



***International College  
Beirut, Lebanon***

***Communication on Engagement (COE)***

***June, 2018***

## Table of Contents

	Page
Part I: Introduction	3
Letter to UN Global Compact	4
Part II: Description of our Actions	6
SDG 4: Quality Education	7
SDGs chosen for period 2016-2018	10
2016-2018 Activities	11
Note on Reasons for Success	17
Part III: Looking to the Future	17
SDGs chosen for period 2018-2020	17
Potential SDG opportunities for 2018 – 2020	18
SDGs the school will continue developing	19
Example from Ain Aar: Environmental Pioneers Club	21
Part IV: Outcomes	24
Introduction to 'IC Responsibility'	25

## Part I:

### Introduction

The following report has been prepared for the United Nations Global Compact (UNGC) as International College's (IC) previous and continued commitment to the Ten Principles of UNGC. Specific reference has been made to the 17 Sustainable Development Goals (SDGs) in the Agenda 2030 as these provide a global, regional and local framework (including for IC) for significant actions to take place with regards to the world's needs to be addressed, such as poverty, climate change and sustainable water resources.

The period covered for this report is:

### Period covered by this Communication on Engagement

From: April 11, 2016

To: June, 2018

In addition to this period covered, IC has taken the responsibility to project into the next two years the SDG targets and possible actions the school can align with and ultimately take.

It is worthwhile noting that, and led in part by this report, a new IC Committee is being established - IC Responsibility - to understand and manage IC's numerous social and environmental activities in alignment with the SDGs, and to ensure IC achieves even greater impact locally and internationally.

It is also worthwhile noting that through IC's step towards improved communications, a number of the activities within this report, or highlighted for future years, have been or will be showcased on IC's official platforms such as the school's website and social media (Instagram, Facebook and Twitter) as well as in the local press and TV. This is an added bonus for the program as it makes notoriety evident, immediately and on-going.





## International College

Don Bergman, Ed. D  
President

E-mail: dbergman@ic.edu.lb  
www.ic.edu.lb

June 25, 2018

H.E. António Guterres  
Secretary-General  
United Nations  
New York, NY 10017  
USA

Dear Mr. Secretary General,

I am pleased to confirm that International College (IC) will continue to support the ten principles of the UN Global Compact (UNGC) with respect to human rights, labor, environment and anti-corruption. In addition, we are also committed to the UN 2030 Sustainable Development Goals (SDGs). With this re-commitment, we express our intent to continue to support the UNGC and the humanitarian and developmental global agenda.

We will continue to participate in and engage with the UNGC through relevant activities in IC's Community Service Program, Primary Years Program Exhibition and other school activities relating to the ten principles and the 17 SDGs. Indeed, the school has been working in partnership with the UNGC Network Lebanon. To support all of this work, we have established a new initiative, termed 'IC Responsibility', within the school constituencies to oversee these activities.

We recognize that a key requirement for the participation in the UNGC is the submission of a Communication on Engagement (COE) report that describes our organization's efforts to support the implementation of these activities. Specific SDG highlights within our first report attached include:

- SDG 6 and 17: IC's partnership with the Rotary Club to invest in clean water filtration systems for public schools
- SDG 4 and 17: IC's growing participation and collaboration with the Trust for Sustainable Living for national and international student debate competitions

---

Ras Beirut Campus - Bliss St. - Tel.: +961-1-371294 - Fax: +961-1-362500/1 - P.O.Box 113 - 5373 - Beirut - Lebanon  
Ain Aar Campus - Kornet Chehwan - St. No 5 - Tel.: +961-4-914471/2/3 - Fax: +961-4-911 247 - North Metn - Lebanon  
New York Office - IC - 215 Park Avenue South, Suite 1710, New York, NY 10003 - Tel.: 212 529 3005 - Fax: 212 529 8525



- SDG 12: Upcycling of discarded or unused material on campus, with candlestick holders, soft lighting equipment and even baby warmers and blankets produced (the last from old PE clothing)
- SDG 15 and 17: Partnering with the Chouf Biosphere Reserve in Lebanon to create the IC Cedar Hill, with cedar saplings planted and gifted to our generous donors

We will be submitting a similar report every two years hereafter according to the UNGC COE policy.

Sincerely yours,



Don Bergman  
President

## **Part II.**

### **Description of our Actions (2016-2018)**

#### **Background:**

The following details have been compiled making use of IC's Strategic Plan for Sustainability entitled 'Towards 2020'.

A plan was submitted following a twelve-month review (May 2015 - May 2016) of IC's current sustainability practices (including curricula, all stakeholders, school culture), and a deepening understanding of the SDGs, as well as a review with IC's President, Dr. Don Bergman.

IC plans to focus on a number of the SDGs each academic year. In line with suggestions from stakeholders during the research phase and by focusing on several SDGs each year, it was hoped that the school would have the opportunity to complete all 17 by the year 2020. IC is already well underway with working towards a variety of targets, which have been noted below.

The interconnected and interrelated nature of the SDGs allows for a specific activity to fall under several SDGs at the same time. Indeed, it is this nature of the SDGs which makes them unique, and an understanding of systems thinking allows for this interconnected and interrelated nature to be better understood.

### ***This section of the report highlights IC's activities between 2016 and 2018***

#### **Introducing the SDGs to the IC Community:**

To promote all the SDGs and their principles (raising awareness) across the whole IC community, several events were undertaken regarding the SDGs during the calendar year 2016-2017. These included:

1. Raising awareness sessions amongst the Executive Committee and school leadership teams;
2. A whole-school presentation on the SDGs and how IC will be committed to these goals (In-Service Day, May 2017)
3. Presentations to both Ras Beirut and Ain Aar Parent Committees;
4. Presentations to certain groups of students (i.e. Middle School Sustainability Elective students and Elementary School 'Sustainable Living' students);
5. Entries into Trust for Sustainable Living International Essay Competition and participation in the international debates in Oxford, UK (see photos below)
6. Parent Committee-led School Carnival on Ras Beirut campus with a focus on Sustainability

## ***The one SDG to be a constant at IC:***



### **SDG 4: Quality Education**

*Target: 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through **education for sustainable development and sustainable lifestyles**, human rights, gender equality, **promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity** and of culture's contribution to sustainable development*

*Indicator: 4.7.1 Extent to which (i) **global citizenship education** and (ii) **education for sustainable development**, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment*

This SDG is linked directly to IC's Vision, Mission and Objectives (our Guiding Statements) and to the school's definition of Global Citizenship.

IC is an internationally-accredited K-12 school, with a large focus on the International Baccalaureate program (PYP for Preschool and Elementary, DP tract for Secondary students). Other programs include the Lebanese Baccalaureate, the French Baccalaureate and the College Preparatory Program. Global citizenship, for example, is integrated in a variety of units and classes throughout the school and all tracts.

Significant curriculum integration of sustainability was introduced in June 2017, and followed up in September, before the term commenced through individual meetings and workshops. Incorporated within this was the strong link between sustainability and technology, as well as service and co-curricular education outside of the classroom, including 'classrooms without walls' leading to a future 'week without walls' activity or activities. Students are involved in several co-curricular clubs across the whole school on both campuses, where the essence of sustainability is emphasized. These clubs focus on a variety of topics within sustainability, including the environment, technology and social entrepreneurship.

During the academic year 2017- 2018, IC developed its definition of Global Citizenship/International Mindedness that incorporates concepts from Target 4.7 and indicator 4.7.1. Our definition promotes the concept that "globally-minded people see themselves as connected to an intercultural global community and demonstrate the attitudes as well as the actions of an internationally-minded person." It will become a working document to help us mainstream these concepts further within the school curricula, student learning, teacher professional development, and student assessment.

## Additional activities that took place within SDG 4: Quality Education during 2017-18 were:

1. New NESAs Schools Service Learning / Sustainability Collaborative – IC is represented as one of the founding members of this new collaborative, working with schools across the regional network (Near-East, South-Asia) to further the understanding of service learning in education, particularly as a whole, all-encompassing theme, as opposed to a separate function of a curriculum. (see article submitted to NESAs Winter Edition newsletter below)

WINTER 2018  
NEWS



# SERVICE LEARNING COLLABORATIVE

## Service Learning: NESAs Newest Collaborative

By Richard Bampfylde, Sustainability Coordinator, International College, Beirut, Lebanon

How is a better world for present and future generations attainable? Are the 'Global Goals for Sustainable Development' within reach?

Service learning has been seen as a largely stand-alone program, where students are typically taken off to complete their necessary service requirements. However, it is NESAs new Service Learning Collaborative's aim to ensure this no longer remains the case, particularly in NESAs member schools.

Making use of a systems thinking lens, as well as an understanding of change theory and mental models, all stakeholders in a school community have the ability, and indeed responsibility, to create a better world. Indeed, perhaps those Global Goals are within reach if we pursue this transformative education!

The Service Learning Collaborative Core members joined NESAs FTI delegates at Riffa Views International School in Bahrain for a two-day workshop on education for a sustainable future. Facilitator Mike Johnston, Director of Colegio Maya School, Guatemala, guided the group through enriching information and purposeful, interactive activities.

Key knowledge and opportunities are too numerous to mention but include Rockström's Planetary Boundaries, Project Everyone's World's Largest Lesson, the Ellen MacArthur Foundation and the Circular Economy as well as Geert Hofstede's rich data on national values. Ideas and activities to facilitate change theory included the AMEoba, the Iceberg, DUMB Goals and Parachuting Cats (literally, although not in our classroom!).

At its first meeting following the FTI, the Service Learning Collaborative Core reached a major milestone by drafting a guiding statement:



*As interdependent members of a global community, we recognize our systemic impacts. We act in partnership to deepen student learning and inspire ethical student action. We do so by equipping educators with mindsets, methods, and strategies that facilitate transdisciplinary opportunities that allow students to flourish.*

Incorporated within a 24-month professional development plan for the NESAs community, Cathy Berger Kaye, a leading service learning consultant globally, will present a keynote at the 2018 NESAs Spring Educators Conference in Athens (see pg. 27). Following this, it is envisaged a keynote speaker will present at the 2018 Fall Leadership Conference, also in Athens, with learning opportunities to take place right through to NESAs Winter Training Institute, in January 2019, hosted by the American International School of Chennai.

RBampfylde@ic.edu.lb

NESAs Service Learning Collaborative Core members at their inaugural meeting in Bahrain: (l-r) Callie Bush Miller (RVIS-Bahrain), Tom McLean (ISG-Jubail), Laurence Myers (ASD-Dubai), Richard Bampfylde (Int'l College-Beirut) and Dan Love (AIS Chennai). Not pictured: Chi-Yan Shang (ASD-Doha).

2. Student entries into TSL international essay and debate competitions – with 31 prize winners and 12 students and families due to visit the Seychelles for this year's debate competition week (1<sup>st</sup> to 8<sup>th</sup> July 2018). Over 150 schools from over 80 countries participate in the global competition each year. (Photos below from the Oxford, 2017 debates)



3. IC's first internal debates for Middle and Elementary school students – in association with TSL and to be enlarged to a national competition (starting with IB schools) in future years.



4. SDG banners across both campuses (September and June)



5. Creation of SDG Artwork, painted versions of the SDGs completed in-house and displayed across both campuses at different times (funding received from the Ras Beirut Elementary school 'Make-It-Grow' fund – to be replenished when SDG artwork is auctioned off).



***SDGs Chosen for the period 2016-18:***



These SDGs were chosen as they connect to the programs and activities already in place at IC, due to the perceived opportunity the school could envisage for activities under each of the goals in this two-year window, and also due to UN High Level Political Forum meeting each July in New York and that these goals fall under those to be discussed specifically.

## 2016 – 2018 Activities



### SDG2: Zero Hunger

*Target: 2.4 By 2030, ensure **sustainable food production systems** and **implement resilient agricultural practices** that increase productivity and production, that help **maintain ecosystems**, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality*

*Indicator: 2.4.1 **Proportion of agricultural area** under productive and sustainable agriculture*

**Activity:** Working with the American University of Beirut, six Vertical Agriculture stands were erected on the Ras Beirut campus (during academic year 2016-17) with boxes containing thyme, rosemary, rocket, coriander and parsley. The activity allows for better use of available agricultural land as well as less water supply demand. A further 12 stands were added to the IC Community during 2017-18, both Ras Beirut and Ain Aar campuses, yet growth was not as successful as the previous year. There is a suggestion that more time be made available from key personnel for follow-up twice per week. In addition, a Ras Beirut Middle School project saw students work side by side with JASS public school to prepare and sample the growth from vertical agriculture stands.



**Activity:** Working with the Makhzoumi Foundation, tree saplings were distributed to all teachers and staff across the school at Christmas time. Those saplings that thrive will begin to help the environment by filtering the air in the area where they are planted. In academic year 2017-18, seedlings of rosemary, ligustrum, lampranthus and gazania were distributed to the school community for use in balcony gardens in Beirut, or for planting in other locations in Lebanon. On both occasions, Ras Beirut and Ain Aar each received tree saplings for Faculty (and staff) gifts.



## SDG 6: Clean Water and Sanitation

**Target: 6.1** By 2030, achieve universal and **equitable access to safe and affordable drinking water** for all

**Indicator: 6.1.1** **Proportion of population using safely managed drinking water services**

**Activity:** IC's very successful and growing partnership with the Rotary Club (moving into its fourth year) for clean water filtration projects in public schools, and a fundraising Teacher Sports Day. This project has been integrated into the Grade 3 PYP curriculum on both campuses. Increase in funds also made possible due to both campuses participating as well as access to the Rotary Global Grant. Some details of the project include:

- Teacher Sports Day - Students are encouraged to purchase tickets for the day's activities and cheer on their favorite teachers. Funds raised from this event are targeted for the provision of the drinking water filtration system in public schools in Beirut and across Lebanon (2017-18 Achrafieh Public School, Beirut).
- The Achrafieh Public School was visited by the Grade 3 / CE2 classes in April 2018. Students determined that the school needed a filtration system; they decided to assist this school and work towards providing a clean drinking water filtration system (which the Rotary assists with in terms of installation and maintenance).
- There is the possibility for this project to expand and in future years cover World Toilet Day, November 19<sup>th</sup>, each year.



## SDG 12: Responsible Production and Consumption

Target: 12.2 By 2030, achieve the sustainable management and **efficient use of natural resources**

Indicator: 12.2.1 **Material footprint**, material footprint per capita, and material footprint per GDP

IC's successful up-cycling projects are now in full swing, driven mainly by the Secondary School students and the Physical Plant working in partnership. Also incorporated into this SDG is the education for a sustainable lifestyle, an education started this year through workshops by the Sustainability Coordinator for Administration, Faculty and Parents as well as the Sustainable Living

International Essay and Debate Competition (Oxford). We plan for projects in this area to be continued with curriculum integration. (Note: this has also been mentioned above in SDG 4)

**Activities:**

- 'Closing the loop': The continuation of our up-cycling projects that make use of unused or discarded items on campus. During the academic year 2016-17 and with the help of the school's Physical Plant carpenters, wood from trees downed on the Ras Beirut campus as a result of new building construction was made into candlesticks and Christmas ornaments and sold around the school community.  
In the future, such projects can be incorporated into the Makerspace facilities in the Middle and Elementary schools on both the Ras Beirut and Ain Aar campuses, thus involving more students in the projects, as well as combining technology with sustainability.



*Target: 12.5: By 2030, substantially **reduce waste generation through prevention, reduction, recycling and reuse***

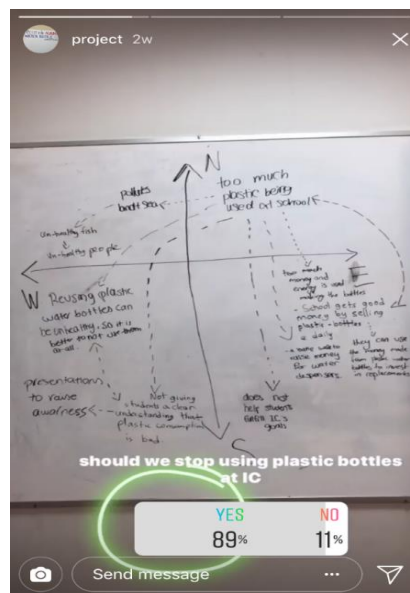
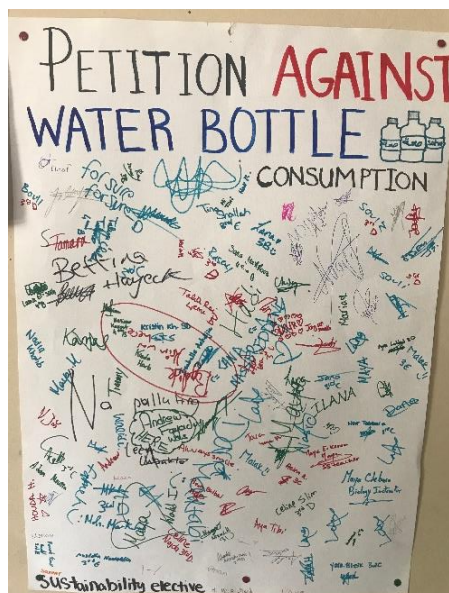
*Indicator: 12.5.1: National recycling rate, tons of material recycled*

**Activity:** Students in several classes across the Secondary, Middle and Elementary schools have paid visits to waste management centers in both the Beka'a Valley and in Saida.

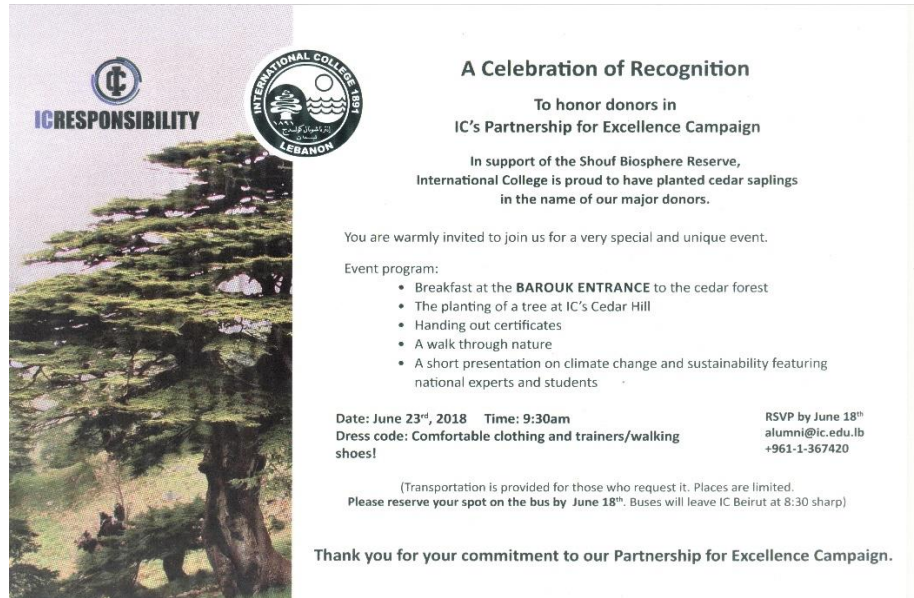
**Activity:** In partnership with the Arcenciel, IC Ras Beirut Parents' Committee and Student Community Service collected, sorted and disassembled old PE outfits. They were then upcycled into blankets, baby warmers, pillows and carry bags and distributed to Lebanon's many refugees this past winter.



**Activity:** Academic year 2017-18 saw Secondary students experience a “no plastic bottles” day. As well, Middle School students developed a plan for eliminating plastic bottles on campus. In the future, we will be working for ways to further this initiative on both campuses, with specific use of the IC Responsibility Committee as well as internal and external communication (including social media).



**Activities:** In conjunction with the Horsch Beirut tree planting activity in May 2018, IC's partners AUB, Rotary, Makhzoumi, Bank Audi, the school Trustees and major donors were invited to join the tree planting ceremony in Chouf Cedar Reserve (June 23, 2018). IC students will be present, those prize winners from IC's Sustainable Living debates, as well as Lebanon's leading expert on climate change. Guests will be publically acknowledged and thanked for their contribution to and support of the school's sustainability programs. The ceremony is coordinated with the school's Alumni Office.



The school is working to strengthen existing and initiate new school partnerships locally and internationally, including ACS, Ahlieh and Wellspring in Lebanon and with schools in the UK, UAE, India and Vietnam. These activities include:

- Representation at new Sustainability Cohort at NESAC to further assist in developing partnerships regionally
- Continued representation and presentations at UN Global Compact meetings in Lebanon
- Assistance in developing new and strengthening existing STEAM facilities including Makerspaces, combined with the teacher exchange program connecting to new schools with STEAM/Sustainability programs. The teacher exchange program provides opportunities to investigate best practices from other schools to improve our technology programs.



### **Note on Reasons for Success:**

Of special importance in making these sustainability initiatives so successful was the buy-in and engagement of the whole school community; from teachers to students, from the Administration to staff, and from parents to external partners. Without this engagement, success would be much less apparent, for it is the combined skills, knowledge and commitment of all stakeholders that create such positive change.

Indeed, though much of our work is conducted 'in-house', it is IC's external partners who significantly assist in allowing us to move even further forward with our activities and, ultimately, dreams. Such partners include: Rotary Club of Lebanon (Water filtration project), Makhzoumi Foundation (Tree saplings) and the American University of Beirut (Vertical agriculture) to name just a few of our extraordinary partners.

## **Part III Looking to the Future**

### **SDGs Chosen for the period 2018 - 2020**

After assessing the success of the period 2016-18 as well as opportunities to build on specific SDGs originally targeted, in addition to conducting a planned sustainability self-assessment in September (from Compass Education), other potential SDGs for the next two-year cycle can include: SDG 1: No Poverty, SDG 2: Zero Hunger, SDG 7: Affordable and Clean Energy, SDG 11: Sustainable Cities and Communities, SDG 13: Climate Action and SDG 14: Life Below Water.

It is suggested that the School Administration (Board, Executive Committee, IC Responsibility Committee) decide upon one SDG for the whole school to focus on each academic year.

Once the SDG has been chosen, it can be highlighted within student groups e.g. SRC, Environmental Pioneers for them to brainstorm activities the students can actually implement.

Stated below are suggestions and questions under a mix of SDGs potentially highlighted for the coming academic years.



## Potential SDG Opportunities for 2018 - 2020



**SDG 1 No Poverty** – Increasing our impact on marginalized communities in variety of areas in Lebanon and even regionally. Some potential questions/topics to consider:

- What projects could be initiated that help a targeted community help themselves?
- “Give a man a fish and he eats for a day; teach him to fish and he eats for a lifetime.”
- Possible partnership with Jusoor school (via Chalhoub group) in Beka’a
- Solicit suggestions from students



**SDG 7 Affordable and Clean Energy** – Investment in renewable energy technology: The school has currently found investment for new solar panels to be positioned on the roof of the Jaroudi Building in the Elementary School complex. The project is reaching implementation stage (June 2018).



### **SDG 11: Sustainable Cities and Communities**

Building on the success of College and Career Counselling department, a number of repeat activities could be held in the coming months and years e.g. Creativity and Design event (for students and parents to better understand future careers, and as showcased on social media below), College Fair (five top US universities hosted) and Career Fair.





**SDG 13 Climate Action** – Continue integration of climate change mitigation and adaptation into whole-school curriculum, moving from elective options to actual curricula. Also, incorporate energy efficiency measures and cost-savings as well as solar panel roofing for the Jaroudi Building (as mentioned above).



**SDG 14 Life Below Water** – Analysis of how the school community can take steps towards providing a safer and more sustainable Mediterranean Sea. (We know that huge amounts of waste are dumped into the Mediterranean Sea daily and that the fishing industry in Lebanon is waning. What could students do to help clean our coastline and begin the process for the renewal of sea life in the Mediterranean? How could we partner with other schools and agencies to turn it into a year-long project? What government organization(s) could we approach for advice, support and assistance?) What campaigns could we initiate to educate the general public and gain their support for the project country-wide? Indeed, this can be built on by the students who participated in the TSL essay/debate competition 2017-18 as the topic for that year was SDG 14 and how to protect oceans, seas and marine resources. The sustainability elective, who would like to continue their work on plastic water bottle reduction on campus (see below), could be a group of students to work here.

## SDGs we will continue developing



### SDG 2 Zero Hunger

- Continue the distribution of seedlings for use in balcony gardens. Students (in science classes or elective classes) could plant and grow seeds to distribute across the school and for their own balcony gardens. The project could culminate in a “Green Festival” where the projects are displayed and discussed – perhaps in conjunction with the art festival.
- Building on the success of IC’s Vertical Agriculture project in the last two-year cycle, expand placement of stands to all school offices and chosen open areas and integrate the project into the curriculum across the school at all levels. Certain produce required by the Cafeteria can be ascertained and grown on campus as a student project in cooperation with the Physical Plant. The project would have a direct impact on water scarcity and available agricultural land as well as affording students the opportunity to eat their very own produce.
- Continue the AUB Neighbourhood Initiative’s partnership with JASS or other local schools whereby Middle students work side by side with public school students to create the boxes and stands and then enjoy the harvest afterwards together.



### SDG 6: Clean Water and Sanitation

- Continue tours of the new building facilities where rainwater is collected and used for flushing toilets and irrigation – successful rainwater harvesting technique



## SDG 12: Responsible Production and Consumption

- Re-assess waste management with particular reference to waste reduction techniques (e.g. plastic water bottles, in collaboration with Board Member Maya Tohme). As mentioned above, the sustainability elective could work on this project here next year as they have initiated the process with presentations, petitions and social media campaigns. Possibility to partner with other local schools on this project e.g. Broumana High School who also entered TSL essay competition.
- Proposed is a variety of paper reduction techniques to be incorporated including only printing *Torch* for our graduates (cost savings to be calculated) as well as keeping the resource as a memory for the school internally. There is also a suggestion to include a check box for reusable paper on print shop requests.
- Ask students to propose and plan campaigns designed to reduce the amount of waste generated by the school community. Yearly, pick two of these campaigns to carry out throughout the entire school year. Have students keep data records to show the amount of success the campaign has accomplished over the time period. Plan to continue successful initiatives for the coming years until they become an integral part of the school.
  - Have students develop a campaign for their initiative that would take it beyond the school walls into the community and Lebanon. Successful proposals could be introduced to the government for advice, support and assistance to spread it across the country.
    - Consumption & disposal of plastic containers
    - Consumption of paper – production of recycled paper products
    - Use & disposal (reuse) of plastic bags
    - Ways to compost biodegradable garbage and use it to build up soil for agriculture
- Students could upgrade items by making educational and/or playground tools from waste (plastic, leather, rubber, cardboard, wood, etc.) to donate to impoverished schools or charity organizations catering to children

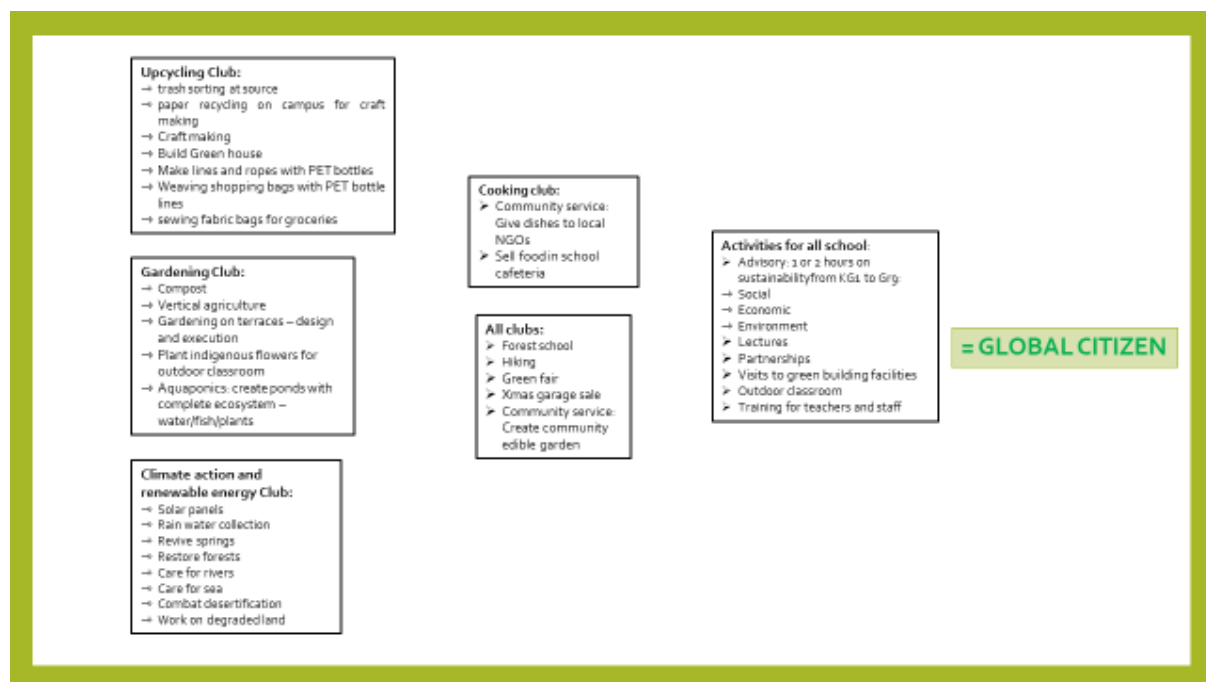
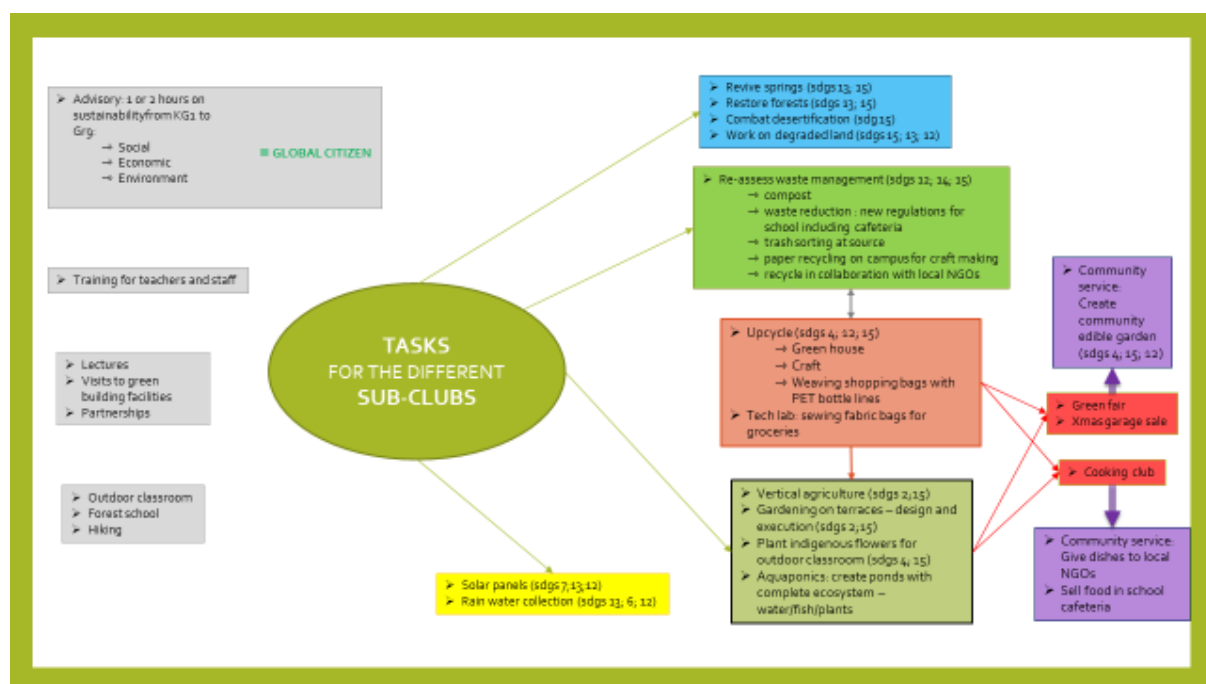
## An Example from Ain Aar Campus: Planning and Implementing an SDG Approach in the Environmental Pioneers Club

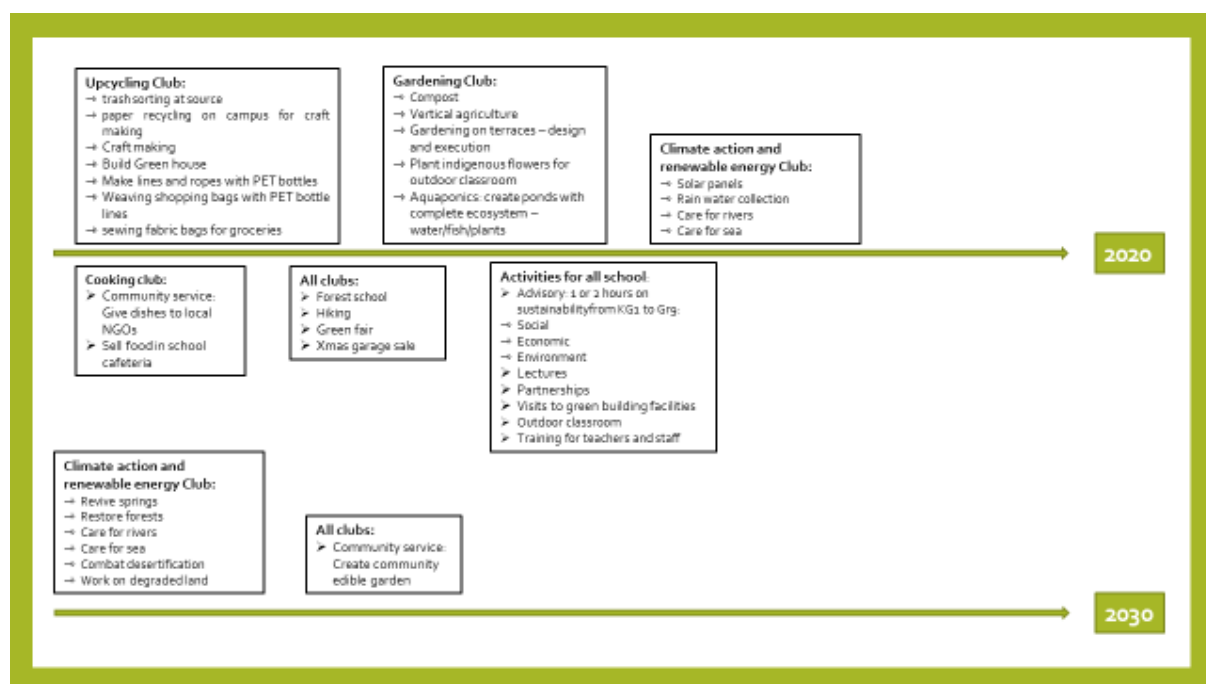
# ENVIRONMENTAL PIONEERS

Sustainable School

SDGs







## **PART IV – Successful Outcomes:**

### **Successful, sustainable projects include:**

1. Grade 3 / CE2 water filtration systems in public schools. The project has expanded with the Rotary Club Global Grant, and with both Ras Beirut and Ain Aar classes collaborating.
2. The Christmas Tree Giveaway in partnership with Makhzoumi Foundation. The distribution of seedlings of rosemary, ligustrum, lampranthus and gazania to the school community for use in balcony gardens
3. Expansion of the Sustainable Living Essay and Debate competition, to include IC hosted national debates
4. Vertical Agriculture Project in partnership with AUB.
5. Buy-in and engagement of the whole school community; from teachers to students, from the Administration to staff, and from parents to external partners.
6. “No Plastic Bottles Day” saw a significant reduction in the amount of plastic waste generated on campus.
7. “Closing the Loop” upcycling products project in coordination with the Physical Plant was a success.
8. NESA Schools Service Learning / Sustainability Collaborative – IC is represented as one of the founding members of this new collaborative, working with schools across the regional network (Near-East, South-Asia) to further the understanding of service learning in education
9. IC’s definition of Global Citizenship/International Mindedness that incorporates concepts from Target 4.7 and indicator 4.7.1. Our definition promotes the concept that “globally-minded people see themselves as connected to an intercultural global community and demonstrate the attitudes as well as the actions of an internationally-minded person.” It will become a working document to help us mainstream these concepts further within the school.



### IC RESPONSIBILITY



With so many efforts and activities going on, the program needed an identity of its own... And so, to achieve a personalized feel and affinity to the sustainability program, by all stakeholders, we have named it:

### IC RESPONSIBILITY

IC Responsibility will be a holistic sustainability and responsibility program, with the ultimate aim of engaging all of IC's stakeholders, to come together and make a notable difference. Under the shared vision of the SDGs, the IC community will cascade the program into several different channels that fall under a guiding 2020 vision. IC Responsibility will have its own identity and every year, we will focus on various pillars to guide our efforts. In addition, we will be counting the hours and days spent by the IC community to realize this program's goals. Each year, we hope to hit a new target and continue to challenge ourselves to give back in areas that matter to us.