

Year End Report



oneworld

June 2021 - July 2022

**"to build a 21st-century global community
of future-ready, lifelong learners"**

A Note from the Founder



Covid continued to have an outsized impact on schools in the 2021-2022 school year as schools worked hard to keep both children and themselves safe and learning in a mostly hybrid environment while at the same time trying to understand the impact of the pandemic on learning and social emotional well-being. This is how a [May 24, 2021 Education Week article](#) described the challenge as we headed into the 2021-2022 school year, “The nation’s schools were already struggling to meet students’ mental health needs when the pandemic hit. How can schools rise to meet students’ ballooning needs in that area as a massive school reopening gets underway? To be sure, it will be difficult to balance mental health support with an equally massive academic recovery. But child development experts say it’s a balance schools must attempt to strike if they want students to regain their academic footing after an unprecedented year of disruptions, stress, and trauma. An infusion of federal COVID-19 relief money will help, but how those funds are used will be pivotal. And experts say that schools cannot just focus on the students they know are in crisis; they must bolster supports for all students as well as staff members.”

In terms of our One World programs, we continued to focus on delivering one-off programs like global connections and sustainability while at the same time taking a very important step forward towards building our 21st century school with an ambitious program to extend our global learning community with the ongoing support of Dr. Reimers from Harvard. We also worked hard to partner with our friends from the Port Chester Council for the Arts to address the twin needs exacerbated by the pandemic - mental health and academic fallback – co-designing a de novo after school program called ASPIRES. We would not have been able to deliver this program if it had not been for the leadership exercised by the President and Founder of the Port Chester Council of the Arts, Denise Colangelo, and the return of our previously retired education leader, Jack Zaccara.

This past summer we also continued to expand our programs, developing and direct-delivering for the first time, a pilot Tech-Fin program where we helped students from Kenya and the US prepare for the future by first understanding the impact of exponential technological change, and then using that knowledge and the plethora of information available in the stock market to evaluate Cathy Wood’s publicly traded, mega-transparent, innovation platform. Finally, as we look forward to what we hope will be the first normalized year for education since 2019, I am confident that One World has emerged stronger than ever post Covid. During the pandemic, we developed a new set one-off, global competence activities that has enabled us to provide a more comprehensive product offering as we head into the 2022-2023 school year and look to rebuild our flagship global competence program. Our sustainability and financial education programs are as strong as ever.

We are looking forward to continuing to build our global learning community, our 21st century school taking our Communities of Learning and Practice (COLP) one step further as we continue to develop a learning community where every educator and student participating in our programs, views fellow One Worlders in the same way they view their friends and colleagues down the hall. We are also looking forward to delivering our first comprehensive, school-wide future ready program. We are thrilled to be working with the East New York Middle School of Excellence on this project as it will enable us to work with a terrific team of innovative educators to deliver three character-based competencies – Global Competence, Financial Readiness, and Technology awareness – in a meaningful way over the course of the school year. Perhaps the greatest source of excitement is to see welcome our new Executive Director, Lindsey Pockl. Lindsey, who recently graduated from Harvard’s Education Leadership, Organizations and Entrepreneurship program, brings with her several skills ranging from being a specialist in curriculum design for sustainability to being conversational in Portuguese after having worked in Brazil for three years.

Finally, as we look across the world today it has become abundantly clear that One World programs are needed now more than ever. As you read about our program offerings it will become very clear that One World programs contribute to the Environment and Social Justice in very real ways. In many ways our programs embody ESG goals. However, as we move forward in an increasingly dangerous world, one of the central themes for us this year will be to focus on what author William MacSkill calls Long Termism which is the idea that we all have an obligation not only to all human beings alive today but also to future generations to our grandchildren and great grandchildren. No one can have any doubt, but that technology is rapidly transforming our world providing all of us with very real opportunities and challenges.

As we complete our tenth year, we are confident that One World’s future-ready, global learning community can be pivotal in steering the future onto a better trajectory. Come join the fun!!

Joe Carvin
Founder, One World UV

YOUTH ENRICHMENT PROGRAMS



Connecting Students in An Age of Abundance: The World in 2040

Now that One World has created a **global learning community**, we encourage One World schools to be proactive in connecting their schools with One World schools around the world.

One school that really responded to this encouragement was Anos Maravillosos of Chimpanzingo, Mexico. Anos Maravillosos asked us to connect their pre-K, elementary, middle and high school students with other students around the world. We connected each of their grade levels with One World schools with the highlight coming via a four-country connection of elementary school students from Mexico, the US, Wales and China all in one zoom call where asked our students to tell us how old they would be in 2040, what did they think the world would look like in 2040 and what did they hope to be doing in 2040.



The responses were enlightening, encouraging and informative. Inter-planetary travel was on the table with a number of students citing Elon Musk as their role model. However, the optimism was also tempered by concerns about the environment and the need to address climate change sooner rather than later.

[Read the Full Story](#)



What became very clear to those observing is that the responses, whether they came from China, Wales, the US or Mexico were remarkably similar. Clearly, educators and students across the elementary school world see similar challenges and opportunities. Hopefully, we can work with them to create a Transition Generation of students, a generation of students that understands we share a common fate on a small blue dot in an endless sky and that in order to survive well we need to build the same sense of belonging and togetherness that existed on that zoom call in December of last year with the rest of the world.



Global Connections

One World is using **Global Connections** to bring together and connect teachers and students from different parts of the world in a virtual setting where they can share and learn from each other. Between March-June 2022, One World connected 26 classrooms, serving approximately 500 students, using Global Connections between the US, China, Mexico, Wales, and Ecuador.

Our year-long program gives students the exposure needed to better contextualize unfamiliar parts of the world. One World's Global Connections coordinator, Ana Naulaguari partners with teachers abroad to deliver a culturally robust curriculum, teaching our students language, customs and traditions.



One of our highlights this year features One World's connection with Claremont school in Ossining, New York who shared a virtual Culture and Traditions lesson with a school in Cuenca, Ecuador. The two fourth-grade classrooms, which included **24** students from Ossining as well as **32** students from Cuenca, shared presentations helping them to understand each other's unique and diverse cultures. Students in Cuenca were impressed to learn that their global peers in the US came from various backgrounds. US students were inspired by the Cuenca classroom, which presented some of their favorite authentic Ecuadorian dishes, exposing American students to the taste of Ecuador.

While Cuenca and Ossining remains one of the many highlights of Global Connections, our high powered curriculum includes four lessons for students to explore their expansive classroom: **Peer Introductions, Culture & Traditions, Current Events and One World in 2040**. Each of these eye-opening topics is designed to build strong bonds, and cultural comprehension while giving our students the opportunity to examine and envision their future selves and embark on a world they wish to live in with **One World in 2040**.

As we continue to **educate, connect** and **empower** we stand upon our mission to build a new generation of globally aware leaders who have the capacity to change the world.



Additional Programming

Remembering History Not Hate

In March of 2019, One World held its first year-end event in Nanjing, China where we were housed at Jinling Primary School, One World's first school of global excellence. During our visit One Worlders visited the Memorial Hall of the Victims of the Nanjing Massacre a museum that was set up to remember the victims of the numerous atrocities committed by the Japanese army, including rape, arson, looting and mass executions leading to an estimated 300,000 deaths in a horrific six-week period that began in December 1937.

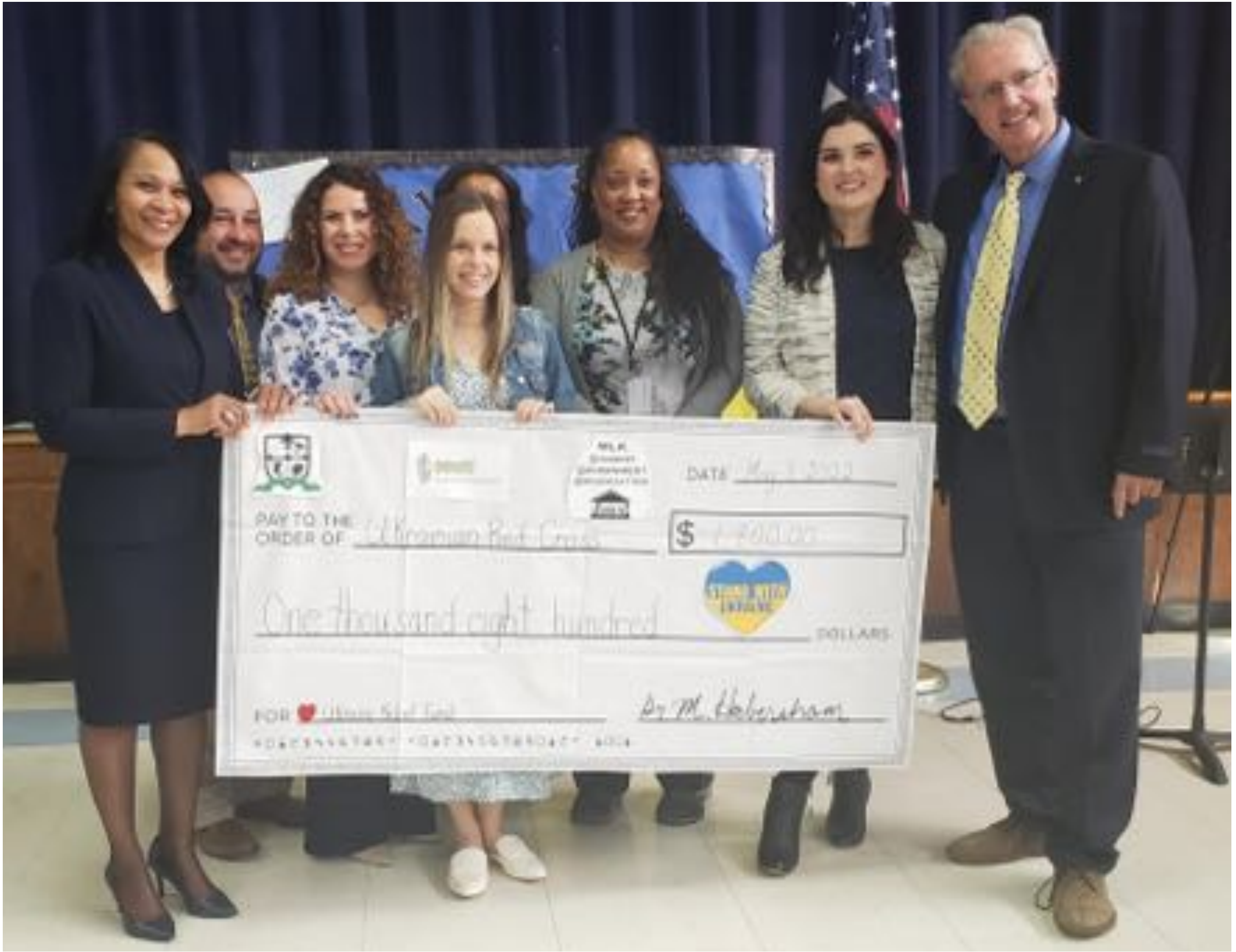
This past year as part of our Cultures of Peace COLP, our friends at Jinling suggested we generate a four-country conversation designed to remember history, not hate. Students from China, Wales, Mexico, and the US learned about these horrific deeds as well as one Japanese woman's attempt to get her countrymen to confront the truth about what really happened.

The principal who participated in our US school told the story of how his grandfather lost his whole family in the Holocaust and how that tragedy continues to serve as a reminder to him to be the best person he can be.



Peace-Building through Authentic Global Competence Wyandanch Scholars Support Ukraine

We have found that our programs are particularly effective in these kinds of school districts for a number of reasons. First, because we believe that school districts with a broad, diverse population have a competitive advantage when it comes to an essential global competence skill-set, cross-cultural communication. Students in diverse school districts are communicating across cultures every day all day. Second, it is not every day where students in these school districts have people coming into their classrooms telling them that what they do is important and that they are connected to youth across the world. Third, this second point is driven home even more powerfully when educators from across the world visit your classroom telling you the same thing.



One World has been operating in the Wyandanch School District for several years. Over those years Wyandanch has hosted educators visiting from Mexico, Brazil, Wales, China and other US cities. This past year, students in Wyandanch School District demonstrated just how globally connected they feel when they launched a communitywide fund raise campaign to send much needed support to Ukrainian refugees following the Russian invasion of Ukraine. This project was entirely student-led and student sponsored. It was their idea!!



The students managed to raise \$800 for this noble cause, monies that were matched with a donation from One World for this noble cause.



SDG Goals Presented in Tu'un Savi the language of the people of Tiapa Guerrero, Mexico

As part of One World's Year-End review, Sor Juana Ines de la Cruz y Paz Vallejo Muriana elementary school presented on the SDG Goals in four different indigenous languages, one of which was Tu'un Savi the language of the people of Tiapa. They explained that the Tiapa people had become familiar with the goals and wanted to learn more about them.

Sor Juana is now developing educational software to help students learn about the UN SDG goals in many different native languages with both the written and spoken word.



One very powerful unintended side effect of this project was that it brought the school together creating a more peaceful and collaborative environment as students communicated across cultures with the help of our One World educators.

Financial Education

One World continued to work with middle school students in the MBK program in Yonkers to deliver our Financial Readiness program. The program was well attended, and we were pleased to receive these positive comments from the Master Teacher Facilitator from Yonkers.

I met Joe Carvin and learned about One World through the MBK Program at the Yonkers City School District. It was apparent Joe with his three decades of experience on Wall Street had a wealth of information to share and a passion to help our young people become global citizens who are also financially literate.

Joe came in once a week and met with the MBK boys. He taught them about the stock market and coached their stock market teams. He also set up time on the weekends for the teams that needed extra help. The boys thoroughly enjoyed the program and learned skills they otherwise would not have had at their age.



WGC USA

Westchester Green County USA is a youth-led sustainability development. One World acts as an umbrella to WGC, leading its efforts in a direction to challenge Westchester County to act against the climate change crisis. The six youth executive committee members belong to high school districts throughout the county. Some of our participating schools include: Port Chester, White Plains, Scarsdale, and Elmsford.

Together, we aim to achieve our primary goal; making every school in Westchester **carbon neutral** by **2025**, **50% net-zero** by **2030**, and **100% net-zero** by **2045**.

Partnerships & Support

We've also partnered with **George Latimer** who is the Westchester County Executive, **Peter McCartt**, the Director of Energy Conservation and Sustainability, belonging to WGC, and **Simon Skolnik** who operates as the President of NYSACC (New York State Associations of Conservation Commission). Some of the advisory board members to perform on behalf of Green County and One World include One World Founder, **Joseph Carvin**, and **Paul Anthony Presendieu**, who sits as the Chief Executive Advisor at Sustainable Westchester, and Director of Energy, Conservation, and Sustainability of Westchester County. In addition, we've received immense support through our partnerships with **NYSERDA**, the **UNFCCC**, the **UN Peace Boat**, the **K12 Climate Action Plan**, and **New Buildings Institute**.

Goals & Achievements

In an effort to make Westchester County schools net zero, we designed a four-step process for our Youth Executives to carry out within each of our schools, in order to nullify the emission of greenhouse gasses, caused by human activity. This year we adopted some of the language from the **K12 Climate Action Plan** which has helped us to create our own four-step process to **mitigate, adapt, educate, & advance equity** creating more sustainable environments.

In an attempt to achieve our goal, **White Plains High School** was the first in the county to successfully fulfill our plan during the 2021-22 active school year with the signing of the **Dual Pledge**. Schools like **Scarsdale** and **White Plains**, and are in the process of following their footsteps.

At our October conference, NY State Senator Shelley Mayer stated, "These schools belong to you. The energy and the ability to change them rests with you."



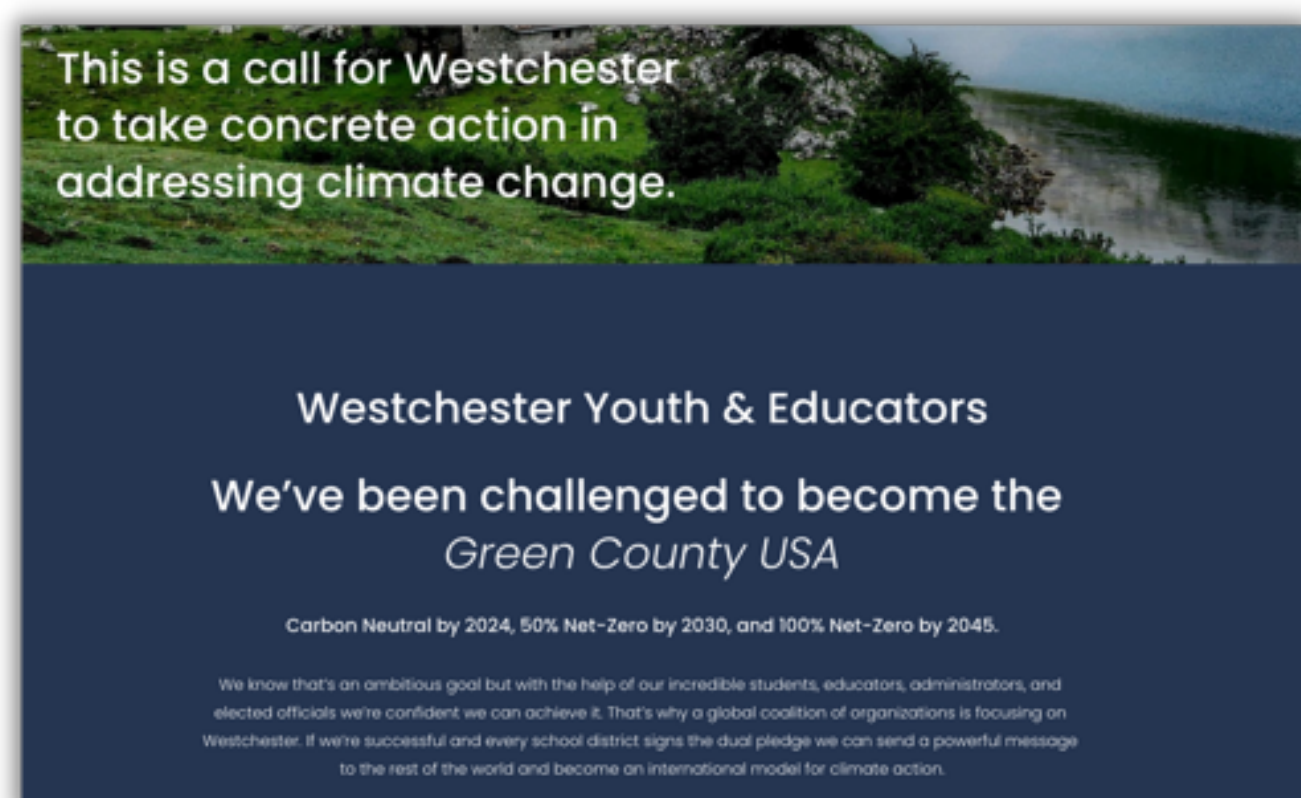
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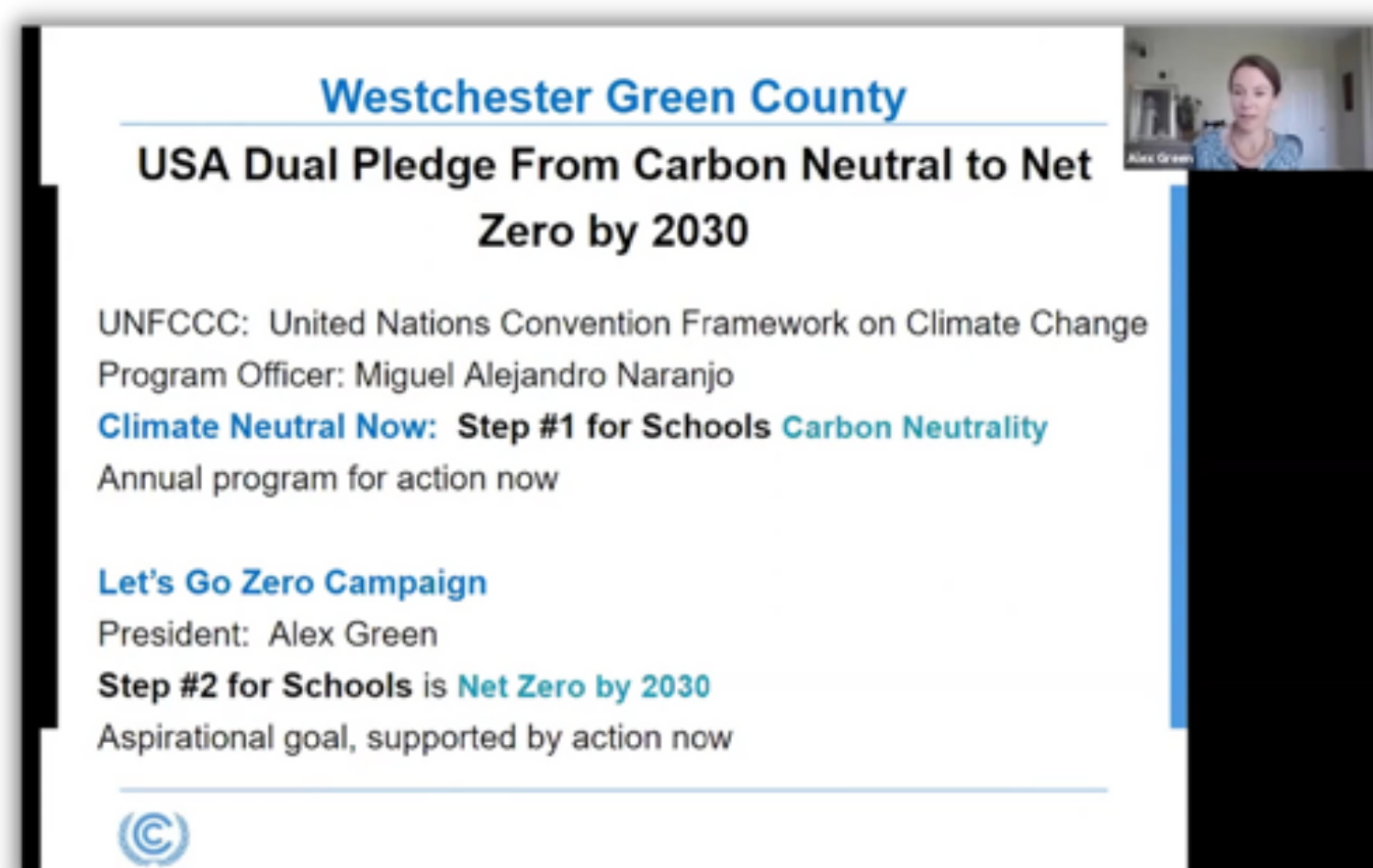
Learn More!



[WGC USA Official Webpage](#)



[World Environment Day | June 5 Conference Highlights](#)



[Informational Video](#)

created at the Westchester County Central Office



K12 Climate Action Plan



With the urgency of climate change, we must all determine our responsibility to contribute to climate solutions. The K12 Climate Action Plan outlines the needs and opportunities for the education sector to take action on climate change and advance solutions.

Over the past year, the K12 Climate Action Commission has heard from students, parents and caregivers, educators, school leaders, researchers, and others about how they have taken climate action in schools. Informed by those stories and focused on advancing equity, the action plan describes opportunities to reduce the environmental footprint of the sector, adapt and build resilience to climate impacts, and support teaching and learning on climate change, solutions, and sustainability. The plan outlines policy recommendations for the federal, state, and local governments to catalyze and scale climate action in the education sector. (taken directly from <https://www.k12climateaction.org/blog/climate-action-plan-2021>)

[Executive Summary PDF](#)

[Full Version PDF](#)

The Goals



Mitigate by reducing the environmental footprint of the education sector.

[Mitigation PDF](#)



Adapt and build resilience by preparing for potential local climate impacts.

[Adaptation PDF](#)



Educate by engaging students in teaching and learning about climate change, climate solutions, sustainability, and the clean economy.

[Education PDF](#)



Advance equity by centering and prioritizing communities most impacted by the negative effects of climate change.

[Equity PDF](#)



COLPS

Communities of Learning and Practice

One World has been working with global competence thought leader Professor Fernando M. Reimers of Harvard University first at Harvard, then at One World sponsored conferences in New York in 2019 and as Covid hit we have worked with Professor Reimers to implement his five principles for educating for the Fourth Industrial Revolution.

In this past year, One World and Dr. Reimers took this effort one step further creating five global **Communities of Learning and Practice (COLP)** bringing educators together to discuss how best to teach Climate Change, Universal Values, Global Competence, Cultures of Peace and Exponential Technological Change.

"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.**"

-Fernando Reimers

UNESCO's New Social Contract

The formation of our COLP coincided with the publication of UNESCO's ground breaking report *Reimagining Our Futures Together: A New Social Contract*. We used the report as a guidepost for our conversations as the report calls for a radical transformation in the way we educate in the 21st century as well and urged educators to join a conversation around the need for a new social contract for educators from across the world to adequately address the unique challenges and opportunities of our times.





COLPS

Goals & Achievements

Our goal is to continue a much-needed universal conversation to generate a new global social contract to help guide the future of humanity in a time of great uncertainty.

Indeed, our end goal is to create a 21st-century school, a global learning community where every participant in the One World network feels as if every educator feels as connected to One World educators as they do the teacher down the hall.

Climate Change

UNESCO's proposal outlines that "curricula must embrace an ecological understanding of humanity that rebalances the way we relate to earth as a living planet and our singular home" (UNESCO, 2021, p.4), acknowledging that the survival of humanity, human rights, and the living planet are at risk. One World's Climate Change COLP is effectively tasked to evaluate the growing global movement to engage educators from organizations like the K12 Climate Action Plan (USA) and Let's Go Zero Campaign (UK).

The 2022 cohort evaluated how climate change is taught in schools in various communities around the world, including the communities in which members reside, through the preparation and distribution of a short survey for teachers, educators, and students to complete.



Universal Values

The UNESCO report is clear in its recommendation that "values such as respect, empathy, equality, and solidarity must be core to the mission of universities, colleges and technical institutes in the future"(UNESCO, 2021, p. 60), expanded to include the participation of children, youth, parents, teachers, researchers, activists, employers, cultural and religious leaders in building the future of education (UNESCO, 2021, p. 5).

Recognizing the range of character or values-based programs and practices circulating across the planet under a range of names and titles, the 2022 cohort identified a common desire to help young people understand, care about, and consistently practice a set of values that will enable them to flourish in school, in relationships, in the workplace, and as citizens. Through assessing different character and value-based initiatives, short surveys to students and educators, and identifying other global learning platforms, this subcommittee analyzed the current effectiveness of the recommendations laid out in the Report above in order to create a better version of this in the future.



Global Competence

The UNESCO report acts as a catalyst for change, emphasizing the need to “build a new social contract for education through millions of individual and collective acts – acts of courage, leadership, resistance, creativity, and care...need(ed) to overcome discrimination, marginalization, and exclusion”(UNESCO, 2021, p. 5). In response, One World’s Global Competence COLP focuses on how global competency is being taught in different academic settings around the world.



The 2022 cohort surveyed participants to understand the depth and breadth of current global competency instructional practices, specifically inquiring about the future of global competency in relation to exponential change and globalization, and engaged in dialogue to develop a comprehensive and diverse toolbox of lessons, research material, and professional development components shared through a file sharing platform uplifting virtual collaboration and communication.

Technology and Exponential Change

In response to UNESCO’s acknowledgment of the unprecedented impact of digital transformation in our societies and daily lives, vigilantly ensuring “that ongoing technical transformations help us thrive and do not threaten the future of diverse ways of knowing or the future of intellectual and creative freedom” (UNESCO, 2021, p. 9), One World’s Technology and Exponential Change COLP is assessing how exponential change is impacting schools and communities around the globe.

Utilizing Professor Reimer’s 5 Principles for Educating for the Fourth Industrial Revolution in conjecture with elements of the Report, the 2022 cohort distributed short surveys to teachers, educators, and students globally, specifically analyzing: (1) whether or not these groups understood the potential impacts, both positive and negative, of rapid technological change, (2) how they collaborated with other professionals and educators across the globe, and (3) what work is being done to prepare students for the unprecedented opportunities and challenges of the 21st century.



Cultures of Peace

The UNESCO report emphasizes the “urgent need to rebalance our relationship with each other...(needing) to relearn our interdependencies and our human place and agency in a more than human world”(UNESCO, 2021, p. 8) to create a culture of peace through integrating solidarity, compassion, ethics, and empathy in how we learn, recognizing the precious dignity of every person, and actualizing basic human rights for all.

The 2022 cohort worked with the Global Peace Foundation to host a series of peace events around the theme “Reimagining Education for Peace and Development”, creating a comparative analysis related to the micro- and macro-efforts implemented to reimagine peace in their respective classrooms, highlighting the importance of peace universally.



ASPIRES



The ASPIRES acronym stands for After School Programing Initiative for Recovery, Enrichment, and Support, and originally came about in 2013 through a partnership between One World and the Council for the Arts. In view of the mental health and academic reinforcement needs generated by the pandemic, the Council of the Arts and One World came together redesigning this after-school program to meet the needs created by the pandemic.



Port Chester Council for the Arts

Our organization has worked closely with the Council For The Arts to bring a dynamic after-school program to students, K-5 in, 5 elementary schools throughout the Port Chester school district. This program was taught by an assorted group of educators belonging to both partner organizations, who taught the arts as well as character education. The goal of this distinctive program was to address the socialization issues that students adapted as a result of the pandemic. ASPIRES also aimed to teach students technology awareness in our rapidly growing tech society, while also equipping young children with the tools they need to address their emotional needs early on. We were able to meet our goal with last year's program and were asked to renew our contract for the 2022-23 school year.

What does ASPIRES stand for?

The ASPIRES acronym stands for After School Programing Initiative for Recovery, Enrichment, and Support. One World worked closely with the Council For The Arts to bring a dynamic after-school program to students, K-5 in, 5 elementary schools throughout the Port Chester school district. This program was taught by an assorted group of educators belonging to both partner organizations, who taught the arts as well as character education.

The goal of this distinctive program was to address the socialization issues that students encountered as a result of the pandemic with a view to helping them become empowered, life-long learners using transformative combination of homework help and self-learning programs like Kahn Academy. Most importantly, working with the Council of the Arts we created a supportive, collaborative, interdisciplinary curriculum that made students feel safe and empowered while we made learning fun.





ASPIRES Vision



Kiah Thomas playsengaging game teaching her JFK students about effective leadership.

"My hope is that these kids gain more respect for each other, for other people on this earth, and for the earth itself"

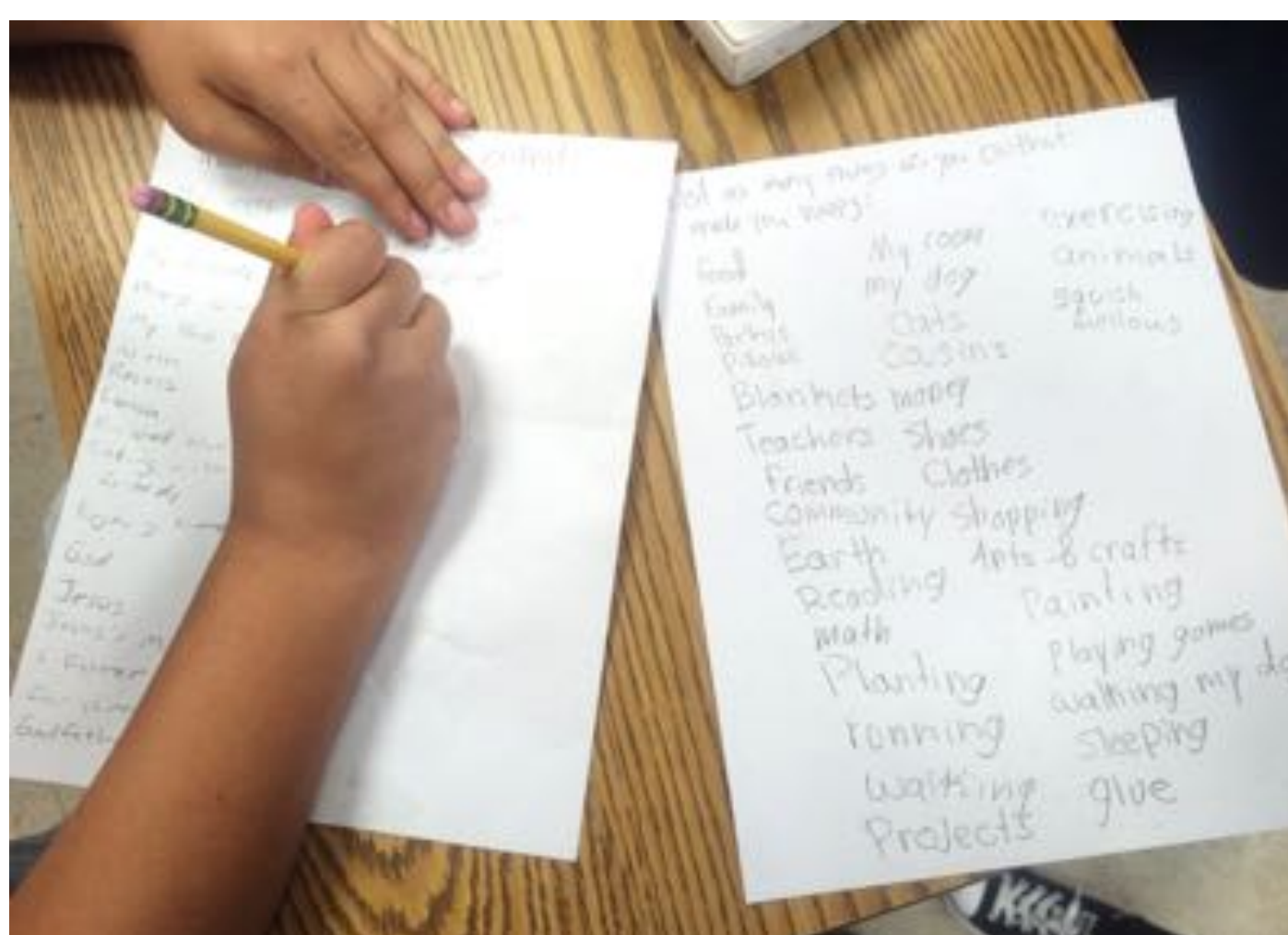
-Kiah Thomas

"As an ASPIRES educator I hope to make an impact on each student every day. I reinforce what it is to be a good citizen whether they are in Zumba or in life. I want them to understand that doing the right thing will always get you rewarded in life."

- Eliana Bonilla



Eliana Bonilla teaching 1st grade JFK students to stretch before entering her zumba dance routine.



Jennifer Carriero-Dominguez assigns her Park Avenue students a lesson on joy and contentment.

"I believe if we want generations to be good global citizens it's not enough to teach them writing and reading, but we should instill ethics and human values in their education as well."

- Jennifer Carriero-Dominguez

"I'm hoping to spark emotional and spiritual courage so that these youngsters can fight the righteous battles within themselves and against the zeitgeist they find themselves in today."

-Charles Montoya



3rd Grade students at JFK are engaged with Charles Montoya as he teaches a lesson on motivation.

ASPIRES Spotlights



"As an educator in the Arts, there is an innate impulse to hone one's craft. The continuous self-education and research not only benefit my personal work but translate into the quality of education my students receive. This program has been dynamic and constantly evolving, which in turn has lent itself to the practice of patience and improvisation; both tools that are invaluable as an artist and instructor". - **Mario E. Rodriguez, Art Education**

"The students in our program continue to inspire us as we learn from and about each other. We experienced amazing growth in their ability to learn active listening, empathy and leadership skills. It was important to allow them to find their individual voices and gifts to be agents of change for Port Chester and the world".- **Nathaniel Ham, Character Education Instructor**



"The future is in our kids' hands. Being a Site Administrator at JFK has shown me that it truly takes a village. From the extra-curricular activities to 'snupper', they absorb everything. Knowing that, my team and I made sure to teach them valuable things that they will be able to use in their everyday lives. The ASPIRES program taught me that it is up to me to change the world because these kids look up to us and they are our future". - **Nicole Barros, Site Administrator, JFK**



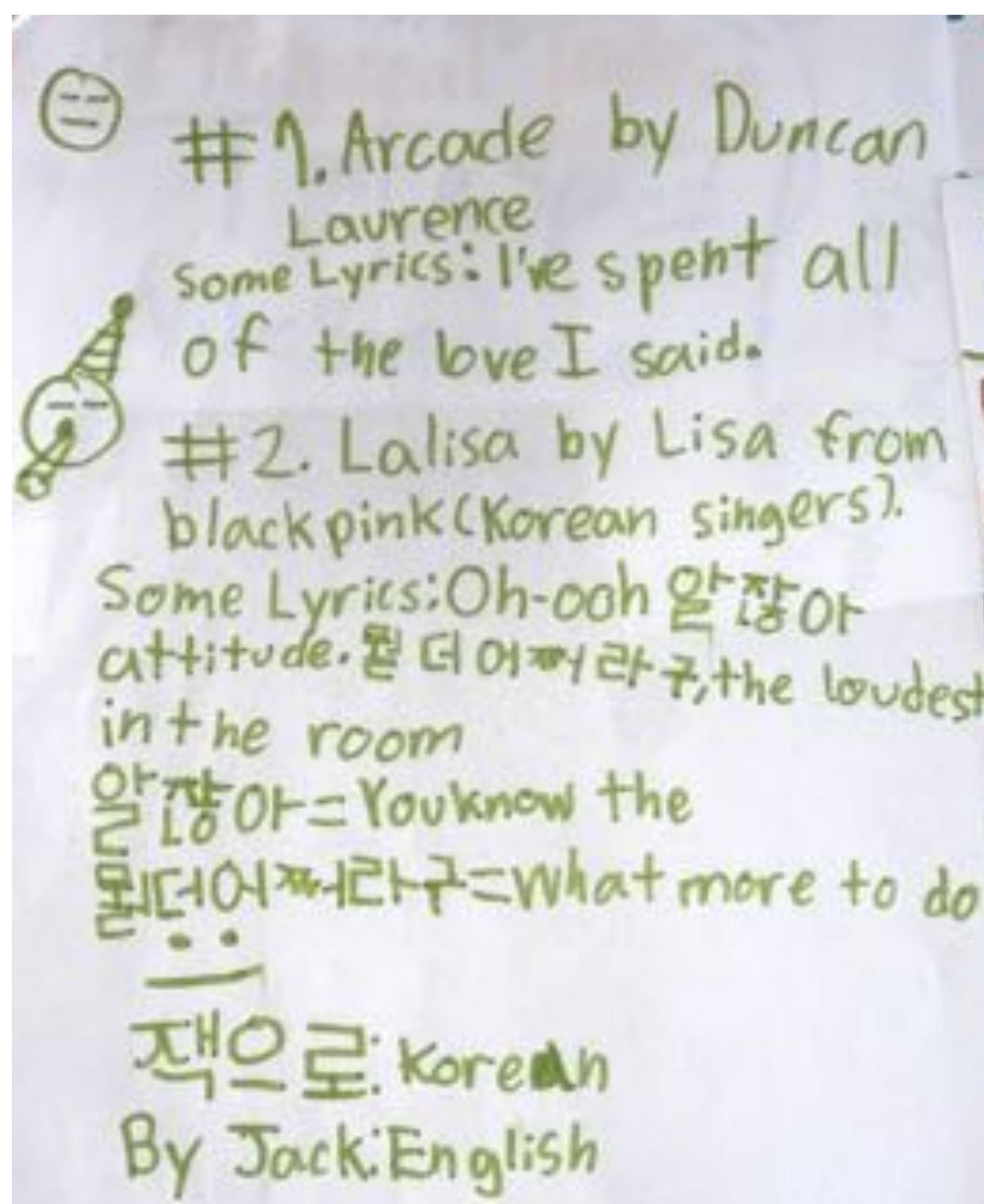
ASPIRES Students



"Character Ed helped me to develop my emotions. It helped me identify emotions I never knew like sadness. I realize that I can cry when I need to and feel better"
4th Grader



"Art for me was fun and easy. No one will judge you and you learn to draw different styles. I really liked when we got to draw beetles".
4th Grader



"My favorite lesson was when we got to write the lyrics from my favorite song. I chose K-pop because it's one of my favorite types of music. After that lesson, I started learning Korean and still am."
3rd Grader



"I liked Character Education because we got to learn about our emotions and how to control them. When I'm mad, I think about those lessons and they calm me down".
4th Grader