

Frequently Asked Questions (FAQs)

Higher Education Institutions

Welcome to our frequently asked questions page. Below you will find answers to questions regarding the enrollment process, live sessions, learning outcomes, and integration methods.

ENROLLMENT

01 Who can enroll in the Ages of Globalization course and live sessions?

Now offered in a Higher Education track – the self-paced course and live sessions are open to students, their educators, and all interested lifelong learners.

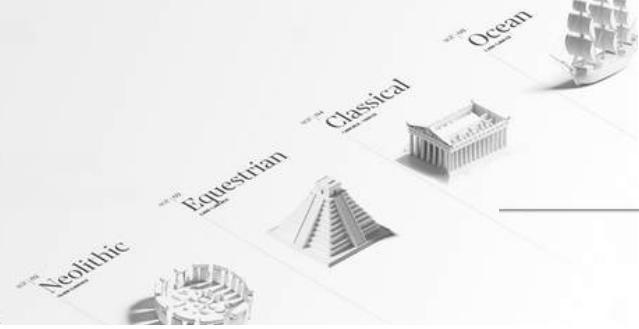
Find out more and enroll in the Program for Higher Education [here](#).

02 Why should you enroll?

Since the beginning of time, societies have faced existential challenges and have conjured bold ideas designed to ensure their survival. In the Ages of Globalization, we will traverse the globe and tell the story of humanity: its history, culture, economies, art, food, philosophies, and music. We will reflect on how we can implement positive and constructive change through a deeper knowledge of the past, a clearer awareness of the present, and a more vivid and ethical imagination of the future.

Online visits to [UNESCO World Heritage Sites](#) and dialogues with experts from all world regions will facilitate remote exploration as well as detailed analysis and historical reconstruction that transcends geographical boundaries. From the Fertile Crescent to the River Jordan, the Acropolis to the Forbidden City, mankind has etched humanity's history on the earth's terrain. Ancient remnants of roads, aqueducts, imperial cities, citizen squares, massive mausoleums, amphitheaters, places of worship – all these monuments mark a specific space in time, creating a learning laboratory for understanding the different ages of globalization and the challenges of our own generation.

Join us on this journey to better understand our shared history and to lead us to bold solutions, creative technological innovations, and new ideas for building a more peaceful, inclusive and sustainable future.



What are the intended learning objectives of the Ages of Globalization course?

- The Ages of Globalization will enable learners to understand sustainability challenges and their complex interlinkages;
- Build core values and attitudes for sustainability, cultivate empathy and compassion for other people and the planet, inspiring students to lead the change;
- Take practical action for sustainable transformations in the personal, societal and civic sphere.

Participating educators will have the opportunity to

- Enhance their learners' learning experience
- Collaborate with peers at the international level, and
- Develop their Education for Sustainable Development (ESD) competencies
- The initiative includes two learning tracks, one for higher education.
- You will find that the learning goals are aligned to your national and state learning mandates. They are very broad and we believe that these are the learning goals to achieve the 21st Century learning standards. The learning outcomes are very closely aligned to UNESCO's Greening Education guidelines.

How does one enroll in the Ages of Globalization course?

Program for Higher Education

- If you are a student in higher education, you can enroll [here](#).
- If you are a professor or educator in higher education, you can enroll [here](#).
- You can find all relevant information about the program for Higher Education [here](#).

How does an independent unaffiliated student or learner enroll in the Ages of Globalization course?

Yes, you can join as an independent student.

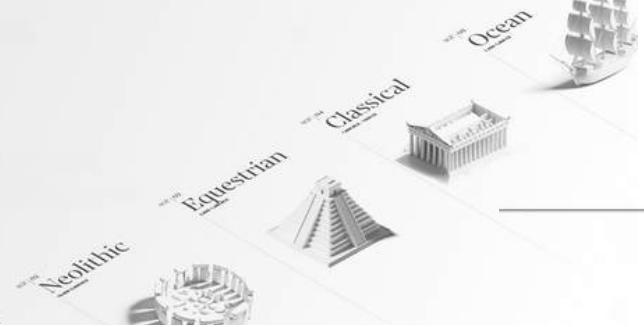
For higher education, visit our higher education site [here](#). And Enroll in our platform [here](#).

For all (life-long) learners, please enroll for either of the programs.



03 What happens after you enroll?

- The link to "Enroll as an Educator" can be found under the "Program: Higher Education" pages, depending on the level of education you work in.
- Once enrolled, you will have access to the LMS, which includes a community page for all registered educators.
- The community is a more informal way to connecting with enrolled peers from around the world. You will receive the community link once you complete your registration.
- Once you're ready, you can invite your Learners to enroll on the LMS using the relevant "Enroll as a Learner" link, found under the "Program: Higher Education" pages.
- Please ask your Learners to include your name when they enroll. This is important because only Learners who specify their educator's name will be added to your group.
- Once their enrollment is complete and your name is recorded, you will be assigned as the group analyst. This will allow you to review Learner progress and follow each Learner individually.
- Please allow approximately 48 hours for the process. If you still cannot see your class or group afterward, kindly email agesofglobalization.highered@gmail.com with a list of your learners, including their full names, school or institution, and email addresses.
- For all (life-long) **learners**, please enroll for either of the programs.



ROLL-OUT

01 What is the pace of the course and live sessions?

Program for Higher Education

The Ages of Globalization content for higher education consists of **10 modules**, each accompanied by high-quality **video lectures** and a **comprehensive lesson plan** suitable for classroom use or independent study.

- Students and faculty can register for a **self-paced learning journey** through the program's Learning Management Platform.
- Upon completing all required components, participants earn a **certificate of completion signed by Professor Jeffrey D. Sachs**.
- To enroll, visit the [Higher Education Program](#) page

Upcoming Live Sessions (February to April 2026)

- **Weekly Live Online Modules via Zoom will be** hosted by Professor Sachs and leading guest speakers.
- These interactive discussions will explore selected themes from the curriculum and connect learners worldwide.
- Participation requires completing the classes on the Learning Management Platform ahead of the live sessions.
- To participate, [register here](#).

02 Can I adopt this course for my learners after September 2025?

Yes, you can enroll any time!

03 Can learners who do not follow the September to July academic year do the course across two academic years?

Yes! This is a global course and we understand each country / academic system follows different calendars. You can begin and end the course according to your academic calendar.



COURSE INTEGRATION

01 How can I integrate the course in my learning institution and teaching context?

The Ages of Globalization course is designed to support integration across higher education settings, with flexibility for formal curricula as well as extracurricular programs. Our goal is to see the course embedded in universities and community learning spaces worldwide – whether through social studies, history, geography, sustainability, or civic education. The course may not neatly align with one subject or another, but the course is true to its “systems thinking” learning approach, which is very interdisciplinary.

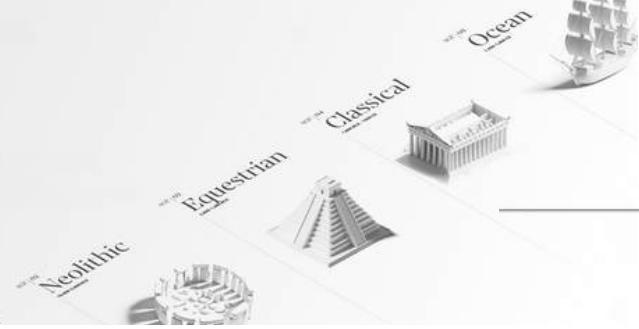
Curriculum-Aligned and Modular

- The contents cover key global themes, providing multiple entry points for integration across disciplines.
- Educators can map learning outcomes to national or institutional standards to ensure alignment with curricular goals.
- The course can be run as a semester or year-long program, or adapted à la carte to fit existing programs and schedules.

Resources for Educators

Each Class includes:

- Lecture videos covering 70,000 years of global history and connections across time and place.
- Lesson plans with clear outcomes, classroom activities, and assessment suggestions.
- Key terms, chapter summaries, and quizzes to reinforce understanding.
- Interactive activities such as journal prompts, map analysis, and contextual research.
- A capstone project encouraging youth-led, real-world applications of course content.
- Additional readings to support deeper academic inquiry.
- Adaptable Learning Pathways
- Content can be delivered in sequence for a full program experience or used flexibly within extracurricular clubs, project-based learning, or homework assignments.
- The course is suitable for integration at the classroom, school-wide, or network-wide levels.
- It complements Education for Sustainable Development, SDG 4.7, and global citizenship education initiatives.



Live Sessions

- Higher education: From February–April 2026, students can join weekly live Live Online Modules with Professor Jeffrey Sachs.

Institutional Considerations

- Most institutions integrate the course directly, without requiring formal agreements. If your institution wishes to embed the course officially into its curriculum and requires an MoU for administrative purposes, this can be discussed on a case-by-case basis (see also Q: Are there any MOUs with schools or universities?).
- All learners also receive a free digital copy of the Ages of Globalization book to enrich their learning journey.

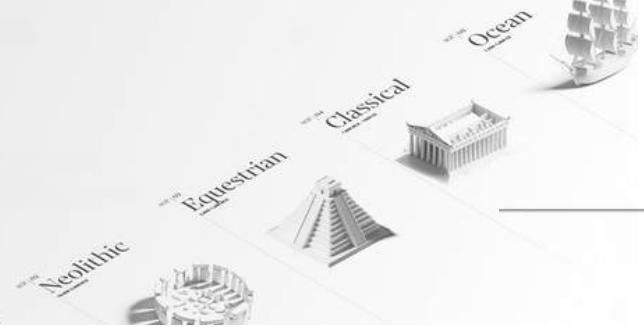
02 Should the course be offered for credits?

We absolutely recommend that the course be offered for credits within your own institution. It can be structured as a stand-alone course, a core requirement, or an elective depending on the existing department's needs. This is an invitation to the university professors to integrate the Ages of Globalization into their existing courses.

03 Do institutions need to adapt the course?

The core content remains the same. However, institutions are encouraged to localize the material by:

- Adding regional case studies.
- Connecting global concepts to local contexts.
- Creating assignments that encourage students to apply theories to their communities.
- Adapting to local language.



04 What is the pedagogical approach?

Jeffrey Sachs describes the book as exploring the complexities of globalization, highlighting its dual capacity to improve the human condition and pose challenges. He emphasizes that:

“The interconnections of humanity across the globe enable the sharing of ideas, the enjoyment of diverse cultures, and the exchanges of diverse and distinctive goods across vast geographies. [...]”

“Human kindness, our aspirations for our children, and our enjoyments of life are common to all humanity, no matter how diverse our backgrounds and our material conditions. [...]”

“Globalization enables one part of the world to learn from others”

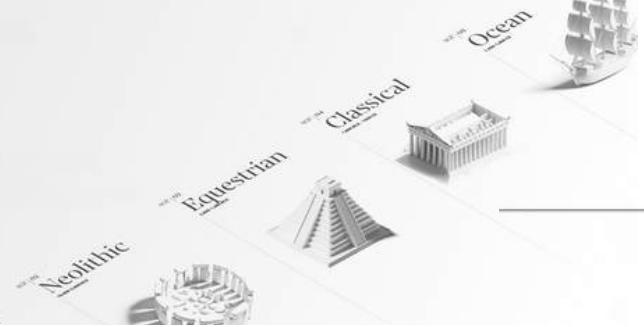
Jeffrey Sachs in ‘Ages of Globalization’, p.iv & xiii

Building on this perspective, the primary pedagogical approaches of Ages of Globalization are integrative and constructivist. The course makes connections across the entire curriculum—linking subjects, topics, historical events, times, and locations—to illustrate the interconnected nature of the world and the global issues being examined. It also encourages learners to reflect on their own experiences, surroundings, environment, and observations. This process incorporates their prior knowledge to understand and explore issues, while also fostering the application of new information about their environment to develop their own understanding of the world around them.

05 What are the sections of the lesson plan?

In the online course platform, before you delve into Class 1, there will be a downloadable PDF lesson plan user guide that goes over the sections of the lesson plan. Each lesson plan has a similar structure containing the following sections: Learning Goals, Concepts & Definitions, Chapter Summaries, Chapter Videos, Review Questions (Check-your-facts & Fill-in-the-blank), Learning Activities (Data/Maps & Community Engagement), Student Capstone Project Pointers, and Additional Readings.

Take a look at [Lesson Plan Class 1](#) and [Lesson Plan Class 2](#) to find out more.



06 What framework was used for lesson plan design?

The course has been crafted following a backward design framework. The critical issues of the contemporary world discussed in the course calls for learners to understand critical and complex issues, take multiple perspectives, and consider specificities of their part of the world. Hence, there was foremost emphasis given to articulating specific learning goals as a first step, that the learners should treat as main takeaways from the course. Based on these established learning goals, all elements of the curriculum (lectures, pedagogical tools, key terms, activities, community engagement and exchanges, suggested assessment activities, activities giving consideration to local contexts and history) were designed. The learning goals are stated in each lesson plan and specified into competencies in cognitive, social-emotional and behavioral domains.

07 Do I need a copy of the book?

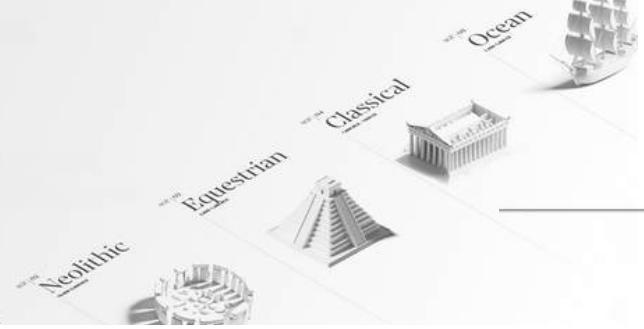
Yes. The Ages of Globalization course is based on the book by Professor Jeffrey D. Sachs, and we are pleased to offer all participating educators and learners **free digital access** to it, thanks to a partnership with Columbia University Press.

While we strongly encourage reading the book in full to deepen understanding, we recognize that time constraints may make this difficult for some classrooms or learners. To support flexible learning, each Class on the platform includes:

- **Chapter summaries** that distill the key ideas from the corresponding era or “Age” discussed in the book
- **Lecture videos** that offer rich and dynamic context, including case studies, historical narratives, and regional perspectives that complement and expand upon the book’s content

Educators may choose to assign the full chapters where time permits, or rely on summaries and video content when needed.

Note: The full digital book will be made available via the learning platform upon registration.



08 Do educators need any specific background or experience to facilitate this course in higher education?

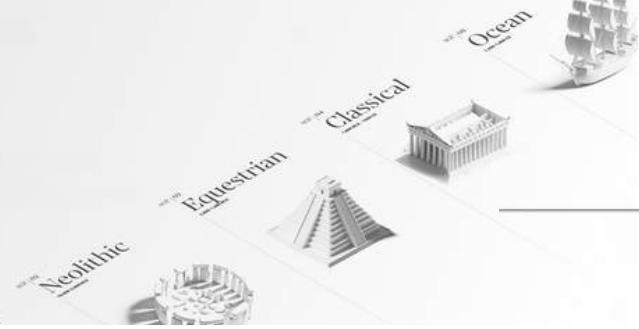
No prior experience with global history or sustainable development is required. We welcome all educators who engage with learners aged 14 and up. The course provides comprehensive teaching and learning materials, including a lesson plan guide, learning outcomes, lecture videos, activities, assessment suggestions, and adaptable ideas. These resources are designed to be flexible and customizable to a wide range of learning environments, helping educators confidently integrate the course into their teaching practice, regardless of background or prior subject expertise.

09 How can I engage my school or institutional leadership to support the implementation of the Ages of Globalization course?

To build support for integrating the Ages of Globalization course into your institution—at the higher education level—educators can share the following key resources and rationale with university leadership:

- **A Letter of Invitation** from Professor Jeffrey D. Sachs addressed to higher education leaders worldwide, highlighting the importance and relevance of this innovative course in today's global landscape.
- **The Ages of Globalization Website**, which includes:
 - A short course trailer
 - Information on hosting organizations and partners
 - An overview of course structure and learning objectives
 - Details on live sessions with global experts
 - Instructor bio and approach to teaching
- **Upon request we can also provide a comprehensive slide deck (PDF)** that presents the full vision, structure, and learning pathways of the course. This can support formal presentations to curriculum committees, department heads, or academic leadership.

Educators may also highlight the course's alignment with **SDG 4.7, global citizenship, critical thinking, and interdisciplinary learning**—all increasingly prioritized by educational systems around the world.



10 Technical Integration: How can I integrate the course and live sessions if I have low bandwidth internet?

We understand connectivity may be an issue. The learning materials are available for lower bandwidth settings: this includes hosting the lecture videos on our [YouTube channel](#) and providing the full lesson plans for teachers in downloadable and printer-friendly PDF file formats. The live sessions will be hosted on Zoom and live streamed via YouTube, requiring around 1.5Mbps bandwidth.

11 Are there any formal agreements (such as MOUs) with universities?

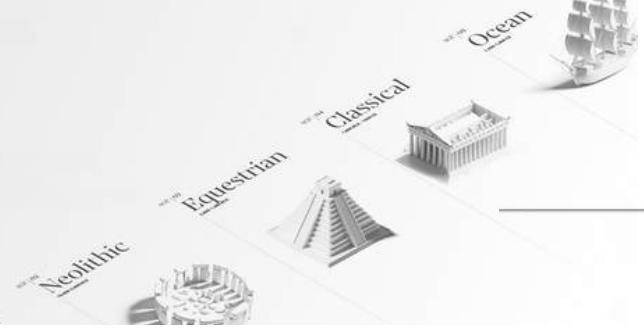
No, there are currently no formal MOUs in place. The Ages of Globalization course is typically adopted directly by professors in universities, who lead it using the official materials.

In most cases, no institutional agreement is required – the course can be integrated flexibly as a stand-alone subject, module, or supplement within existing classes. Only if an institution requires a formal framework for administrative reasons would an MoU be considered, and this is handled on a case-by-case basis.

What are the steps for implementation?

Here's a suggested roadmap for adoption:

- **Step 1: Institutional Approval.** Share the course outline with the relevant academic department or curriculum committee (higher education). Secure approval to offer it as a subject, module, or supplement. Note: In nearly all cases, no MoU is required. If an institution requests a formal agreement, this can be discussed as needed.
- **Step 2: Faculty/Teacher Engagement.** Encourage professors to review the course material. Identify where the content best fits (history, political science, sustainability, economics, global studies, etc.).
- **Step 3: AoG Coordinator.** Select an individual at the academic institution to serve as the AoG coordinator. This person will champion the AoG program and be responsible for overseeing all aspects of the course.
- **Step 4: Technical Setup.** Ensure all students and faculty register on the learning platform.



- **Step 5: Course Integration.** Define how the material will be used (stand-alone course, module, or classroom supplement). Align video lectures with weekly themes in the syllabus. Incorporate quizzes, reflection papers, or discussions tied to course lectures. For higher education, integrate Professor Sachs' 10-Lecture Series (February–April 2026) as a central or supplementary component.
- **Step 6: Localization & Enrichment.** Add regional readings, case studies, or guest speakers. Encourage cross-cultural comparisons and student-led projects.
- **Step 7: Evaluation & Feedback.** Gather student feedback on usability and relevance. Adjust the integration strategy for future terms or academic years.

TIME INVESTMENT

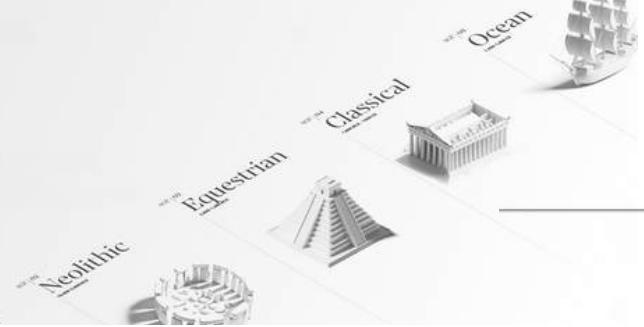
01 What is the time commitment for students and teachers to take the course and participate in the live sessions?

We strongly encourage full curricular integration of the Ages of Globalization course, ideally in sequence, to allow learners to build a comprehensive understanding of the interwoven themes across history, environment, technology, and global governance. However, we also understand that institutional constraints or time limitations may require selective use. For this reason, educators and institutions can adapt the course content à la carte to suit their specific needs.

Program for Higher Education

- The program offers **10 core learning modules**, with video lectures, learner-centered activities, and a detailed lesson plan for each.
- Learners and educators can:
 - **Enroll in a self-paced journey** via the Learning Management Platform
 - **Participate in Live Online Modules** from **February to April 2026**, held weekly via Zoom with Professor Sachs and invited experts
- **Estimated time commitment per module:**
 - 3–5 hours (depending on engagement depth)

Institutions can incorporate the modules into existing courses, independent studies, seminars, or capstone programs. A modular approach is also possible for use in blended, hybrid, or extracurricular formats.



Bottom Line: The course is designed to be ambitious yet adaptable. Educators can deliver it in full sequence for the richest learning experience or integrate select modules into existing programming. And live sessions offer a powerful opportunity for learners to engage in timely, global dialogue, whether every month or just once.

LEARNING MANAGEMENT PLATFORM

01 Where is the course hosted?

The course is hosted on an online Learning Management Platform (LMS), which includes all course contents and which educators and learners will be able to access by creating an account. After educators register and enroll, they can share an enrollment link with their learners and the LMS will group the learners together based on the enrollment information they enter (school/university name, educator name, etc.).

The LMS is built on Thinkific platform and the data is hosted in the United States on Amazon's secure data centers, using Amazon Web Services (AWS) and Google Cloud Platform (GCP) technology.

02 Can I come back to my course if I leave it mid-way i.e. is there a save option?

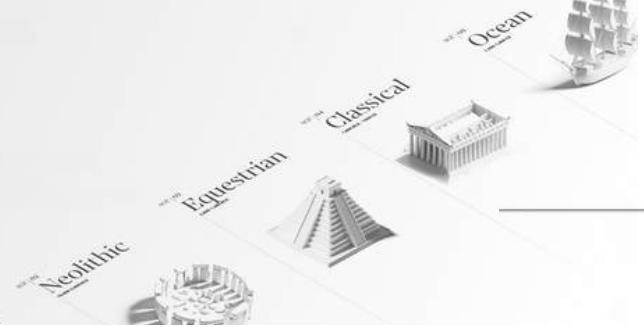
Yes. With each page of the online course, there is a “complete & continue” button you can press to proceed to the next page. As you click this button, your course progress will be saved.

03 Can I see the progress of my learners each week?

Educators will have access to the learners of their class on the online course platform. In the platform, educators can see the progress of their learners, such as which activities and quizzes the learners have engaged in.

04 Can educators send notifications to learners on the platform?

Not yet. We are exploring options for educators to connect with their learners on the online course platform directly, but in-class engagement is the best way to share announcements and notifications to learners currently.



LEARNING OUTCOMES & ASSESSMENTS

01 How can I know if I, or my learners, are attaining the intended competencies? How can learners demonstrate their understanding of the course?

Learner outcomes for AoG are aligned to UNESCO's Greening Education Guidance with the cognitive, social and emotional and behavioral aspects clearly outlined. Please see the UNESCO guidelines [here](#).

Each of the lesson plans has clearly outlined learner expectations and the specific competencies that they will achieve upon completion of the Class. Each Class has a Lesson Plan that can be found on the LMS and on the website for easy download.

Here are some suggestions on assessment evidence that can be used throughout the course to check for learner understanding:

- Use the **“Assessment Evidence”** section of the lesson plan. This includes review questions including vocabulary, fill-in-the-blanks, and checking facts.
- We offer some suggested activities for each Class that are meant for application of concepts. This includes: **journal prompts, data and map activities or community engagement/ “Capstone Community Project”** activities. Please further tailor the activities and assignments per the need of your class.
- The recommended **Capstone Community Project** for the course is another great way to assess student understanding, application of knowledge as well as reflection and self-assessment of their own learning.
- The pedagogical tools for this course have been framed by focusing on what the key takeaways are for learners, using the following **8 essential questions** as a guide. We encourage educators to consider the same in following in adopting and adding necessary assessments:
 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 in this 7th age of globalization?
7. How should our global governance be reorganized to achieve sustainable development in our multipolar world?
8. How can we secure global peace possible, and how can global ethics help to secure peace?

02 Will learners have assignments to complete?

Yes. The course lesson plans present a list of various activities that can be assigned as homework or assignments. However, it is ultimately up to the educator and school/university which activity you want to assign and collect responses. On the course online platform, all the activities will have a function where learners can directly upload their assignments, but you are welcome to use your own in-class submission of assignments.

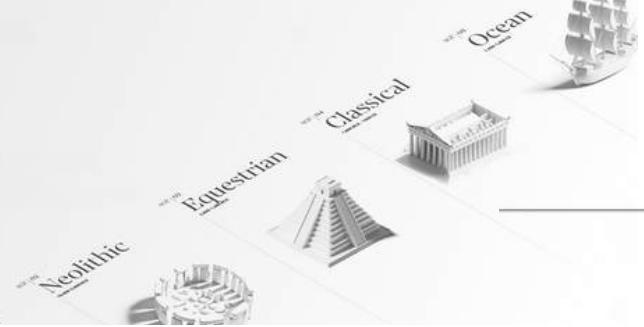
Take a look at [Lesson Plan Class 1](#) and [Lesson Plan Class 2](#) to find out more.

03 Will there be projects to submit?

Yes. There is a Capstone Community Project of the course. These are guidelines for a project included in each of the lesson plans. It provides another opportunity for students and teachers to make AOG experience more locally relevant. The Capstone Community Project helps to provide guidance to the learners for an active community-based project with the purpose of making AOG experience more real. It is an opportunity for the learners to practice some elements that they have learnt throughout the course.

Each Class has a prompt that contributes to building this Capstone Community Project. You will see this noted in each lesson plan. While each learner should complete a Capstone Community Project, not every single class prompt is mandatory. It is up to the educator and learning institution to decide which Capstone Community Project prompt to require of the learners.

Take a look at [Lesson Plan Class 1](#) and [Lesson Plan Class 2](#) to find out more.



04 Will there be an end-of-course assessment?

No. There are formative assessment tools you can use (quizzes for each Class, activities and Capstone Community Project) as a means to check for learner understanding and application of knowledge throughout the course. There is no final or summative assessment. However, learners are encouraged to share the final outcome of their Capstone Community Project with their learning community. On the learning platform, there is also a place where learners can submit their work.

Take a look at [Lesson Plan Class 1](#) and [Lesson Plan Class 2](#) to find out more.

05 How can learners share their notes, reflections and inquiries based on the videos they have watched?

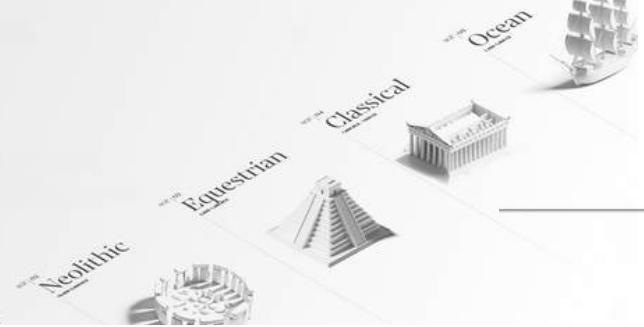
Currently, the live engagement in your learning institution is the best way to engage learners on their comments, questions and thoughts after using the lesson materials. We are exploring ways to incorporate a discussion board format into the online course / learning management platform in the near future. Learners are able to submit their thoughts related to the activities directly in the online course platform.

06 How can I follow up on my students' learning and developing through the different modules of the course?

Conducting a debrief in your classroom on the activities, Capstone Community Project components that you assign (using the lesson plan as suggestions) will be the best way to gauge student learning and development. Since you will be selecting and implementing the various lesson components, the specific follow-up may be very specific to how you normally conduct follow-ups in your classroom. We encourage the use of a debrief on the lesson plan activities as a way to follow up with your students.

07 How can parents/guardians be involved?

The value and richness of this course comes from learners applying their knowledge of the 7 Ages of Globalization to understanding potential solutions for the challenges of our current world – more specifically, understanding their immediate surroundings (the local, national and regional history and changes over time). As such, the parents/guardians sharing the history, culture, contexts of the local settings will be valuable for the learners.



Parents and guardians are encouraged to review the topics of the course, and there are activities in the lesson plans that prompt learners to speak to their families and community members about their local history, culture and contexts (see [Lesson Plan Class 1](#) and [Lesson Plan Class 2](#) for more details). Please share as much as you know with the learners!

LIVE SESSIONS

01 What is the program for the live sessions?

Learners and educators in Higher Education tracks are warmly invited to join our live sessions – either as part of the [UN at Your Doorstep](#) series or the [Live Online Modules](#) with Professor Sachs.

For Higher Education: Live Online Modules

Starting February 2026, learners and educators in the Higher Ed track will have the opportunity to participate in a weekly Live Online Modules led by Professor Jeffrey Sachs designed to accompany and deepen the understanding of each of the 10 Higher Ed [learning modules](#) and may include optional preparatory and follow-up assignments.

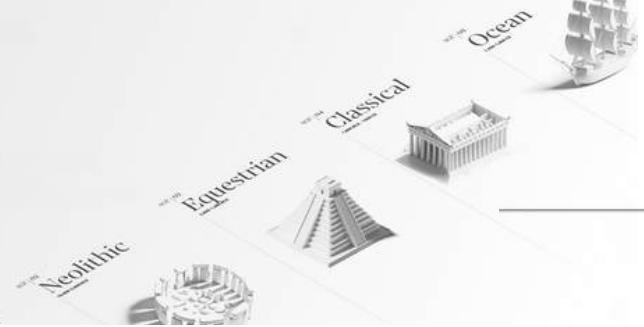
Can I participate in both?

Absolutely. Whether you are a teacher or student in the Higher Ed track, you are welcome to join the live session series. The Live Online Modules offers a deeper dive into the course contents with advanced academic insight.

UN AT YOUR DOORSTEP

01 What is the UN at Your Doorstep and who is this program for?

UN at Your Doorstep is a series of online live dialogues that will offer an unprecedented opportunity for young people to directly engage with world leaders and UN officials. With select sessions moderated by [Professor Jeffrey D. Sachs](#), guest moderators and/or youth themselves, the discussions will focus on how to solve the biggest challenges of our time, from peace and security to climate change, poverty, inequalities, environmental sustainability, and artificial intelligence, with a specific set of questions for each session. You can find further information in the [UN at Your Doorstep Brochure](#).



The online dialogues are envisioned for secondary-school classrooms and assemblies, extra-curricular activities, Model UN clubs, community NGOs, welcoming young people from 14 years and up. But life-long learners are also welcome to join! The sessions are interdisciplinary and can be integrated into a wide variety of high school courses and topics, such as social studies, foreign languages, science, literature, business, economics, government, ethics, history, arts, and more.

02 Why should my classroom/group of learners join? And how long will the program run?

Learners will be at the forefront of global discussions, inspiring them to become the change makers of tomorrow. With tailor-made learning materials, live one-hour online dialogues, an interactive forum and social media campaigns, students will widen their global awareness, foster critical thinking, communication and collaboration skills, and build confidence to become local leaders for the Sustainable Development Goals (SDGs).

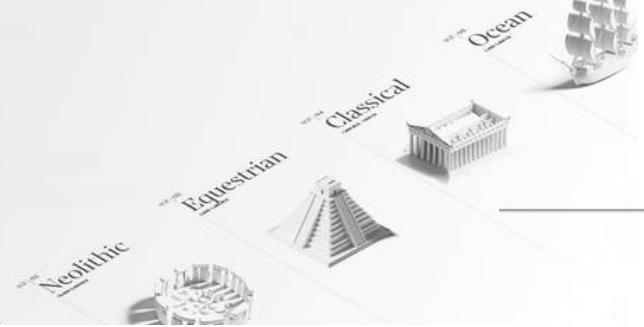
The program started in October 2024, and live dialogues are currently scheduled until December 2025.

03 What is the time commitment for an educator and her/his learners participating in the program?

The estimated time commitment for an educator to fully participate in the program is 5 hours per month. This includes:

- $1\frac{1}{2}$ - 2 hours of activities with learners
- 1 hour of the online dialogue
- 2 hours of preparation time

We fully understand educators' busy schedules, hence, you could reduce the time commitment to less by just attending the live dialogue, for example. You can also choose to focus on one live session rather than another depending on the topics you're most interested in. See the [Teacher Practical Guide](#) for more information.



04 Is attendance mandatory for all UN at Your Doorstep online sessions?

No. Teachers and students can choose which live session they wish to attend. The calendar of topics, speakers and event dates will be shared several months ahead and to allow teachers to plan ahead for each session. Depending on your local time zone, you can choose to connect with your entire classroom during school hours or ask your students to join the live session from home.

05 What are the logistics of the UN at Your Doorstep live sessions? Will there be a set schedule for these to occur?

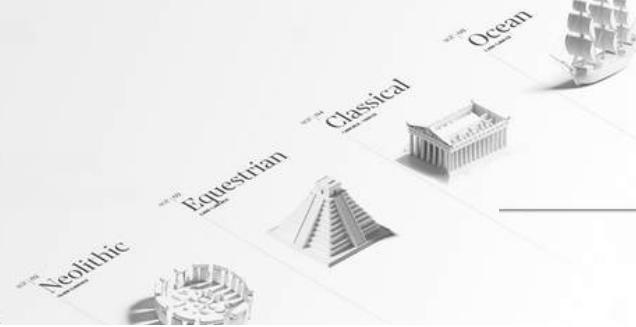
A live session is scheduled to take place every month. The dates will be announced at least 1 month ahead of the event to everyone who registered [here](#). The dialogues will take place at different times, depending on the availability of speakers and participants. The timing will aim to accommodate different time zones as much as possible and prioritize time zones that overlap for the largest audiences. A revolving schedule is anticipated to provide the opportunity for as many young people as possible to be part of the sessions in live. Please note that all sessions will be recorded and you can always have young people watch the recording and work with the pre-and post-dialogue pedagogical resources at your own time.

06 I am interested in knowing more about the dialogues each month. When will the speaker syllabus be released?

Due to the high-level of the speakers being asked to participate in this program, the speakers will be announced approximately 3-4 weeks in advance of the event. Please sign up to our [newsletter](#) to receive updates and all relevant information.

07 If my students are unable to attend a UN at Your Doorstep session, will there be a recording available?

Yes. Each live event will be recorded and shared online for everyone interested.



08 What type of collaboration opportunities will there be for learners and educators to meet each other from all over the world?

Following the 1h dialogue with the world leader, participants have the option to stay on the zoom meeting for a 20-minute add-on session, where they can connect with peers from other countries to discuss the topics explored. Participants will be moved into randomly assigned groups with around 3-5 peers and can enjoy 20 minutes of unmoderated dialogue to get to know each other, share insights, compare perspectives, and learn from each other's experiences coming from diverse countries, cultures and contexts. Educators can guide the session by facilitating the conversation, encouraging learners to reflect on what they've learned, and fostering a collaborative atmosphere where everyone's voice is heard. Feel free to exchange your contact details during this exchange to continue discussions.

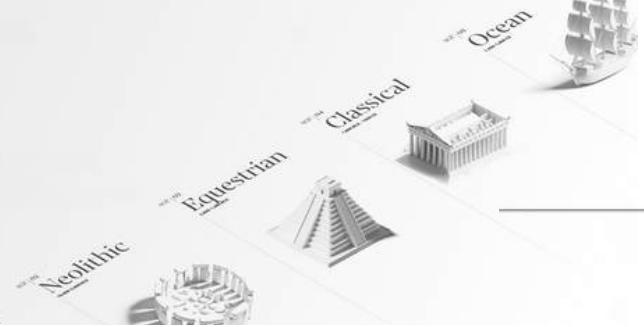
09 What will the format of the sessions look like?

Please see the draft agenda to the right for more details. Please note that the formats will slightly differ each time depending on the number of speakers that are attending. The dialogues are envisioned to be highly interactive, offering a space for students to raise questions and answer polls. Specifics on the session format will be communicated each month upon the announcement of the speaker.



10 What languages will the session be in?

The sessions will take place in English, but participants can enable captions in their preferred language using a browser extension to translate the live captions displayed on their screen. This extension translates the AI-generated English captions into the selected language. To use this feature, participants need to install a browser extension and join the Zoom session via their browser. Once connected, the extension will allow them to select their preferred language for captions. Please note that these translations are AI-generated and may not always be fully accurate. For detailed instructions, click [here](#). We may also explore testing AI-generated simultaneous interpretation in the near future.



11 What is the Globe from Home segment of the course?

Virtual Travel with Globe from Home will take place on special occasions. Besides virtually visiting exciting destinations around the planet with live experts in different countries, students will engage in quests and challenges that will help them consolidate their learnings from the course. Students will be able to chat live with local experts, meet new cultures, and engage in challenges with students from other countries. Students can participate in the sessions collectively from a classroom (using an internet enabled computer, or a computer connected to a projector) or individually, if they wish to access the session from separate internet enabled devices. To participate, please sign up to our listserv to receive all relevant information, including the registration link, ahead of the virtual travel.

12 Is there any cost to participate?

No, the program is completely free.

13 Are there any financial resources available to facilitate this program in my school?

Unfortunately, financial resources are not available for participants at this time.

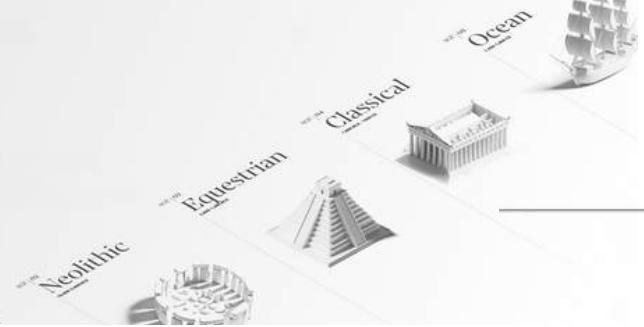
CERTIFICATION & PERMISSIONS

01 Are there any certificates after the completion of the course?

Teachers and students will receive a completion certificate, signed by Professor Jeffrey D. Sachs, President of the UN Sustainable Development Solutions Network (SDSN), directly from the online course platform upon the completion of the course, if you have completed all Classes 1 – 28.

02 Do students need any kind of permission to be part of this online course if they are under 18?

No. The primary way to engage with this course and the live sessions is through students' existing school classes and teachers. The teachers and schools will vet, select and implement the contents of this online course in a way that best suits the students' classes.



The student access to the online course platform will be directly linked to the teachers, and teachers can monitor the student activity on the online course platform

The live sessions will be conducted via Zoom and publicly live streamed. It is the responsibility of each school and individual participant to decide if they wish to share their image or voice during the session. Teachers must ensure that they have obtained parental consent for any participating students who are minors, as their appearance and voice may be broadcasted.

MORE INFORMATION

01 How can I reach out to learn more about adopting this course and the live sessions for my classroom?

Please email agesofglobalization.highered@gmail.com for the course

and unatyourdoorstep@unsdsn.org for the live sessions.

COULDN'T FIND AN ANSWER TO YOUR QUESTION?

For questions related to the Higher Education Program, please contact:

Dr Radhika Iyengar (iyengar@climate.columbia.edu)

Dr Lucia Rodriguez (lucia.rodriguez@unsdsn.org)

For questions related to UN at Your Doorstep, please contact:

unatyourdoorstep@unsdsn.org