the classroom and beyond, depending on the type of exercise performed. All units have a supplementary material to deepen the concepts discussed. The project consists of 3 science topics: liquid, light and color. If someone wants to collaborate with other projects, they can do it in the section: Creatilab.

Ages:	3-8
Dates:	October 2015 - June 2016
Languages:	Catalan, Spanish, and English
Project Group:	collaborate.iearn.org/space-2/group-261
Contact:	Sonia Hurtado, sonia.hurtado@iearn.cat, and Joan Calvo, joan.calvo@iearn.cat, Spain

Medicine in My Backyard

A preservation project that emphasizes transferring ancestral knowledge to-- and preserving traditional plants for--future generations.

A preservation project where students play the role of ethnobotanists to investigate medicinal plants in their communities and read poetry written more than 900 years ago that helps reveal the healing power of plants. This project's vision is to empower students to make informed decisions regarding medicinal plants by asking questions, such as: How can people learn how to use plants for medicine? What are some plant remedies? Why is a Botanical Garden important?

Ages: 10-18
Dates: September 2015 - May 2016
Languages: Spanish, English
Website: www.Healer2Healer.org
Project Group: collaborate.iearn.org/space-2/group-262
Contact: Frederic Bernal Lim, Frederic@Healer2Healer.org, and Renee Day, rnday8@yahoo.com, USA

Don't Waste - Create

Thoughtful handling of energies, avoiding litter, recycling and upcycling.

The aim of this project is to awaken consciousness among students about resources, recycling, and avoiding waste. Focus topics include upcycling, water saving, corn is not just corn, recipes with leftovers, and weeds for healing deeds, urban gardening, ideas for gardening on stone ground and with litttle water.

Ages: 6-18
Dates: Ongoing
Languages: English, Spanish, German, Italian, Farsi, Tamil
Project Group: collaborate.iearn.org/space-2/group-196
Contact: Maria Bader, Austria, iearn.queenmary@gmail.com
Spanish: Enid Figueroa, efigueroa_orillas@comcast.net, Kristin Brown, krbrown@igc.org, Orillas

LEARNING CIRCLES

Learning Circles is a telecollaborative project-based methodology for placing students and teachers into international teams or "Circles" to develop global projects around a shared theme. The process creates highly interactive, reciprocal teaching and learning environments in which classrooms engage in telecollaborative project work. The shared task is to create a Circle publication that collects or summarizes all the projects created by the classrooms in each Circle. Since these Circles are a group activity with a specific set of activities along a timeline, it is necessary for those who are interested in participating in this project to request placement in a circle at least two weeks before the beginning of each of the sessions. General project information and teacher resources developed by Margaret Riel, the creator of Learning Circles can be found at www.iearn.org/circles/. For further information contact Barry S. Kramer, the iEARN Global Learning Circles coordinator, at learningcircles@gmail.com.

SCHEDULE FOR 2015-2016

September to January Session: Begins September 30, 2015 and ends on January 15, 2016 (15 weeks with a 1-week break in December). Online registration is due by September 15, 2015.

January to May Session: Begins January 30, 2016 and ends on May 25, 2016 (15 weeks with a 1-week break in April). Online registration is due by January 15, 2016.

To sign up for Learning Circles Online: See http://collaborate.iearn.org/spaces or http://www.iearn.org/circles/ for the current session registration link.

LEARNING CIRCLE STRUCTURE

- Each session over 125 classrooms choose the iEARN Global Learning Circles project to participate in telecollaborative project work.
- Each project-based Learning Circle is composed of a group of 6-8 classes who work together during an entire session. At the beginning of each session, new Circles with peers from new locations are formed from the participants who register for that session. About 4-7 countries are represented in each Circle.
- Individual Learning Circle groups are formed based on the age of students as well as project theme. We offer projects for elementary (grades K – 5; ages 5 - 10), middle (grades 6 – 9; ages 11 - 14), and high school (grades 10 – 12 or higher; ages 15 – 18 or higher) students. Teachers choose the level they would like for their students.
- Every classroom participating in a Learning Circle has an opportunity to propose and carry out a project in collaboration with the other groups in their Circle. Online facilitators and the Learning Circles Teacher Guide (available at http://iearn.org/circles/lcguide/) provide suggestions to help both new and experienced Learning Circles participants. The Guide provides detailed descriptions of Learning Circles and includes many suggestions on how to structure cross-classroom collaborations in your classrooms.
- Each classroom makes a commitment to contribute written work to each of the projects proposed by the other classes. Every member of a Circle is involved in making all Learning Circles projects successful.
- Each Learning Circles is led by an experienced facilitator who helps to carefully guide each participant through each task and phase.
- Learning Circles interaction is structured through six phases and each Circle culminates in the creation of a collaborative final project/publication. Each classroom team is responsible for editing and publishing their project for the group publication.
- The four most popular themes for iEARN Global Learning Circles are: Computer Chronicles, Places and Perspectives, Mind Works, and My Hero. The My Hero theme is a collaboration between Learning Circles and the My Hero Project (www.myhero.com). Wendy Jewell will be facilitating and leading the My Hero Learning Circles.
- Classes are given assignments in advance of each session around common themes and similar grade levels.
- Additional Circle themes such as the Early People Symbols Project, Our Rivers, Our World, Global Issues: Environment and Education, and My Hero Learning Circles: Call To Action are scheduled to be offered this year based on the interest of participants.

COMPUTER CHRONICLES

This theme promotes non-fictional writing across the curriculum. Interaction online revolves around producing a newspaper-like publication called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project. Classrooms solicit articles from their partner classes and edit them to create one section of the newspaper. This section is combined with the other sections sponsored by circles partners to form the completed Circle publication. See www.iearn.org/circles/lcguide/cc/cc.html to learn more about Computer Chronicles in the Computer Chronicles Teacher's Guide.

MIND WORKS

Mind Works is a writing theme designed to enhance creative and expository writing as well as develop different forms of self-expression. Writing topics explore fictional and creative writing forms. The goal is to help student learn how to communicate their thoughts and feelings in writing, then share and compare them with other students from distant places. The Circle publication for Mind Works is a literary magazine that might be called Creative Minds, Mind Works, or a name selected by the group. The sponsored projects could be a specific form of writing such as: personal narratives, place poetry, city dialogues, school fables, local myths or personifications of local products. Or students can select a topic to sponsor and request different forms of expression on subjects like the family, jobs, schools or cities. See www.iearn.org/circles/lcguide/mw/mw.html to learn more about Mind Works in the Mind Works Teacher's Guide.

PLACES AND PERSPECTIVES

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

MY HERO LEARNING CIRCLES

My Hero Learning Circles, a collaboration between Learning Circles and the My Hero Project (www.myhero.com), is a writing and multi-media theme designed to inspire students to create hero stories from around the world. This Circle experience brings together students and teachers who are interested in collaborating with other schools from diverse areas of the world on the topic of heroism through writing, photography, digital arts, audio, drama and short film. Students share cultural information and discuss issues and themes regarding heroes using the traditional Learning Circles format. Final publications are posted on the My Hero Website using their online Organizer tools.

MY HERO LEARNING CIRCLES: CALL TO ACTION

Dates: September 2015 to January 2016 My Hero Learning Circles session. This Circle will be comprised of participants who have participated in a previous session of My Hero Learning Circles. The goal of this Circle experience will be for students and educators to create an action component by which they would either seek to support the work of an identified hero(es) or they would create a local initiative to continue or implement the actions of an identified hero(es).

TEACHER SPONSORED THEMES

In addition to our four major themes for the 2015-2016 sessions: Computer Chronicles, Places and Perspectives, Mind Works, and My Hero; teachers are invited to sponsor and facilitate a theme for a special Learning Circle. If you have a project idea or suggestion contact Barry Kramer at learningcircles@gmail.com to develop a plan to advertise and gather support for your project. In order to develop a special Circle theme it is best to start the process at least two months before the beginning of the Learning Circles sessions. It is also best to have a facilitator and some classes that may already be interested in the theme.

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

GLOBAL TEENAGER PROJECT (GTP) CHILDREN'S RIGHTS LEARNING CIRCLES

The Children's Rights Learning Circles offer a 15 week learning adventure during which students from around the globe learn and work together on how the Children's Rights are anchored in their every day life and the life of their peers' communities.

iEARN students from schools in five continents share virtual classrooms, work creatively together, and gain insights into one another's lives, exploring global problems from diverse perspectives. More than simply a cross-cultural learning opportunity, GTP fosters the development of collaborative critical thinking in a child-focused environment, strongly nurturing children's 'right to be heard' within an growing digitally based global community.

After 15 weeks of international Global Learning, it would be rather odd to end this learning journey with 'a test'. During the Learning Circles all students will join in one global classroom and collaborate in giving and receiving feedback to each others work. With support of peerScholar and professor Steve Joordens and his team, each student writes an essay about the one Children's Right they are missing... is there a right to play? Or the right to be accepted as you are? Let's see how students from Netherlands, Suriname, Curaçao, Canada, Ukraine, Lebanon, Romania, Hungary and other countries grow into real global citizens that not only learn to read and write and also learn to care and live together. We are thrilled to have Michael Fullan on board to support us and explore how authentic learning based upon Collaboration and Communities contributes to quality education in the 21st century.

Ages: 9-12 / 12-15 / 15-18. Timetable: February - May 2016. Languages: Dutch, English and Spanish. Website: www.globalteenager.org. Contacts: Bob Hofman and Manon van Herwijnen, Netherlands, bob@globalteenager.org, Natasha Cherednichenko, Ukraine, natasha@globalteenager.org, and Charlotte Tervit, South Africa, ctervit@gmail.com.

ADOLESCENTE GLOBAL

Este proyecto busca satisfacer la necesidad que tienen las diversas escuelas de todo el mundo de crear un ambiente de estudio internacional y, al mismo tiempo, integrar las TIC en sus planes de estudio. La actividad principal del proyecto es el "Círculo de aprendizaje internacional". Los Círculos de aprendizaje son ambientes virtuales creados para el intercambio cultural de estudiantes de todo el mundo. Bajo la coordinación de un facilitador, grupos de 8 a 12 clases de distintas escuelas establecen contacto usando la plataforma Wiki Space y el correo electrónico, y analizan un tema seleccionado por los mismos participantes. Edades: 6 a 20 años. Fechas: Marzo a Mayo y Septiembre a Diciembre. Idioma: Inglés, Francés, Alemán, Español. Sitio web: www.globalteenager.org. Contacto: Lucrecia Santiago lucresantiago@yahoo.com.ar and lucrecia@globalteenager.org.

iEARN AND THE SUSTAINABLE DEVELOPMENT GOALS

In 1988 a small group of individuals came together to create an online educational network that had as its purpose: "to enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people." Envisioning a world in which young people could use technology to collaborate to change the world, these educators sought to harness the power of the Internet for good.

In 2015, iEARN (International Education and Resource Network), now with organizations in 140 countries and linking millions of young people daily in online collaboration and engagement, has launched a major effort to mobilize its global network and other global education partners to realize the world's new 17 Sustainable Development Goals (SDGs), a set of targets relating to future international development. See http://www.un.org/sustainabledevelopment/sustainable-development-goals for a full list of the SDGs and the targets of each.

Goal 1: End poverty in all its forms everywhere
Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3: Ensure healthy lives and promote well-being for all at all ages
Goal 4: Ensure inclusive and quality education for all and promote lifelong learning
Goal 5: Achieve gender equality and empower all women and girls
Goal 6: Ensure access to water and sanitation for all
Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all
Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation
Goal 10: Reduce inequality within and among countries
Goal 11: Make cities inclusive, safe, resilient and sustainable
Goal 12: Ensure sustainable consumption and production patterns
Goal 13: Take urgent action to combat climate change and its impacts
Goal 14: Conserve and sustainably use the oceans, seas and marine resources
Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss
Goal 16: Promote just, peaceful and inclusive societies
Goal 17: Revitalize the global partnership for sustainable development

In August 2015, iEARN also updated its "New Project Template" so that when an educator proposes a project, s/he will have an opportunity to include how their project proposal aligns with one or more of the Sustainable Development Goals. See page 15 for a copy of the updated template.

Between 2000 and 2015, the world sought to meet the Millennium Development Goals with real, but limited success. To successfully reach the new Sustainable Development Goals, it will be important for organizations to work together. iEARN looks forward to collaborating with other educational networks, youth groups and community and faith-based organizations to attain these critical Goals.

Educators who are facilitating or participating in iEARN projects are encouraged to review the SDGs to see how their students' participating in iEARN project activities can help in achieving one or more of the SDGs and their 169 targets. Listed to the right are just a few examples of how iEARN projects can be aligned to the SDGs.

iEARN AND THE SUSTAINABLE DEVELOPMENT GOALS

FINDING SOLUTIONS TO HUNGER

Finding Solutions to Hunger Project (p. 39) in which students explore the root causes of hunger and identify specific local and global actions they can take to address them. [Goal 1: End poverty in all its forms everywhere and Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture]

NATURAL DISASTER YOUTH SUMMIT

Natural Disaster Youth Summit (p. 36) in which students learn how to cope with natural disasters such as earthquakes, volcanic eruptions, wildfires, floods, hurricanes, landslides, tsunamis, and droughts through communication and collaboration with global friends. [Goal 3: Ensure healthy lives and promote well-being for all at all ages; Goal 11: Make cities inclusive, safe, resilient and sustainable; and Goal 13: Take urgent action to combat climate change and its impacts]

GIRLS RISING

Girls Rising Project (p. 32) in which students watch the movie "Girl Rising," discuss the obstacles girls face globally in getting a quality education and then take action to break down these obstacles. [Goal 4: Ensure inclusive and quality education for all and promote lifelong learning and Goal 5: Achieve gender equality and empower all women and girls]

OUR RIVERS, OUR WORLD

Our Rivers, Our World Project (p. 51) in which students test the quality of the water in rivers in their communities worldwide, compare the results and take action to identify the source of and reduce the harmful elements in their nearby waterways. [Goal 6: Water and Sanitation for All and Goal 14: Conserve and sustainably use the oceans, seas and marine resources]

SOLAR COOKING PROJECT

Solar Cooking Project (p. 48) in which students research the issues of deforestation and benefits of solar cooking for both forests and healthier lives without smoke. [Goal 7: Affordable and Sustainable Energy]

DON'T WASTE - CREATE

Don't Waste - Create Project (p. 49) in which students create awareness to avoid litter and save resources, including through up-cycling, water conservation, and urban gardening. [Goal 12: Ensure sustainable consumption and production patterns]

OUR FOOTPRINTS, OUR FUTURE

OF2 - Our Footprints, Our Future Project (p. 46) in which youth from around the world use online tools and calculators to measure their carbon footprint and mobilize others to participate in creating a healthy, sustainable environment. [Goal 13: Take urgent action to combat climate change and its impacts]

BEAUTY OF THE BEASTS

Beauty of the Beasts Project (p. 25) in which students to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry. [Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss]

FUTURE CITIZENS

Future Citizen Project (p. 19) in which students research rights and duties of citizens, and themes such as tolerance and freedom, civic responsibilities and engagement. [Goal 16: Promote just, peaceful and inclusive societies]

LANGUAGES IN iEARN

iEARN is active in over 140 countries with projects happening in many languages. Many iEARN project teams are multilingual, inviting speakers of multiple languages to participate in their native language. In some cases, English or another language is used as a medium for international collaboration. Below is a list of projects that are active in different languages. In addition, the iEARN Collaboration Centre has a Google Translate tool embedded in the top right of every page that can be used to translate content on the site.

ARABIC
Early People's Symbols (p. 41)
Electronic School Magazine (p. 24)
Get to Know Others (p. 33)
Give Us Wings to Fly (p. 42)

BELARUSSIAN
Together with Birds (p. 45)
World We Live In (p. 33)

CATALAN
Bongoh (p. 37)
SardaTIC (p. 39)
3 Estacions (3 Seasons) (p. 47)
La Dora (p. 48)
Ciencilandia (p. 48)
LlunáTICs (p. 25)

CHINESE
Girls Rising Project (p. 32)
School Uniform Exchange (p. 32)
Special Place (p. 22)

DUTCH
Global Teenager Project (GTP)
Children's Rights Learning Circles (p. 53)

FRENCH
Heritage Around the World/Patrimoine Mondial (p. 42)
School Uniform Exchange (p. 32)
Folk Costumes Around the Globe (p. 40)
Early People's Symbols (p. 41)

GEORGIAN
My Name Around the World (p. 21)

GERMAN
Folk Costumes Around the Globe (p. 40)
Don't Waste - Create (p. 49)

ITALIAN
Narnia and CS Lewis (p. 30)
Don't Waste - Create (p. 49)

JAPANESE
Girls Rising Project (p. 32)
Pen Friends (p. 21)
Origami (p. 27)
School Uniform Exchange (p. 32)

Natural Disaster Youth Summit 2015 (p. 36)
Machinto-HIROSHIMA for Peace (p. 40)
Teddy Bear Project (p. 27)
Taisho Koto (p. 28)

PERSIAN/FARSI
My Dream World (p. 40)
Don't Waste - Create (p. 49)

PORTUGUESE
Hip Hop on the Spot (p. 26)

ROMANIAN
Folk Costumes Around the Globe (p. 40)

RUSSIAN
Money Matters (p. 33)
My Name Around the World (p. 21)
Heart to Heart (p. 22)
My City and Me (p. 32)
World We Live in / Мир, в котором мы живем (p. 33)
Local History (p. 38)
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SPANISH
Future Teachers (p. 19)
Un Dia en La Vida/One Day in the Life (p. 23)
Youngcast (p. 23)
Ositos de Peluche / Teddy Bear Project (p. 27)
Intercambio de Tarjetas / Holiday Card Exchange (p. 28)
Mi Heroe Proyecto / My Hero Project (p. 29)
School Uniform Exchange (p. 32)
Celebraciones (p. 36)
Tour por el Mundo (p. 37)
Mi Escuela, Tu Escuela / My School, Your School (p. 39)
Folk Costumes Around the Globe (p. 40)
Machinto-HIROSHIMA for Peace (p. 40)
Ciencilandia (p. 48)
Medicine in My Backyard (p. 49)
Don't Waste - Create (p. 49)
Adolescente Global - Learning Circle (p. 52)
Te Cuento Un Cuento (p. 24)
LlunáTICs (p. 25)
Talking Kites / Chiringas que Hablan (p. 25)
Early People's Symbols (p. 41)
Atlas de la Diversidad (p. 41)
Lugares y Costumbres de mi Ciudad (p. 42)
Escenarios Saludables (p. 43)

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