

# Global teachers for a sustainable future

**Oksana Matsnieva** reports on how she and her students participated in an exciting online international project



## The project

This autumn, six students from our university department and I took part in the international project Global Teachers for a Sustainable Future. Co-funded by the EU, the project aimed to empower future educators for a sustainable world. Its objectives comprised equipping future teachers with the knowledge, skills, attitudes, values and tools they need to become global citizens and agents for change and to integrate sustainable development education and global citizenship into their teaching.

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## The process

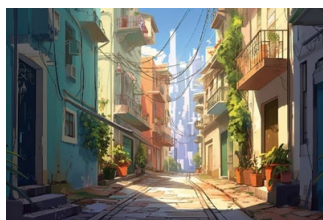
To achieve the project's objectives, the organizers used the strategies of Collaborative Online International Learning (COIL). Students were organized into virtual international teams of 6 to 7 members. In four live sessions and on a Moodle forum, they participated in interactive activities and real-world case studies that explored sustainability and education.

The program included three modules: 1) *Empowering Global Educators for Sustainable Development*, 2) *Thinking Glocally: Connecting Local and Global Perspectives*, 3) *Empowering Change: The Action Taking Cycle*. The modules correlated with three graded activities.

At the end of Module One, the teams first chose a topic related to one of the UN's 17 Sustainable Development Goals (SDGs) and generated a 45-minute lesson plan using multiple AI platforms. They then compared, analyzed and improved the AI-generated plans to produce a final, refined version. Lastly, they reflected as a team on how AI supported the process and how it related to SDG 4: Quality Education.



Module Two ended with the following activity. The teams conducted an in-person or digital "community walk" to observe sustainability, community life and SDG-related issues in a local neighborhood.



## Recording the process

Each member documented their findings, reflected on what they saw and shared key insights with the team. Together, the team created a digital visual summary (for example, a photo series, video, map or infographic) that highlighted the most important observations and connected them to sustainable development and education. Finally, each team provided feedback on the other teams' projects and wrote short reflections about the feedback received and how it would be used.

The action-taking activity that wrapped up Module Three was as follows. Students worked in teams to create a slogan supporting SDG 17 and

then posted it on the Padlet board. Each team member individually implemented a real, original action project in their own local community that reflected the team's agreed goal. They documented their actions through photos, videos or short interviews to show authentic engagement and local impact.

## Reactions

After each live session, I asked my students to provide feedback on the COIL project. Among the benefits, they mentioned that it provided an interactive and engaging international learning environment. It also allowed the participants to collaborate with peers from different countries, improving intercultural communication and teamwork skills.

The project, which ended on November 27, offered practical, real-world tasks, such as AI-assisted lesson design and community research, which strengthen pedagogical knowledge and critical thinking. Participation helped broaden my students' perspectives and encouraged reflection on global and local challenges. Overall, the project fostered adaptability, active engagement and preparation for future teaching in diverse, multicultural contexts.

Information about how you and your students can also participate in the Global Teachers for a Sustainable Future Project is available at [globalteachers.eu](http://globalteachers.eu)




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