

Agēs

OF GLOBALIZATION

HOSTED BY
PROFESSOR JEFFREY SACHS

WWW.AGESOFGLOBALIZATION.COM



Center for Sustainable Development
EARTH INSTITUTE | COLUMBIA UNIVERSITY



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Jeffrey D. Sachs

The Ages of Globalization



Geography, Technology,
and Institutions

Building on Professor Sachs'
groundbreaking book

Ages of Globalization is a free, groundbreaking initiative that empowers **students (14+), educators, and lifelong learners** with the knowledge, skills, and values to drive sustainable change.



Professor Jeffrey D. Sachs

World-renowned economics professor, bestselling author, innovative educator, and global leader in sustainable development, Professor Sachs is the Director of the Center for Sustainable Development at Columbia University, President of the UN Sustainable Development Solutions Network and SDG Advocate for UN Secretary General António Guterres.

www.jeffsachs.org

Digital

21st Century



Industrial

1800-2000



Ocean

1500-1800



Classical

1000 BCE-1500 CE



Equestrian

3000-1000 BCE



Neolithic

10,000-3000 BCE



Paleolithic

70,000-10,000 BCE



The initiative takes learners on a journey through the **7 ages of globalization** with the perspectives of geography, technology, and institutions across time and place.

8 DECENT WORK AND ECONOMIC GROWTH

5 GENDER EQUALITY

4 QUALITY EDUCATION

15 LIFE ON LAND

16 PEACE AND JUSTICE

12 RESPONSIBLE CONSUMPTION AND PRODUCTION


11 AFFORDABLE AND CLEAN ENERGY

10 CLIMATE ACTION

8 BIG QUESTIONS

serve as a guide to explore past, present and future

1. What are the main drivers of global-scale change?
2. How do geography, technology, and institutions interact?
3. How do changes in one region affect other regions?
4. How has global interdependence changed throughout history?
5. What lessons can we glean from each age of globalization to help us meet our challenges today?
6. How can the world in the 21st century achieve prosperity, social inclusion and environmental sustainability?
7. How should our global governance be reorganized to achieve peace and sustainable development in our multipolar world?
8. How can we secure global peace, and how can global ethics help to secure peace?



“By understanding our shared history, we can also understand how to meet the great challenges of our time.”

Professor Jeffrey D. Sachs



GENDER
EQUALITY

12

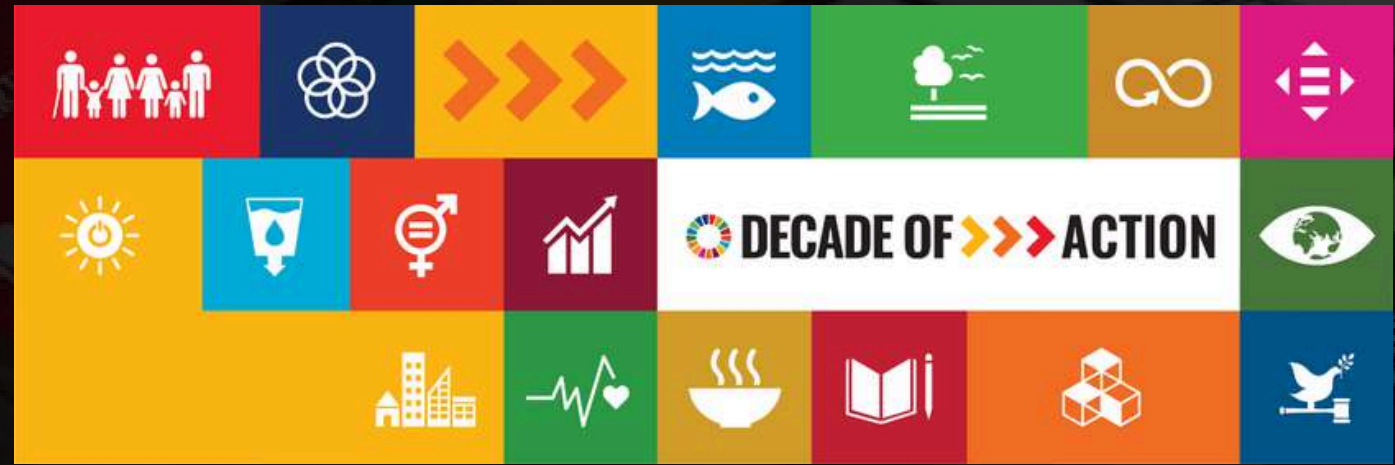
16 PEACE AND JUSTICE

15 LIFE ON LAND

Ages of Globalization contributes to



#ESDfor2030



LEARNING OUTCOMES



Knowledge & Solution-Oriented Thinking

Learners explore global history, sustainability challenges, and innovative solutions, critically engaging with regenerative pathways for sustainable development.

Social & Emotional Skills

Learners foster empathy, intercultural understanding, and values-driven leadership, motivating young people to connect, collaborate, and lead change for the common good.

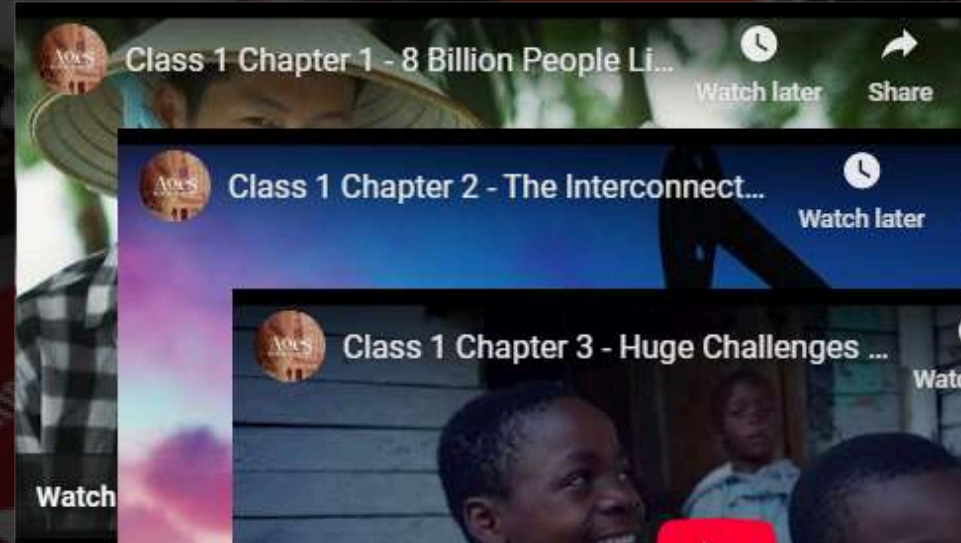
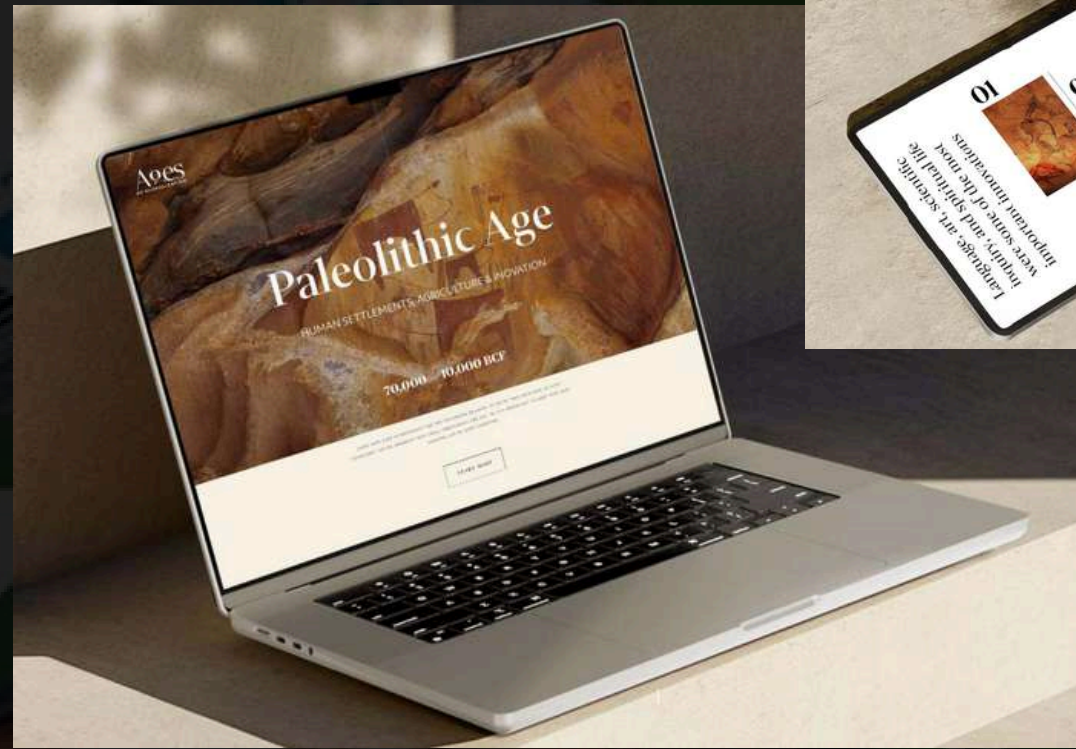
Action-Taking for Sustainable Transformations

Learners turn ideas into action and drive sustainable transformations in the personal, societal, and political sphere.

Key Features

- 28 dynamic video lectures and lesson plans
- Action-based learning activities and interactive maps
- Monthly live sessions with world leaders
- Virtual visits to UNESCO World Heritage Sites





[LINK TO THE COURSE OUTLINE](#)

28 CLASSES

Each class consists of ~5 videos, supported by a lesson plan and suggested learning activities

CLASS 1-6
Foundational content on globalization

CLASS 7-24
The seven ages of globalization

CLASS 25-28
The great 21st century challenges

Class 1
Title: Class 1. Introduction to The Ages of Globalization
Topics (CHAPTERS - Video lectures):
Chapter 1 Video: [Globalization: Living in an Interconnected World](#)
Chapter 2 Video: [The Interconnectedness of the World](#)
Chapter 3 Video: [Huge Challenges from the 21st Century](#)
Chapter 4 Video: [The Seven Ages of Globalization](#)
Chapter 5 Video: [The Seven Ages of Globalization](#)
Subject/Course: Civics, History, Geography, Religion
Grade: High School Level
The Ages of Globalization book reference chapter: [Download your free copy here.](#)

Class 2
Title: Class 2. The Seven Ages of Globalization
Topics (CHAPTERS - Video lectures):
Chapter 1 Video: [The Seven Ages of Globalization](#)
Chapter 2 Video: [The Seven Ages of Globalization](#)
Chapter 3 Video: [The Seven Ages of Globalization](#)
Chapter 4 Video: [The Seven Ages of Globalization](#)
Chapter 5 Video: [The Seven Ages of Globalization](#)
Subject/Course: Civics, History, Geography, Religion
Grade: Secondary School Level
The Ages of Globalization book reference chapter: [Download your free copy here.](#)

Class 3
THE ENVIRONMENT AS HOME AND SHAPER OF ECONOMY
Title: Class 3. The Environment as Home and Shaper of Economy
Topics (CHAPTERS - Video lectures):
Chapter 1 Video: [Climate, Energy and Economy](#)
Chapter 2 Video: [Transportation](#)
Chapter 3 Video: [Water Systems](#)
Chapter 4 Video: [Trade Routes](#)
Chapter 5 Video: [Climate Patterns and Environment](#)
Subject/Course: Civics, History, Geography, Religion, Ethics, Social Studies
Grade: Secondary School Level
The Ages of Globalization book reference chapters: [Chapter 1. Seven Ages of Globalization](#)
[Download your free copy here.](#)
Timeline: <https://docs.google.com/spreadsheets/d/1HW5C6eWUgN1-M4t8u59K1u9d1K4ny2Z6vM4WttsQzJ/edit#gid=1320251373>
Please consult the [Lesson Plan Guide](#) to understand the structure of this and all other lesson plans, and how to best utilize it for your students' learning journeys.

“A learning experience for life!”

Ismael Lima do Nascimento, School Leader from Brazil

EXAMPLE OF A CLASS OUTLINE

CLASS 1. INTRODUCTION TO THE AGES OF GLOBALIZATION

LEARNING GOALS

CONCEPTS & DEFINITIONS

CHAPTER SUMMARIES

Chapter 1 VIDEO 8 billion people living in an interconnected world

Chapter 2 VIDEO Interconnectness through trade, finance, tourism, technology, climate

Chapter 3 VIDEO The challenges facing the world today, especially young people

Chapter 4 VIDEO Sustainable development is our goal

Chapter 5 VIDEO How history helps us understand how to achieve our goals

REVIEW QUESTIONS: CHECK YOUR FACTS & FILL-IN-THE-BLANK

LEARNING ACTIVITIES: DATA / MAPS & COMMUNITY ENGAGEMENT

BUILDING TOWARDS THE CAPSTONE

ADDITIONAL READINGS

EXAMPLE OF A LEARNING ACTIVITY

CLASS 1. DATA & MAPS

“What’s it like in my locale/home”

Pick one specific part or item of your daily life, such as food (agriculture), local market, stores, phone, transport (bikes, cars, public transport, etc.) and answer the following QUESTIONS:

- Where did it originate from?
- Are you able to find the source? Is it local to your town? Or is it from somewhere else?
- Where has it traveled to and from?

MAPPING: Now, on a map, map out the various routes and places that this item has traveled.

DEBRIEF & REFLECTION: What does the mapping show you? What did you realize from your mapping? You may realize that even simple items from our day-to-day life are somehow interconnected to many other places and things beyond you. It may have been made in another place, it may have traveled many places to get to where you are. In such a way, most all aspects of our lives are interdependent beyond ourselves.

EXAMPLE OF A LEARNING ACTIVITY

CLASS 1. COMMUNITY ENGAGEMENT & STUDENT ACTIONS



Read the Brundtland Report and the 2030 Agenda for Sustainable Development

Take a look at the 17 SDGs. Under each SDG, research (by using online resources or by asking community members, elders, teacher or by using your local library and local news) to list how your locale is doing related to that specific SDG. You may also want to hold an informal gathering to hold a group discussion.

What are the sustainability issues in your town?

Are there some areas where your town has been able to address the sustainability issues successfully? How?

What are the continued challenges? What can be done to improve the issue?

Share your findings with your class, teacher, family, peers and friends.

STUDENT CAPSTONE PROJECT

Students will be challenged to apply learned knowledge and research to creating an impact on their community.

Every lesson they will be guided with prompts, directions, and ideas to help them become changemakers for the global goals.

CLASS 1. BUILDING TOWARDS THE CAPSTONE

- Take a look at the 17 Sustainable Development Goals. Which ones are pertinent to your community? Which ones are interesting to you?
- Make a list of 5-7 SDGs that you may want to work with throughout this course.
- Then, write down two key points about each SDG.
- Keep these in mind as we go through the following lessons.

MONTHLY LIVE SESSIONS

UN AT YOUR DOORSTEP



A forum for dialogue to bring together today's world leaders and tomorrow's changemakers to identify concrete solutions to the world's biggest challenges

Features

Ages of Globalization's live component for high school assemblies, extra-curricular activities, Model UN clubs, community NGOs, or the traditional classroom

A unique opportunity for young people to engage directly with world leaders and UN officials on a monthly basis on topics, such as peace and security, climate change, poverty, inequalities & related SDGs



Potential Speakers



António Guterres
UNITED NATIONS SECRETARY
GENERAL



Erik Solheim
FORMER UNEP DIRECTOR &
NORWEGIAN MINISTER OF THE
ENVIRONMENT



Felipe Paullier
UN ASSISTANT SECRETARY-
GENERAL FOR YOUTH AFFAIRS



Yasmine Sherif
EXECUTIVE DIRECTOR
EDUCATION CANNOT WAIT



Rebeca Grynspan
UNCTAD DIRECTOR GENERAL &
COSTA RICAN POLITICIAN



**Tedros Adhanom
Ghebreyesus**
WHO DIRECTOR-GENERAL



Richa Gupta
INDIAN TEACHER & FOUNDER
OF LABHYA NON PROFIT



Karimot Odebode
NIGERIAN POET, LAWYER AND
YOUNG LEADER FOR THE SDGS



Boyan Slat
DUTCH FOUNDER OF THE
OCEAN CLEANUP



Aya Mouallem
ENGINEER & FOUNDER OF ALL
GIRLS CODE



Kilian Mpappé
FRENCH FOOTBALL PLAYER &
INSPIRED BY KM



Angelina Jolie
AMERICAN ACTRESS &
UNICEF AMBASSADOR

Speakers to be confirmed



EVERY MONTH:

2 WORLD LEADERS
1 GLOBAL CHALLENGE



Simon Kofe

TUVALU'S MINISTER OF TRANSPORT,
ENERGY, COMMUNICATION AND
INNOVATION



Yurshell Rodríguez

COLOMBIAN ENVIRONMENTAL
ENGINEER

CLIMATE ACTION

SDG 13 Climate Action + all other SDGs

Q1. How do geography, technology, and institutions need to interact for humanity to successfully adapt and mitigate climate change?

Q2. How can youth be a main driver of global-scale change for the climate?

YOUTH EMPOWERMENT

ENVIRONMENTAL
SUSTAINABILITY

HUMAN RIGHTS

QUALITY EDUCATION

GENDER EQUALITY

ECOSYSTEM RESTORATION

PEACE & SECURITY

POVERTY

DIVERSITY & INCLUSION

GREEN ENERGY

GLOBAL HEALTH

MEDIA & INFORMATION

DIGITALIZATION &
ARTIFICIAL INTELLIGENCE



UN AT YOUR DOORSTEP AGENDA

INTERACTIVE ENGAGEMENT

Participants create a collaborative word cloud (e.g. 2 key words associated with the global challenge)

DISCUSSION Q1

A student moderates the first overarching discussion question and raises questions submitted and upvoted by young people

DISCUSSION Q2

A student moderates the second overarching discussion question and raises questions submitted and upvoted by young people

PEER EXCHANGE

OPTIONAL Participants can stay on for 20 minutes to connect with 3-5 peers from other countries for unmoderated discussions, sharing insights perspectives, and experiences



WELCOME

Professor Sachs welcomes participants, introduces the world leaders and sets out the context and focus of the dialogue



THE GLOBAL CHALLENGE

The world leaders introduce the global challenge, connect it to current world affairs and why they're active in tackling it



INTERACTIVE ENGAGEMENT

Participants respond to a quiz or poll suggested by the world leaders related to the global challenge



INTERACTIVE ENGAGEMENT

Participants share ideas on what young people can do to tackle the global challenge in their school, home, community, and the world




YOUNG PEOPLE AT THE FOREFRONT OF GLOBAL CONVERSATIONS

4 Sessions – 6000+ Participants – 160+ Countries

23 October 2024

VIRTUAL LIVE DIALOGUE ON
YOUTH EMPOWERMENT



Felipe Paullier
UN Assistant Secretary-General for Youth Affairs

Richa Gupta
CEO and Co-founder of Labhya & Young Leader for the SDGs



Felipe Paullier


Richa Gupta | SDG Young Leader, UN & La...

Diandra Kocan

24:22 / 1:00:18

10 December 2024

VIRTUAL LIVE DIALOGUE
ON HUMAN RIGHTS

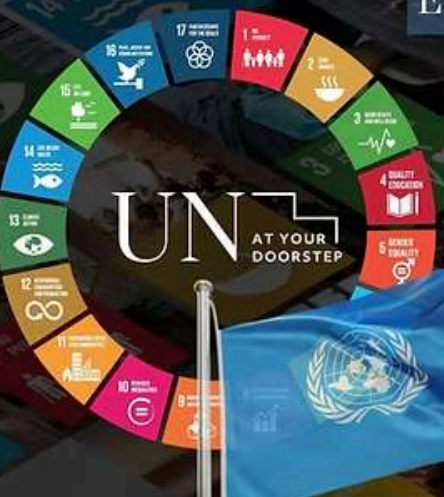


Jeffrey Sachs
Professor, Author, and Advisor to the United Nations and Governments

Karimot Odebode
Award-winning Poet, Lawyer and Founder of the Black Girl's Dream Initiative

25 November 2024

VIRTUAL LIVE DIALOGUE ON
ENVIRONMENTAL SUSTAINABILITY



Erik Solheim
Former Norwegian Minister of the Environment & Former Director of the UN Environment Programme

Boyan Slat
Inventor & Entrepreneur, Founder & CEO of The Ocean Cleanup



Erik Solheim

Boyan Slat

emma mitchell

23:29 / 59:53

VIRTUAL LIVE DIALOGUE ON QUALITY EDUCATION

22 January 2025: 1pm ET



Yasmine Sherif
Executive Director of Education Cannot Wait (ECW)

Aya Mouallem
Co-Founder of All Girls Code

YOUTH SOCIAL MEDIA TAKEOVER

#OurVoiceOurPower



in
PARTNERSHIP
with



Alya Khairina
Media Communications
at GGFA Malaysia

&



Iphendule Xhakana
Environmental Education
Officer at WESSA South Africa



Alya Khairina

Youth from Malaysia

PARTICIPATING IN THE SOCIAL MEDIA TAKEOVER FOR THE UN AT YOUR DOORSTEP SESSION WAS TRULY REWARDING. THE LIVE SESSION EFFECTIVELY DEMONSTRATED HOW YOUNG PEOPLE CAN ACTIVELY SHAPE DISCUSSIONS AROUND THE SDGS AND FOSTER A SENSE OF COMMUNITY AMONG PARTICIPANTS.

MODERATING THE SESSION WAS AN INSPIRING AND EYE-OPENING EXPERIENCE. IT REAFFIRMED MY BELIEF IN THE POWER OF COLLABORATION AND GAVE ME HOPE FOR THE FUTURE. THIS IS TRULY AN EXPERIENCE I WILL CHERISH FOREVER.



Emma Mitchell

Student from Scotland

THE PROGRAM PROVIDED AN AMAZING PLATFORM TO SHOWCASE MY SCHOOL'S ENVIRONMENTAL INITIATIVES ON A GLOBAL STAGE. THE PROGRAM ALSO OFFERED FANTASTIC NETWORKING OPPORTUNITIES WITH PEOPLE PASSIONATE ABOUT CREATING A POSITIVE ENVIRONMENTAL IMPACT.



Senaka Samarasundera

Student from Sri Lanka

TAILOR-MADE LEARNING RESOURCES

PRE-DIALOGUE

Participating educators receive 45 minutes of pedagogical materials to introduce students to the global challenge, related SDGs and the world leaders.

Students can submit and upvote questions and a few get the chance to moderate segments of the live dialogues.

LIVE DIALOGUE

Moderated by young people, participants engage with world leaders and UN officials during a 60 minute online dialogue.

Each session will focus on one global challenge and related SDGs, 2 key discussion questions and focus on how young people can become changemakers.

POST-DIALOGUE

Participating educators receive 45 minutes of pedagogical materials to develop a follow-up dialogue with their students.

The focus will be on students' key takeaways and suggested activities to inspire action in their schools, homes and communities for the SDGs.

The image shows a screenshot of a learning resource document. At the top, it features logos for the Global Schools Program, Ages of Education, and Compass Education. The main title is 'UN AT YOUR DOORSTEP'. Below the title, there is a section for 'STEP 2 - SUGGESTED LEARNING ACTIVITIES'. The text describes the purpose of the activities: 'Select between two learning activities to deepen your learners' understanding of the topic, practice systems thinking, and support them in taking action for human rights in their schools and communities.' The first activity is 'ACTIVITY 1 - EXPLORING HUMAN RIGHTS IN YOUR COUNTRY'. It describes a tool called 'The Sustainability Compass' and provides instructions for students to use it to explore human rights in their home country. The activity duration is listed as '1 or 2 60-minute class periods'. There are also 'Activity Instructions' and a 'Pick a topic' section with a form for students to complete.

Global Schools Program & Ages of Education in partnership with COMPASS EDUCATION

UN AT YOUR DOORSTEP

Please note

INTROD

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- Step choo think
- Step for le

STEP 2 – SUGGESTED LEARNING ACTIVITIES

Select between two learning activities to deepen your learners' understanding of the topic, practice systems thinking, and support them in taking action for human rights in their schools and communities.

ACTIVITY 1 – EXPLORING HUMAN RIGHTS IN YOUR COUNTRY

In this activity, students will practice systems thinking using a tool called "The Sustainability Compass" to think systemically about the human right of their choice from the [Universal Declaration of Human Rights](#) so that they can create a visual poster or video recording that educates people on the status of that right in their home country.

Students will organize their thinking using [The Sustainability Compass](#). This tool helps us explore any issue or topic through the lens of systems thinking to identify ways to make a systemic, sustainable impact. The four Compass Points help us consider the elements in our natural and human world so that we can make a positive impact on N for Nature, E for Economy, S for Society, and W for Wellbeing. Allow students to do this activity in groups. Each person or group will have a unique result based on their perspectives and knowledge.

Activity Duration: 1 or 2 60-minute class periods

Activity Instructions:

1. Decide if students will approach this topic individually or in groups, if in groups, we recommend using the responses from the Step 1: 3-2-1 Reflection activity above to help groups select their human rights focus.
2. Begin by having your students organize their thinking by using the Sustainability Compass to reflect on the importance of their chosen human right. [Share this activity handout with each group or student](#). The handout includes the instructions below for students. For step-by-step support in using the Sustainability Compass with your students, [use this video](#).

Pick a topic

Pick the human right you want to focus on and use it to complete the following sentence:

How is our country doing on ensuring <<human right here>>?

3

KEY TAKEAWAYS BY PARTICIPANTS

95% are eager to attend future UN at Your Doorstep live events.

74% valued the opportunity to engage with global leaders, youth activists, and peers in real-time discussions, offering fresh insights and inspiration for addressing today's most pressing global challenges.

63% expanded their global awareness, encouraging critical and systemic thinking about globalization, cultural interconnectedness, and sustainable development.

59% connected with a global network, fostering collaboration and opening doors to new opportunities for learning and future endeavors.

51% reflected on global issues, contributed to the discussions, and got inspired to take action as local leaders for the SDGs.



Viergina Jeanty

Student from Haiti

PARTICIPATING IN THIS PROGRAM WAS NOT JUST AN EDUCATIONAL EXPERIENCE, IT WAS A LIFE-CHANGING MOMENT. I DISCOVERED HOW INTERCONNECTED OUR WORLD TRULY IS AND HOW SMALL, MEANINGFUL ACTIONS IN OUR COMMUNITIES CAN RIPPLE OUT TO IMPACT THE WIDER WORLD. THROUGH THE INTERACTIVE SESSIONS AND COLLABORATIVE PROJECTS, I FELT EMPOWERED TO ADDRESS PRESSING ISSUES LIKE POLLUTION AND COMMUNITY AWARENESS IN WAYS I NEVER IMAGINED POSSIBLE. WHAT TOUCHED ME THE MOST WAS THE SENSE OF BELONGING AND PURPOSE I FOUND. AGES OF GLOBALISATION BROUGHT TOGETHER INDIVIDUALS FROM DIFFERENT WALKS OF LIFE, ALL UNITED BY THE SAME HOPE: TO LEAVE THIS WORLD BETTER THAN WE FOUND IT.

THE AGES OF GLOBALIZATION COURSE HAS BEEN A TRANSFORMATIVE TOOL IN MY 9TH-GRADE GLOBAL CITIZENSHIP CLASS. THROUGH ITS CURRICULUM, MY STUDENTS HAVE EXPLORED WORLD DEMOGRAPHICS, MAPPED GLOBAL INTERCONNECTEDNESS, AND ANALYZED THE SDGS THROUGH POWERFUL FRAMEWORKS LIKE THE 5 P'S OF SUSTAINABILITY AND THE TRAITS OF A GOOD SOCIETY. IT'S BEEN INCREDIBLE TO WITNESS THEIR UNDERSTANDING OF THE WORLD DEEPEN AS THEY ENGAGE WITH THESE CONCEPTS AND CONNECT THEM TO REAL-WORLD CHALLENGES.



**Carla Susana
Cevallos Mathus**

Teacher from Mexico

AGES OF GLOBALIZATION IS A SUPERBLY DESIGNED COURSE AND SET OF SUPPORT MATERIALS. IT CLEVERLY WEAVES THE HUMANITIES AND SOCIAL SCIENCES TO IDENTIFY THE OVERARCHING DRIVERS AND PATTERNS THAT HAVE PROPELLED HUMANITY INTO THE ANTHROPOMORPHIC ERA. I AUDITED THE COURSE FOR EVALUATING ITS RELEVANCE AS A CONSTRUCTIVE, FOUNDATION RESOURCE FOR A PROGRAM BEING DESIGNED FOR ENDORSEMENT BY THE WESTERN AUSTRALIAN SCHOOL CURRICULUM AND STANDARDS AUTHORITY. AGES OF GLOBALIZATION WILL BE INVALUABLE FOR THAT PURPOSE. ABOVE ALL, IT WILL PROVIDE STUDENTS WITH A FRAMEWORK FOR UNDERSTANDING HOW AND WHY HUMANITY HAS EVOLVED TO THIS POINT AND EVALUATING THE ACTIONS NEEDED TO TRANSFORM ITS CURRENT TRAJECTORY.



Rees Barrett

Teachers for Climate
Australia

YOUR COURSE, YOUR JOURNEY

TEACHERS AND STUDENTS CAN CUSTOMIZE THE COURSE TO THEIR NEEDS & PICK AND CHOOSE WHAT CLASSES AND LIVE SESSIONS ARE MOST RELEVANT FOR THEM

Ages of Globalization COURSE

28 CLASSES (See the [Course Outline](#))

EACH CLASS INCLUDES

- 60-75 minutes of video-based lectures (broken into 4-5 Chapters)
- 60-120 minutes of student activities (either in and/or out of the classroom)

UN at Your Doorstep LIVE SESSIONS

1 LIVE SESSION PER MONTH (See the [Syllabus](#))

EACH LIVE SESSION INCLUDES

- 60 minutes live session / virtual event
- 60 minutes of preparatory pedagogical materials
- 60 minutes of follow-up materials, including student activities (either in and/or out of the classroom)

TEACHER BENEFITS

Teachers and educators are key partners to enable transformative education

Participating teachers have the opportunity to

Enhance their students' learning experience

Collaborate with peers at global level

Develop their ESD competencies

The AoG...

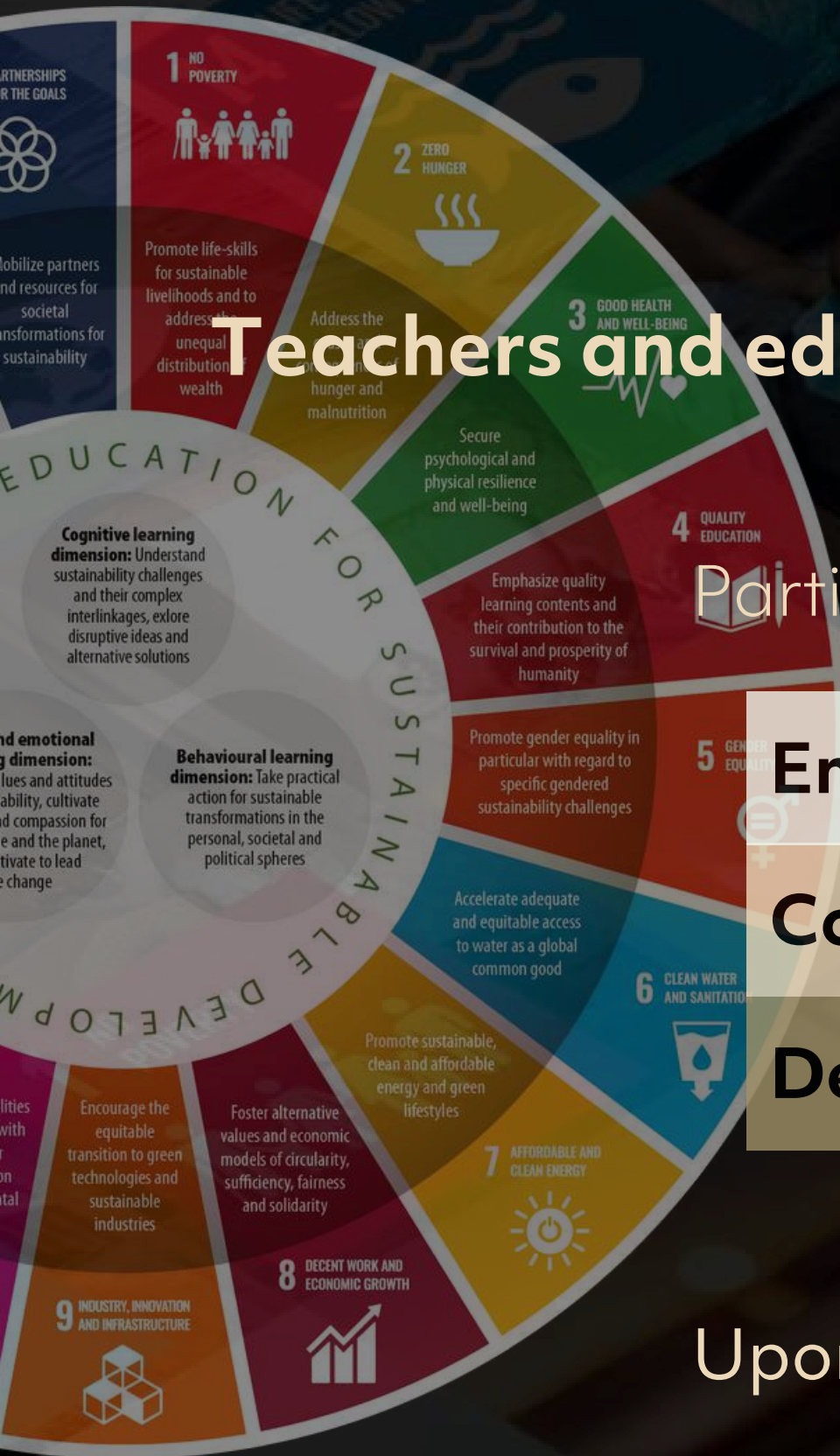
...is multidisciplinary & interactive

...connects to the real-world

...is action-oriented & solutions-focused

...fosters holistic learning

Upon successful completion, students and teachers receive certificates



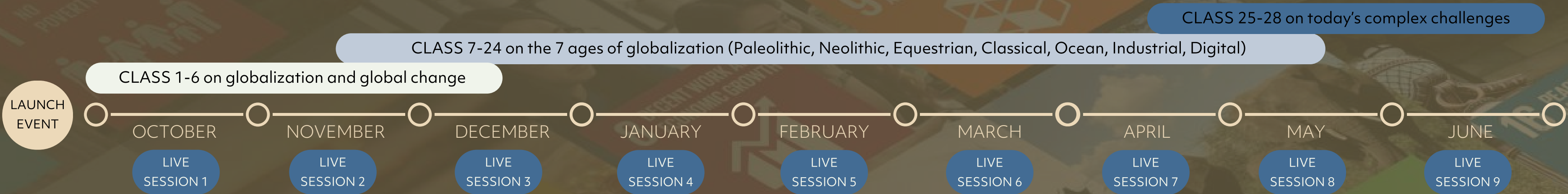
ROLL-OUT 2024/2025

BETA RELEASE 20 Sept. 2024 >>> ALPHA RELEASE Sept. 2025

Course materials are released in batches. All interested schools and life-long learners are invited to enroll in the course and provide feedback on their experience.

All course materials are enhanced based on schools' feedback and available in a modifiable way.

BETA ROLL-OUT CALENDAR 2024/25



Partnerships

JOIN US IN TRANSFORMING EDUCATION &
SHAPING MORE PEACEFUL, INCLUSIVE AND SUSTAINABLE FUTURES

Education Partners

- Bring unique opportunity to schools to be at the forefront of innovating education
- Feature the course at high-level events alongside the UN Sustainable Development Solutions Network and partners
- Nominate speakers and design pedagogical materials for the UN at Your Doorstep

Dissemination Partners

- Bring unique opportunity to schools by disseminating and sharing this initiative with your networks via events, social media, newsletters, and other channels

Funding Partners

- Become an integral part of the Ages of Globalization & UN at Your Doorstep
- Partner benefits range from brand recognition on our website, social media, and brochures to participation and speaking roles in live events, and the creation of awards and local impact projects for schools

Global Educator Committee

Advisory role to ensure accessibility and relevance to learners and educators worldwide



Abhilasha Singh



Adams Ibrahim



David Homa



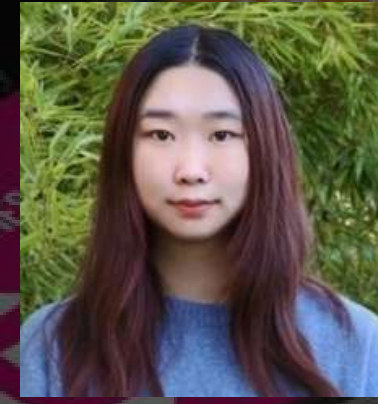
Dorothea Müller



Elyana Zawaideh



Emily Surman



Hannah Xu



Huda Labib



Jason Cohen



Ilan Enverga



Marcela Villan



Mieke van
Ingelghem



Milton Villarroel



Preeti Puri



Vanessa Lincoln



Yaya Dama

AOG Partners & Collaborators



وزارة السياحة
Ministry of Tourism



HEARST foundations

Supporting U.S. Programs



COMPASS EDUCATION

SDGacademy



Young Reporters
for the environment



hundrED

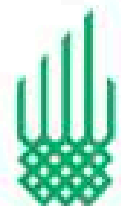
HUNDRED.ORG



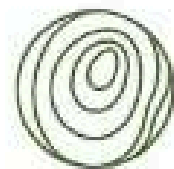
United Nations
Youth Office



International
Baccalaureate



AGA KHAN FOUNDATION

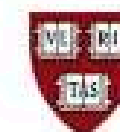


Gaia Scholastic



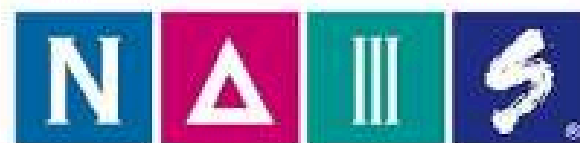
Global Education
Cooperation Mechanism

SDG4 Youth & Student Network



HARVARD
UNIVERSITY

THE OCEAN
CLEANUP



National Association
of Independent Schools



GREEN MENTORS
Powered by Law of Nature



Ages

OF GLOBALIZATION

 Join the Listserv

 Enroll in AoG

CONTACT

agesofglobalization@gmail.com