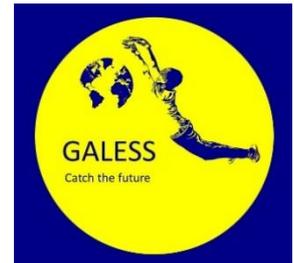


# GALESS, Global Assistant for Sustainable Education





# GALESS

## Global Alliance of Leading Edge Schools for Sustainability

[www.galless.org](http://www.galless.org)

GALESS is an independent, non-commercial, nonprofit initiative that connects schools around the world through collaborative projects and international conferences. Our network of educational consultants and experts supports schools and school organizations in developing and organizing global learning experiences. Using the GALESS research concept, we help young students engage in meaningful international projects, build global awareness, and develop essential skills for the future.

The GALESS organization consists of a direction team, a jury-board, an advisory council and a Strategic Taskforce for the different research-domains. (see also the GALESS website, menu-choice “Team”)

Vision – Mission

*We motivate our students who feel connected and competent in contributing towards global issues, through scientific and social science research, evidence-based practice and ethical thinking, to take part in international GALESS conferences.*



*We bring together young students in a meeting of hearts and minds, plant seeds of friendship and dialogue, instil in them an awareness of issues facing humanity across the continents and empower them towards impactful action within their community.*

## **GALESS Research Domains**

Each year, the GALESS Support Team selects a new GALESS Research Domain that serves as the central research theme for young students. A complete set of new domains for 2029 and beyond will be announced in 2027.

Previous and current GALESS Research Domains include:

- *Medi-Call* (2022)
- *Energy Transition* (2023)
- *Life Sources* (2024)
- *Empty Pocket* (2025)
- *Colors Included* (2026)

For 2027 and 2028, the overarching theme will be “AI for Sustainable Solutions,” guiding student research in the field of Artificial Intelligence.

School conferences related to each domain are supported by the GALESS Support Team, providing expert guidance and the full GALESS Research Concept.

## **GALESS Research Concept**

The GALESS Research Concept is closely aligned with the GALESS Mission and is designed for students aged 16–19. School teams prepare a research report based on the annual GALESS Domain and the corresponding thesis before participating in a GALESS Conference. As part of the research concept, each team develops a written report and prepares a presentation for the conference.

All research reports are evaluated using the official Jury Rubric. They are reviewed both by a local jury during the conference and by the GALESS Jury Board. Each research team receives a written description of the review, and a summary of this evaluation is included on the GALESS Certificate.

At the end of each calendar year, all GALESS Research Reports are collected and published in the GALESS Yearbook. This Yearbook is shared with local and international authorities in the relevant research domain to inspire dialogue, stimulate new ideas, and encourage meaningful exchange between experts and the younger generation.

## The GALESS database-system

The GALESS database system supports the entire Research Concept at every stage of the process. It is integrated with the GALESS website ([www.galeless.org](http://www.galeless.org)) and secured through multiple access levels, depending on the user's role (e.g., Conference Organizer, Jury Member, Consultant, Guiding Teacher, Living Library, Student, etc.).

The system includes dedicated functions for generating and storing GALESS Certificates. These certificates can be reproduced at any time upon request, ensuring reliable documentation for all participants.

## The GALESS (Premium) Green Logo Concept

GALESS offers special privileges to schools participating in the Green Logo Concept. These benefits include priority access to GALESS Conferences, free conference support for organizers, and enhanced visibility for their research reports in the GALESS Yearbook.

*A green logo, a solid statement that represents the School's commitment to Sustainability.*

GALESS Premium Green GGS Logo:



As schools progress on their sustainability journey, they evolve from taking occasional action on environmental issues to integrating sustainability into daily school life, curriculum development, projects, and community engagement. Over time, this growth leads to a recognizable sustainability profile—a clear blueprint that reflects the school's long-term commitment to sustainable practices.

We ask schools to create a GALESS Blueprint that best represents their local sustainability profile. Based on this blueprint, your school will receive a **GALESS Green School** logo (GGS), which reflects your level of sustainable commitment. The blueprint should be no longer than 150-200 words.

- The GGS should be memorable and familiar to everyone in the school. It should include a key sentence that summarizes the school's chosen direction or focus.
- The GGS must reference at least one of the six GALESS domain areas: Medi-Call, Energy Transition, Life Sources, Empty Pocket, Colors Included, or AI for Sustainable Solutions.
- Any format is acceptable. A GGS can begin as a small initiative and grow over time, evolving in meaning as the school gains experience and expands its sustainability efforts.
- Students must play a central role in developing the GGS. Their involvement strengthens ownership and responsibility for the values the GGS represents.
- The GGS should be reviewed every two years to ensure it continues to reflect the school's ecological and environmental goals.
- Each GGS must include the name of the responsible person, group, or school section that will act as the contact point for future discussions. It should also be signed by the school's leadership team or director.
- The GGS profile & document will be published on the GALESS website.

Because the GGS status is linked to your school, we ask you to provide the text both in your local language and in English. This ensures that future publications can be shared from both a local and an international perspective. (In some cases, a school's mission statement already includes a summarized sustainability profile, which may be used as the basis for the GGS.)

Schools that have previously organized a GALESS Activity (Conference), or that are listed as future conference hosts in the GALESS Activity Calendar, automatically receive a GGS logo. However, we still ask these schools to produce a GGS document, as sharing ideas through GGS profiles is an important source of inspiration for the entire GALESS community.

### **Advantages of having a GGS profile:**

- Preferred access to GALESS Conferences, giving your school priority during the subscription process.
- GGS Schools will be mentioned in the (year) book-publications of GALESS.
- Visibility within the GALESS worldwide school network, as your GGS document/profile will be shared with all partner schools.
- A GGS Premium Green Logo will appear on your GALESS school certificates, linked to your school's GGS status.
- Your GGS status will be displayed on the GALESS website [www.galeess.org](http://www.galeess.org)  
Schools that have participated in GALESS Activities two or more times receive a portal status and are also listed on the website. They will receive their final status once the GGS document has been submitted.

## GALESS TiltShift Challenges Jury Rubric

### 1 RESEARCH REPORT

Domain & Thesis Description

Date

Name School

Name(s) producers, guiding staff and living libraries.

Keywords

### 2 ASSESSMENT FRAMEWORK

Component	Weighting
<b>Written Report</b> <ul style="list-style-type: none"> <li>Word length 2500-5000</li> <li>References and all other sources must be acknowledged</li> </ul>	40%
<b>Oral Challenge</b> <ul style="list-style-type: none"> <li>Oral presentation by team; max 15 min; 3 of the 4 members must participate in the presentation and discussion</li> <li>Q&amp;A (15 min) – Jury and other teams pose questions</li> </ul>	60%
<b>Total</b>	<b>100%</b>

\*Word length of the written report must be shown clearly on the report. Reports that are **10% over** the permitted word length will not be accepted.

### 3 ASSESSMENT CRITERIA & RUBRICS

**Written Report (Score 40)**

Component	Score
Structure of Report	4
<ul style="list-style-type: none"> <li>Structure of Report is clear with proper formatting (see Appendix 1 Info Pack 1)</li> <li>Reference List with proper formatting</li> </ul>	(0-3) (0-1)
Content of Report	36
<b>Total</b>	<b>40</b>

**Content of Report (Score 36) - Rubrics**

<b>Criterion</b>	<b>No Mark (0)</b>	<b>Approaching Expectation Score (1-3)</b>	<b>Meeting Expectation Score (4-6)</b>	<b>Exceeding Expectation Score (7-9)</b>
<b>Information gathering and application</b>	Criterion has <del>not</del> been met	Limited breadth and depth of pertinent information; information limited to community and local context  States a specific dilemma exists, but no discussion of potential decisions	Sufficient breadth and depth of pertinent information; information extends beyond local context to regional context  Identifies the dilemma, including pertinent facts; states what course of action must be decided	More than sufficient breadth and depth of pertinent information; information extends from community/local to regional and global contexts  Describes the dilemma in detail, having gathered all available pertinent facts; prioritizes key decisions to be made.
<b>Analysis of Arguments</b>		Limited analysis of arguments –  Identifies at least 2 arguments and evaluates their consequences	Sufficient analysis of arguments –  Identifies 2-3 arguments and evaluates their consequences effectively;  Determines stakeholders involved	In-depth analysis of arguments –  Identifies multiple arguments and evaluates their consequences effectively and insightfully; Determines key stakeholders and prioritizes their perspectives
<b>Weighing and Balancing Arguments</b>		Arguments are evaluated in a limited way  No clear theoretical or ethical framework for evaluating alternatives	Arguments are sufficiently evaluated, e.g.  Identifies and applies at least one appropriate theoretical or ethical framework for evaluating alternatives	Arguments are thoroughly evaluated, e.g.  Identifies and applies multiple, appropriate theoretical or ethical frameworks for evaluating alternatives and explains how these inform decision-making
<b>Formulation of Conclusion</b>		Identifies and explains an appropriate conclusion for a course of action from among alternative actions (considers a few consequences)	Identifies and explains an appropriate conclusion, and proposes a plan for implementing it	Identifies and explains an appropriate conclusion, and proposes a viable plan for implementing it that evidences understanding of the motives and consequences of action including minimizing any negative impact

**Oral Challenge (Score 60) - Rubrics**

<b>Criterion</b>	<b>Base Score</b>	<b>No Mark (0)</b>	<b>Approaching Expectation Score (1-4)</b>	<b>Meeting Expectation Score (5-7)</b>	<b>Exceeding Expectation Score (8-10)</b>
<b>Reporting Role</b> <b>Content presented</b> <ul style="list-style-type: none"> <li>- Organization and clarity, coherence</li> <li>- Arguments and conclusion</li> </ul>	<b>10</b>	Criterion has <u>not</u> been met	Main arguments – some relevant arguments, clear in some parts only, significant problems exist	Main arguments – many good arguments, mostly clear, only minor problems	Main arguments – very strong arguments and well-substantiated throughout, completely clear
<b>Reporting Role</b> <b>Presentation style</b> <ul style="list-style-type: none"> <li>- Fluency &amp; clarity of speech</li> <li>- Tone of voice &amp; clarity of expression, body language, precision of arguments, awareness of audience</li> </ul>	<b>10</b>		Speaks haltingly or mumbles, and is difficult to understand at times  Few style features used convincingly	Speaks clearly and intelligibly most of the time  Some style features used convincingly	Speaks clearly and fluently throughout, at an appropriate pace  All style features used convincingly
<b>Reporting Role</b> <b>Managing Questions from Jury &amp; Other Teams</b> <ul style="list-style-type: none"> <li>- Responsiveness, ability to explain or defend</li> <li>- Reinforcement of team’s arguments</li> <li>- Points out issues in the Qs</li> </ul>	<b>10</b>		Decent explanation or defence with some significant problems	Good explanation or defence with minor problems	Excellent explanation or defence
<b>Reviewing/Opposing Role 1</b> <ul style="list-style-type: none"> <li>- Identifies the strong and weak points of the report</li> <li>- Identifies errors in the report</li> <li>- Relevance of questions posed to Reporting Team</li> <li>- Extent of contribution to the discussion</li> </ul>	<b>10</b>				
<b>Reviewing/Opposing Role 2</b>	<b>10</b>				
<b>Reviewing/Opposing Role 3</b>	<b>10</b>				

## **Research activities in integrated school-curriculum settings**

The GALESS research domains cover a wide variety of societal and community developments, making them suitable for integration into existing curriculum courses or as curriculum extensions. Many domains can be connected to STEM or STEAM-based subjects, but schools may also choose a multidisciplinary approach by developing a research thesis as a separate project outside the regular curriculum. Both approaches are valid ways to prepare research reports for a GALESS Conference.

Different education systems—and even individual schools—naturally influence how research activities can be implemented. This diversity is valuable: during GALESS Conferences, it is always inspiring for participants to learn how each school has integrated the research effort into its curriculum and school community.

Connecting the research effort to the GALESS Green Logo Concept allows schools to share their sustainability profile with a wider audience and involve more students. Internal presentations, links with local projects, and outreach to younger and older students help prevent small initiatives from becoming isolated and instead strengthen the school community.

A bottom-up approach, aligned with the Green Logo Concept and the school's curriculum structure, often leads to more meaningful experiences and greater success for everyone involved.

A GALESS Certificate is a valuable document for a student's future career. Its value can be further increased when it is linked to local credentials or micro-credentials defined within your school's subjects or programs. General jury comments on GALESS Certificates may be expanded with remarks that address these local credentials. To support this, it is important to include specific student goals in the summary of the research report.

A GALESS research project also offers a pilot-status opportunity, allowing schools to experiment, reflect, and improve the quality of their research outcomes. Because both a local jury and the international GALESS Jury Board are involved in evaluating the work, students gain an international dimension in their learning experience. They may even choose to stay in contact with jury members afterwards, and the GALESS Jury Board considers it a privilege to continue such exchanges beyond the conference.

## Appendix I - GALESS Conferences. Summary

Year	Location		Organizing School(s)
2022	GALESS TiltShift Medical – virtual during Corona Pandemic		
2023	Boston	USA	Beaver Country Day School
	Rybnik	Poland	V Liceum Ogólnokształcące im. Mikołaja Kopernika w Rybniku
	Bali	Indonesia	CYS Jakarta
	Melbourne	Australia	Camberwell Grammar Girls School Camberwell Grammar School Ivanhoe School
2024	Miami	USA	Palmer Trinity School
	Varginha	Brazil	CEFET
	Melbourne	Australia	Camberwell Grammar Girls School Camberwell Grammar School Ivanhoe School
2025	Vienna	Austria	Wiedner Gymnasium
	Singapore	Singapore	School of Science and Technology Singapore
2026	Rybnik	Poland	V Liceum Ogólnokształcące im. Mikołaja Kopernika w Rybniku
	Melbourne	Australia	Camberwell Grammar Girls School Camberwell Grammar School Ivanhoe School
	Johannesburg	S. Africa	African Leadership Academy
2027	Suzhou	China	Suzhou High School
	Jakarta	Indonesia	Bina Bangsa School
2028	To be confirmed end of 2026.		

## Appendix II – Examples Thesis Formulations GALESS TiltShift Conferences

### Domain: Empty Pocket

1. Investigate your country's poverty status in the perspective of International Standards.
2. Discuss sustainable measures to eradicate poverty in terms of capability and social exclusion. Introduce STEM solutions and include possible international collaboration in your proposal.

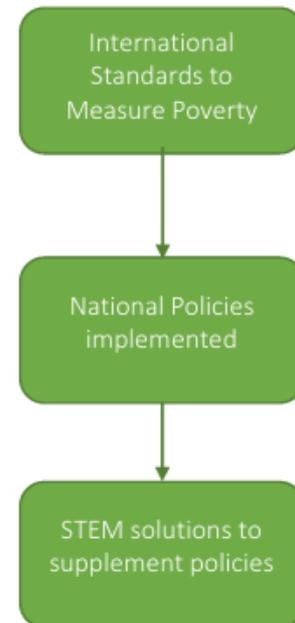
Do answer the Thesis using the guiding questions stated below.

**Question 1:** Investigate your country's poverty status.

- a) How does your country fare in the Multidimensional Poverty Index (MPI) developed by the Oxford Poverty & Human Development Initiative (OPHI)?
- b) Examine the challenges faced by vulnerable groups in your country. How does your country fare in terms of degrees of social exclusion of the vulnerable population?

**Question 2:** Discussing measures taken to eradicate poverty.

- a) Discuss and evaluate three policies your country has implemented to alleviate poverty, focusing on either capability enhancement or social exclusion reduction.
- b) Propose a new or improve on an existing STEM solution that can be adopted to reduce poverty. Describe the scientific and technological concepts utilised and design a prototype to illustrate the proposed solution.



<sup>1</sup>Refer to <https://ophi.org.uk/what-global-mpi> for more information on the Multidimensional Poverty Index.

<sup>2</sup>STEM solutions stand for solutions that involve Science, Technology, Engineering and Math.

### Domain: Energy Transition

1. Investigation of your country's energy system.
2. A plan for transitioning your country's energy system away from carbon-based sources.
3. Examination of the global implications of your country's energy system transition.

### Domain: Life Sources

How does the blue economy impact your country?

Is the blue economy really sustainable with climate change?

## Appendix III

### Website References

<https://www.galess.org>

<https://www.youtube.com/watch?v=D0cDukr-4Y8>

<http://www.bgiftednetwork.org/>

<https://iiasa.ac.at/events/apr-2025/global-alliance-of-leading-edge-schools-for-sustainability-galess-workshop-on-empty>

<https://www.africanleadershipacademy.org/2022/01/03/ala-selected-as-the-only-african-school-in-galess-tiltshift-challenge/>

<https://careernetworks.africa/news/innovating-for-impact-six-ala-students-participate-in-the-galess-2023-energy-transition-challenge/>

<https://www.youtube.com/watch?v=WM68nd5z0dM>

<https://www.facebook.com/photo/?fbid=1100045368793946&set=a.397899205675236>

<https://www.youtube.com/watch?v=GUuBhDKziks>

<https://www.instagram.com/p/DN7a3m0jwS6/>

<https://www.wiednergymnasium.at/begabungsfoerderung/projekte/662-galess-conference-boston-energy-transition>

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