Forward

A BANNER YEAR

In 2017 Compass Education continued to develop, mature, expand and diffuse. Five talented and respected educators and a green LEED certified architect joined our Steering Committee. With their help we are improving our program, offering, reach and network. This year, 455 educators joined our empowerment workshops in three global regions: Asia, Central America/Caribbean, and the United States.

WE ARE GLOBAL

I am proud to announce that in 2017 Compass Education has gone global! Our model has now been introduced in Central America and the Caribbean, the Middle East, China, Southeast Asia, Australia and the United States.

YOUTH ACTIVELY LEADING

Our Compass Youth Leadership Camp for Sustainability (CYC) trained nine new youth leaders in July. We are starting to find significant professional opportunities for our certified youth leaders to exercise their knowledge and skills. They have showcased their ability to train others on sustainability and systems thinking. For example, in November four of our CE Youth Leaders trained 35 UNESCO Asian youth leaders (aged 18-35) for a full day field exercise in Bangkok. I expect more such opportunities to emerge in 2018.

GROWING COMMUNITY OF PRACTICE

Our growing network of teachers are continually sharing their Sustainability Compass and systems thinking lesson plans and case examples. Others can access and learn from them via our website resource page.

It is with great appreciation and pride that we publish our 2017 Annual Report. We trust it articulates our vision and our efforts (all from volunteers) in the global movement to educate and act for a sustainable future. We look forward to 2018 with hope, optimism and a stronger sense of our own sustainability.

Sustainably Yours,

Robert Steele
Compass Education Team Leader
“I am especially proud to announce that in 2017 Compass Education officially went global ... thanks to the vision and efforts of a great network of volunteers!

ROBERT STEELE, TEAM LEADER
CE Youth Train
Asia-Pacific
Youth Leaders

Four CE trained Youth Leaders led a full day experiential field day for 35 Youth Leaders from Asia and Pacific.

- Compass tools were used to observe and discuss the local environment and community
- Compass tools helped deepen understandings of sustainability in a real life context
- 18 out of 21 respondents called the training "Very Good" or "Excellent"

This was part of
UNESCOs Asia-Pacific Regional Workshop for Youth Leadership
Training on Education for Sustainable Development (ESD).

WATCH VIDEO HIGHLIGHTS:

https://www.youtube.com/watch?v=IlfeRoiG0V0&list=2s
Participants Feedback

“Systematic planned and organized activities, which helped the participants learn the ideas and values in a more effective way.”

“Good exercise in terms of understanding the systems at play and identifying pieces of the puzzle. Great facilitation by young people.”

“The whole content was very well prepared. First, we understood the systems thinking very clearly by doing that little group work of putting words on the compass map. We noticed ecological factors of that community during the hiking and the closure workshop of synthesizing between group member was very clever way of giving the real example of systems thinking and good ideas of intervention.”
New Program, Resources

SCHOOL COMMUNITY SUSTAINABILITY TRANSFORMATION (SCST)

CE consultants facilitate and guide school stakeholders through a collaborative process. The Compass & VISIS Pyramid are used to build shared vision, an integrated indicator framework and Action Plan for whole school transformation towards sustainability. Outcomes include improved systems and practices in all aspects of the school.

COMPENDIUM OF TOOLS

This is a compact refresher on the systems thinking tools for our Level 1 and Level 2 participants. For each tool the Compendium provides a brief summary, benefits to student learning, and links to further details. Four worksheets or templates are also included.

MANY MORE LESSON PLANS

We’ve added dozens of new lesson plans and outlines of Compass tools being used in the classroom, from lower primary through high school, and in whole school staff development. You’re sure to find some inspiring examples!
Social Media Evolution

OUR SOCIAL MEDIA AUDIENCE HAS INCREASED OVER THE PAST THREE YEARS

WE HAVE INTRODUCED NEW METHODS OF ENGAGEMENT ON FACEBOOK TO BETTER MEET OUR PARTICIPANTS’ NEEDS

01 New Page: Compass Education Youth Leadership page

Youth leaders actively engage with CYC participants before and after camp, generating excitement and answering questions; and post updates for parents and stakeholders during camp.

02 New Group: Compass Educator Network

Level 1 and Level 2 course participants can discuss their questions, get additional support from CE trainers, encourage and inspire each other.
CYC 2017
Multiplying Change Makers

COMPASS YOUTH LEADERSHIP
CAMP FOR SUSTAINABILITY
REAPED REWARDS FROM SEVERAL YEARS OF CAPACITY BUILDING

This year’s facilitators demonstrated the highest levels yet of skill and knowledge. This speaks well to our ability to send facilitators out to teach others. Instruction was very clear, and modules were very fluid and coherent. Other positives included

- Facilitator-to-student ratio allowed for more individualized attention, which helped English language learner (ELL) participants
- Structured time for facilitators to reflect led to better teamwork and more confidence
- Team building exercises were re-framed with more emphasis on leadership qualities
“

CYC has left all of us, facilitators and campers, with motivation to apply the tools we’ve learnt to improve our communities, and ultimately, the world.

RASNAM, CYC YOUTH FACILITATOR, JUNE 19-29
We Are Worldwide

THE COMPASS EDUCATION LEADERSHIP TEAM:

School Leadership Working Group:
Teresa Tung (Chair), NIST International School
Mike Johnston, Colegio de Maya
Michael Lees, International School Havana
Lynda Rolph, Traidhos Three-Generation
Scott Edwards, GPDM for Sustainability Ltd.
James MacDonald, GEMS Education
Tom McLean, ISG Jubail
Darlene Fisher, Melbourne, Australia

Educator Empowerment Working Group:
Kate O’Connell (Chair), Northbridge Academy
Kath Lane, UWC SEA
Kate Dore, UNIS Hanoi
Laurence Myers, American School of Dubai
Shani Ben-Aroya, Eastern Mediterranean International School
Elaine Reimann, International School of Phnom Penh

Youth Empowerment Working Group:
Cindy Chen (Chair), NIST International School
Katina Grigoraskos, Wells International School
Michelina McPherson, Dalian American IS
Joseph McPherson, Dalian American IS
Gitanjali Paul, Masters Degree Student

Operations and Business Working Group:
Robert Steele, Compass Education
Watthana Thongrueng, Compass Education
Dennis Walker, Green School/ Green Camp
Nining Ikha Sumarni, Compass Education
David Collett, International School Manila
5th Graders Teach SDGs

REFLECTIONS FROM A DAY OF STUDENT-TO-STUDENT SHARING

"In mid-January, our 5th grade class taught Chinese students visiting from Harbin and Dalian, about the 17 Goals for sustainable development. The 17 Goals are 17 problems around the world that the United Nations decided that need to be solved by the year 2030. Our experience teaching the kids was extraordinary. It made us think about how important our community is and how pressing it is to tell everyone about the 17 goals for sustainable development. We were thrilled, and they were very interested in learning about how the goals connect to the Compass points, [S]ociety, [W]ellbeing, [N]ature and [E]conomy.” – by Ananya

"Over all the students seemed very curious and interested in our activities and that made us feel proud of ourselves. As a class we were reminded how the 17 Goals are problems that we can all solve if we work together. We had a fabulous experience teaching the kids from Harbin and Dalian. After they departed back to their school, as our fifth grade class reflected on our experience we felt proud of ourselves because as we taught our visitors we worked towards Goal # 4 “Education” and Goal # 17 “Global Partnerships”. We felt encouraged to continue to create change in our community through sharing and teaching others about sustainability. Stay tuned for our next project to make the world a better place.” – by Ananya and Kanon.

Stay tuned for our next project to make the world a better place.
Educators Trained This Year

NUMBER OF PARTICIPANTS IN 2017 TRAINING EVENTS:

One-day Workshops (45-Hong Kong, 34-Singapore)
Level 1 Workshops (20-Cambodia, 75-Cuba, 94-Guatemala, 93-Indonesia, 9-Thailand, 11-USA, 19-Online*)
Level 2 Workshops (32-Cuba, 23-Thailand)
*Online Cohorts included participants from Brunei, Cambodia, China, Honduras, Indonesia, Malaysia, Mexico, New Zealand, Peru, Singapore, Vietnam (indicated by computer icon)

“... I really enjoyed interacting with like-minded educators from all over the world. It’s always good to participate in conversations with others in different fields and locations, especially when focused on common interests, so I feel that I have grown professionally and personally in this course. I have gained a much richer understanding of the concept of sustainable development as well as how to begin incorporating it into my classroom! I am so excited to put what I have learned into practice!

-- Amy Suhr, Online Course Participant
Continuous Growth in Educator Training

IN 2017 WE TRAINED NEARLY THREE TIMES THE NUMBER OF EDUCATORS AS IN 2015

We’ve had steadily increasing enrollment in our Level 1 and Level 2 courses across the past three years, and we continue to conduct one-day and introductory trainings and seminars at conferences (such as GIN).

1-DAY WORKSHOPS*  LEVEL 1  LEVEL 2

*Includes conference seminars for 2015 and 2017
Certification

Since introducing our Certification process in 2015, a total of 144 educators have completed Level 1 certification and 16 have completed Level 2 certification.

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2016</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>2017</td>
<td>114</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>16</td>
</tr>
</tbody>
</table>

I am inspired!
Feedback from Level 1 and Level 2 Trainings

I USED TO THINK ...

There were hardly any resources out there for Design Teachers.

I have been exposed to resources that will help me teach sustainability, systems, design thinking and visual communication more explicitly.

I can only refer to the Compass when I run a service club or teach global issues.

I can also use this tool to help myself and my students make simple life decisions that can positively impact on the nature, society, economy, and our own well-being.

There were no links between music and sustainability.

Ways I could encourage and support these kinds of models in my classroom.

Systems thinking was too complicated.

It is accessible to the fifth graders I teach.

Global education and the compass strategy were difficult to apply to lower primary.

I see a clear link between sustainability and education.

System Thinking was too difficult to use with young learners.

I will be able to incorporate [them] in my classroom of foundation children easily.

Some of the systems tools were only applicable for the big scale of the school problems or certain situations.

Systems Thinking comes naturally to most young learners, and can be used at any age level.

These tools were most useful in the classroom environment.

We could actually use them to plan our subject curriculum or our departmental goals.

These systems thinking tools were limited to the areas in which they could be used.

These tools are just as (if not more) useful in student projects and clubs outside the classroom to help them as a guide to choose the best steps of action.

The compass model was catered mostly to the social sciences.

They can actually be applied in a variety of contexts and to tackle different kinds of issues (organizational, environmental, classroom, etc.)

It can be incorporated into many different curricular areas in school as well as in my personal life.
In the Jerusalem Week project at Eastern Mediterranean School (EMIS), we wanted to gain real life experience of the issues faced on a daily basis in the city of Jerusalem - one of the most contested, fought over, complex and desired cities in the world. The issues surrounding this city woven with culture, religion, politics, history, economic depravity, mistrust, and peppered with a dose of unhealthy international press, seemed too big to tackle from the outside in. With our student body comprising Israelis, Palestinians and 42 other nationalities, how could we tackle and explore these issues without emotional ties or a one-lens perspective?

Using the Compass helped to deepen my students' understanding of the complex systems that exist within the walls of the Old City alone and how these, in turn, affect the entire ecosystem of Jerusalem.

Each group explored a different topic during their investigation day, which the students had to plan and create themselves. My group explored the concept of ‘Boarders and the Green Line’, which looked at what the green line really means, where it lies, what is beyond it, how can we tackle displacement of people from both sides, boarders vs. settlers. Other groups explored ‘Sovereignty,’ ‘Holy Sites,’ ‘Municipality’ or ‘Education.’
I used the Compass as a reflective tool to demonstrate to students that there is not a ready-made solution to such a complex issue.

Each group explored one issue they found interesting during Jerusalem week. Students created a poster on their issue using the compass as their central point. They added positive and negative feedback loops and presented their ideas to the rest of the class. Many of the conversations that arose from this project week concerned perspective. Using the notion of systems thinking, we started to explore the iceberg as a model for understanding that the final event reaches down to the deep depths of people’s long standing mental models and the difficulty in breaking a structure that has been held so firmly in place for so long. I combined this with some mindfulness exercises and understanding shifts in perspective.

“Suddenly, the conversations deepened, they started to understand that in order to have any hope of finding solutions to some of these ongoing issues, we would have to look at the factors involved from different perspectives.”
2017 Finances

INCOME TOTAL: THB 1,467,349
(approximately USD 45,139*)

- Educator Workshop Fees: 64%
- Youth Workshop Fees: 15%
- Fundraising for Scholarships: <1%

SPENDING TOTAL: THB 1,659,976
(approximately USD 51,034*)

- Administration: 38%
- Empowerment Training: 53%
- Scholarships: 5%
- Strategic Planning: 4%

SPENDING DETAILS (as a percentage of total spending)

- General Marketing: 1%
- Staff Salary: 33%
- Office: 4%
- Travel Expenses: 10%
- Retreat: 4%
- Workshop Expenses: 6%
- Youth Camp Scholarships: 5%
- Professional Fees: 37%

**General Marketing:** not specific to an event
**Office:** rent, supplies, website, branding, banking fees
**Staff Salary:** part time employees, student interns, subcontracts
**Retreat:** travel and accommodation; other support was provided in-kind by the venue host

**Youth Camp Scholarships:** 2 full tuition, 1 half tuition, and 3 partial tuitions were awarded
**Travel Expenses:** reimbursed to training facilitators
**Workshop Expenses:** venue rental and catering, event attendance or entrance fees, and materials
**Professional Fees:** paid to training facilitators
Three Year Summary

Compass Education conducts its accounting in Thai Baht, but sets prices and pay scales in US dollars. Fluctuating currency exchange rates make it difficult to compare numbers from year to year. For example, if we compare income received in 2017 versus 2015, in USD it would be a 17% increase, but in THB it would be a 6% increase. Below we highlight just a few of the bigger changes in spending.

### INCOME IN USD

<table>
<thead>
<tr>
<th>Year</th>
<th>Income (USD)</th>
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<tbody>
<tr>
<td>2015</td>
<td>38,340</td>
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<tr>
<td>2016</td>
<td>49,218</td>
</tr>
<tr>
<td>2017</td>
<td>45,139</td>
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</table>

### SPENDING DETAILS (in US Dollars, for 2015, 2016, 2017)

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<thead>
<tr>
<th>Category</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
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<td>Office</td>
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<td>Youth Scholarships</td>
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<td>Workshop Expenses</td>
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<tr>
<td>Travel Expenses</td>
<td>2,956</td>
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<tr>
<td>Professional Fees</td>
<td>6,535</td>
<td>9,980</td>
<td>19,070</td>
</tr>
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</table>

### SPENDING CATEGORIES WITH NOTABLE CHANGES OVER 3 YEARS:

01 Salary spending has increased significantly as the organization has matured to demand more behind the scenes support

02 Travel expenses and workshop expenses have decreased, mainly because of in-kind support from host venues

03 Professional fees have increased significantly because we are staffing more trainings
Sustainability Transformation

JOIN US TODAY

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Compass Education Network
Compass Education Youth Leadership

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