



# **One World** United & Virtuous Annual Impact Report

18-Month Report, Jan 2020 - Summer 2021

Character Education  
Global Education  
Service Learning  
Financial Readiness  
Technology Readiness



# Educating for the 4th Industrial Revolution During Covid

## Overview

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One World is an educational enrichment program that has been set up to help students and educators prepare for the unprecedented opportunities and challenges of our 21st-century world. One of the concepts we teach at One World is VUCA, a term first coined by the US military after the fall of the Berlin Wall to describe a Volatile, Uncertain, Complex, Ambiguous world. Corporate strategists have since picked up on the term and Cornell University offers online degrees in VUCA leadership.

The Covid pandemic was VUCA amplified. No sector was more profoundly impacted by the pandemic than education with as many as 1.6 billion children estimated to have missed some portion of schooling. Imagine being responsible for the health and well-being of 500 to 1,000 students in the middle of the pandemic. Educators who were challenged before the pandemic were further inundated to keep children healthy and educate them at the same time. The efforts made by educators across the planet were simply heroic.

There were also some silver linings associated with the pandemic. As Yuval Noah Harari comments, we have talked about online learning for 20 years and were forced to deliver those programs in 2 weeks. The rapid development of Zoom made clear to the world that space is no longer an issue.

One World worked hard over the 18 months as discussed in this report to accommodate and adjust our programs to meet educator needs during the pandemic. I hope you will agree with me that One World was able to demonstrate the resilience and creativity we encourage in our students to face the challenges of a world reimaged.



# Youth Enrichment Programs 2020

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## Global Competence

One World had built up considerable momentum in 2019, following two very successful in person global conferences that we organized in Port Chester, NY with hundreds of educators coming from around the world to discuss how best to prepare our youth for a rapidly globalizing world with the Professor Reimers of Harvard and the One World team. In April 2019 we also organized our first year-end event in Nanjing, China.

By March 2020, we were sailing along operating our global competence educational enrichment program in 200 classrooms in ten countries. Twenty schools had signed up to take global competence schoolwide. We were also in the process of extending our programs to include financial awareness to go along with our global competence programs.

The last months of the 2019 – 2020 school year were hit by the pandemic as it spread throughout the world. We were forced to cancel the year-end event we had planned for Llangollen, Wales and close our growing financial education programs.

Fortunately, we had gained considerable experience over the years using virtual technologies to connect our classroom. Therefore, it was relatively easy for us to create a virtual year-end event to celebrate the work our educators completed in the academic year ending in June 2020.

We were thrilled to have Professor Reimers keynote [our year-end event](#) congratulating our efforts to bring the world together during a global pandemic.

You can also hear from our One World educators sharing the global competence projects from that academic year.





## Financial Education

In 2018 we decided to expand our programming to include financial education.

We launched our financial education program in English, first as a pilot in the summer months of 2019 in Wyandanch and in Harlem with the support of NYPD as well as in Spanish in Mexico and Argentina.

The program in collaboration with NYPD became very successful. In the fall of 2019, we opened two training facilities one in Queens at NYPD's principal training center and moved to a new larger facility in Harlem to accommodate the increased demand. By the Spring of 2020 well over 100 students participated in our NYPD programs with many of our teams finishing in the top tier of the stock market contest in which we participated. We also operated our financial program in other under-resourced communities in the US and Mexico.

## Sustainable Impact Programs

In spite of the pandemic, we were able to move forward with our Eco Acts program with One World students reducing their carbon footprint by conducting over 10,000 Eco Acts, such as eating less meat or walking to school to reduce their footprint in the weeks leading up to Earth Day.

One Worlders from across the globe also came together to celebrate Earth Day and share their experience with us as we captured in [this video](#).

## Summer Months of 2020

The one silver lining of Covid was the rapid development and deployment of new much improved video-conferencing technologies. This improvement enabled us to deliver our summer programs direct to students rather than use a third-party training model.

In the summer of 2020, we offered financial education and global competence courses to students interested in doing something constructive with their summer, at a time where everyone was encouraged to stay home.



## Youth Enrichment Programs 2021

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As we headed into the 2020 to 2021 academic year it quickly became clear to us that it would be very difficult to continue to offer our global competence enrichment programs as educators were scrambling to find ways to safely educate their students virtually. Given the sea change in teaching and learning, educators focused laser like on the basics. Enrichment programs became a distraction for which many no longer had time.

Despite the challenges, we managed to customize and simplify our programs so they could be delivered as one-offs such that they did not add to teacher burdens. As a result, we built up our global connections program, held our first global cultural day, and moved our Professional Development Programs into the virtual space.

### Global Competence - One World Global Connections

We found that focused, discreet programs like our Global Connections program where we connected schools with one another was a far more effective way to build global competence and support schools in a world ravaged by Covid.

We connected US schools with Mexican schools. This is what the Mexican teacher shared with us: “This experience has helped to open up the mind of the children, sharing one common goal; achieve one world full with peace, love and help for all the humanity.”

**“I wanted to let you know how grateful I am to have worked with you, the One World Organization and the amazing facilitators within. During this pandemic, when our world was brought closer together through technology, we were able to take advantage of communication through computers.**

**Our children were excited to speak with and meet children from Mexico and Brazil. In addition to reading about these countries through books, the one-to-one experience taught our children so much about the similarities between our countries and cultures.**

**I highly recommend this program to all schools and hope to continue to work with One World again in the future.”**

**-Principal Ferzeen Shamsi, Claremont School, Ossining, NY**



One World also connected schools in Wales with schools in China. Here is what our Welsh teacher shared with us:

**“In incredibly difficult circumstances One World has been a beacon of light for me personally. For the children, it expanded the artificially small world that had been imposed on them by Covid. The children were so excited to be able to talk to and see other children from China and America. It reminded them they were not alone and that they have friends they can reach out to in times of darkness. We have made some firm pen pal friends that we will continue to reach out to into the future.”**

**- Helen Hughes, Maesglas School North Wales**

## **Financial Education**

Unfortunately, Covid made it impossible to continue with the on-site NYPD-sponsored financial education programs. However, we did organize a series of direct-delivered financial education global classrooms where students from Mexico, the US, Wales, and China all participated at the same time in the program.

We also continued to deliver our financial education programs to under-resourced communities in Westchester County. We delivered our financial education program to several schools in Yonkers, New York via their MBK program. (MBK is former President Obama’s My Brother’s Keeper program which promotes positive intervention by civic leaders in the lives of young men of color.)

We also delivered our financial education program in both English and Spanish via Ossining’s community outreach program to Ossining families. We have found that the stock market game that anchors our program can be a fun family activity.

## **Sustainable Impact Programs**

In the fall of 2020, we were still hopeful that we could build on the success we achieved with the UNFCCC (United Nations Framework Convention on Climate Change) where the Port Chester School District became the first school district in the [US to become Climate Neutral Now working with the UNFCCC](#).



We launched our 100-school challenge in four countries where the goal was to encourage 100 schools in Mexico, Wales, China, and the US to become Climate Neutral Now.

We held a series of webinars like this one in Wales where the UNFCCC explained their [Climate Neutral Now program](#) (Minute 1:30 to 13:40) and a number of schools shared their climate change efforts. The presentation made by Principal Ian Jones of Pennaeth San Sior of Wales was particularly interesting considering the farm he has built at his school (Minute 40:50 to 47:50).

In January 2021 we held a [second global webinar](#) that included participants from Mexico to China with the UNFCCC presenting (Minute 16:00 to 28:00) alongside Alex Green, President of the UK Lets Go Zero Campaign (Minute 33:20 to 42:40), Claudia Towner of Energy Sparks (Minute 45:20 to 56:00) and Ashley Welde of We Future Cycle (Minute 56:40 to 1:04:45).

Despite our efforts, the 100-school challenge faded in Mexico, China and Wales as Covid continued to batter these countries. However, we continued to push forward with our efforts in Westchester County in the US. On Earth Day 2021, Westchester County Executive George Latimer, joined Elmsford Superintendent of schools Marc Baioco to celebrate the signing of sign a dual pledge to become Climate Neutral Now and Lets Go Zero by 2030.

Elmsford was the first school district outside the UK to sign the Lets Go Zero 2030 pledge. [Elmsford's pledge](#) demonstrated a growing commitment to environmental sustainability by Westchester students with the hope that Westchester will eventually become known as "[Green County USA](#)".

## **Professional Development: From Global Learning Community to 21st Century School**

The goal of our first decade was to build a global learning community where students and educators could learn with and from one another. The goal of our second decade is to turn our global learning community into a bona fide 21 st century school where every member of One World feels as if the educators and the students in our network are their colleagues and fellow students; no different from the colleagues and students from down the hall.

The work of connecting One World educators really began in earnest in 2019 when Professor Reimers of Harvard keynoted conferences in New York in February and



November where educators from across the globe came together to discuss ways in which they could best prepare students for unprecedented opportunities and challenges of our 21st century world.

Professor Reimers picked up on those themes again in **March 2021** in a virtual conference he delivered that was attended by close to 400 educators.

The half-day conference started with a lecture from Dr. Reimers that was then followed by a discussion led by Professor Reimers with One World educators on how we can best use our emerging learning community to build global competence across the platform.



- **Session #1: Professor Reimers on Global Competence ([videorecording](#))**
- **Session #2: Discussing Global Competence with One World Educators ([videorecording](#))**

## **One World's First Global Cultural Day – Elmsford/Wales/China/Mexico (May 15th videorecording)**

Over the course of the year we continued to look for opportunities to bring One World's various communities together and when the Elmsford school district decided to go virtual with its annual International Day celebration, One World teamed up with them to bring different cultures from around the world together in One World's first global cultural day.



This Zoom recording captures the magic of the day that starts in Elmsford with students sharing their Korean, Indian and Latino heritage after an introduction from Superintendent Baiocco. From there the program moves to Wales, China to Mexico with each place proudly sharing its unique culture. These performances were bookended by a discussion on the meaning, importance, and relevance of each community's respective cultures both historically and in today's world.





## One World Educator Exchange June 9, 2021

([videorecording](#))

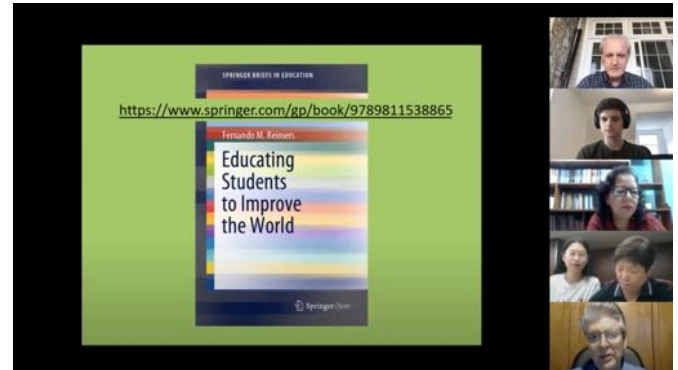
This event was both a follow-up meeting to our March meeting with Professor Reimers and a year-end celebration of the wonderful work done by One World educators under the extremely difficult circumstances brought on by Covid.

In this conference, we discussed the twin challenges of our day as expressed by Peter Diamandis [in this video](#). Diamandis tells us that

in an age of abundance, we are moving from a Local to a Global world and at the same time moving from a world of Linear change to Exponential change.

In this conference, we discussed these challenges in the context of an article entitled *Educating for the Fourth Industrial Revolution* by Professor Reimers. The article outlines five principles critical to addressing this dual challenge.

1. **Start with the End in Mind:** When developing a curriculum, start with an ambitious end in mind – educate global citizens.
2. **Leverage Improvement Networks to Design Curriculum:** The second principle underlying the design of these resources is that the task of curriculum design, particularly when it involves domains that are novel or complex, is one that requires collaboration with colleagues. Professional networks have a distinct advantage as a way to leverage collective intelligence.
3. **Learn by Doing:** The third principle is that professionals must necessarily experiment as a way of creating new knowledge. An improvement network is simply a large laboratory that allows continuous experimentation in the search for solutions to complex challenges.
4. **The Power of a Problem-based Education:** A fourth principle is that some of the capacities necessary to thrive in the 21st century are best gained by engaging students with real problems and by inviting students to try out





solutions to those problems. Increasing evidence suggests that problem-based education – that is, education that gives students opportunities to develop their agency and breadth of skills – is essential to preparing them for the demands of the Fourth Industrial Revolution.

5. **The Power of Collaboration in Diverse Teams:** Finally, preparing students to successfully seize the opportunities of the Fourth Industrial Revolution and achieve the SDGs will require unprecedented collaboration at all levels. If there is one skill all learners will need to develop, it is the skill to collaborate.

These five principles highlight the urgent need for the development of global learning platforms like One World. What is clear is that there are absolutely no way educators working within iron-clad educational silos with little or no contact with neighboring communities, let alone global communities; can prepare students for the global challenges of our day.

We also heard from our educators who shared some of their achievements from the year. Three talks that really stood out were the Wyandanch presentation from minute 1:40 to 1:47 where “Ms. Marvailous” aka Liz Moshkovic presented on how Wyandanch turned their school into the planet earth with students securing passports and traveling to and from the various countries that had been set up in the school. Lansing educator, Kat Soupal presented from minute 1:47 to 1:52 on Gardner International’s international evening where they too turned their school into a fountain of global information. Finally, Hilary from China and Helen from Wales presented from minute 1:53 to minute 2:00 on the global connection and friendships that were made between students from their two schools.

## Summer 2021

In the summer of 2021, we continued to extend our programs and deliver them direct to participants via Zoom. In addition to Global Competence and Financial Education, we offered our Technology Awareness program for the first time completing our future-ready triumvirate of programs – Global Competence, Financial Education, and Technology Awareness.

Our global competence program was particularly impactful, as students from China to Argentina teamed up with students to raise monies to provide schools in Kibera, Kenya and Africa’s largest urban slum, with computers and textbooks.