



EIU Best Practices 2021

Reinforcing GCED Virtually: the AFS Effect+ for the Classroom

A Case from Brazil, Colombia, and New Zealand

2021 EIU Best Practices Series No. 56 Reinforcing GCED Virtually: the AFS Effect+ for the Classroom



EIU Best Practices Series **No. 56**

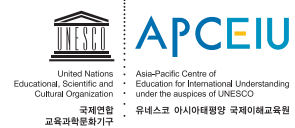
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APCEIU





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A Case from **Brazil, Colombia, and New Zealand**



United Nations
Educational, Scientific and
Cultural Organization
국제연합
교육과학문화기구

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

유네스코 아시아태평양 국제이해교육원

Foreword

The Education for International Understanding (EIU)/Global Citizenship Education (GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 54 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Ms. Ana Carolina Cassiano's case has been included with series number 56, focusing on training workshops for teachers from Brazil, Colombia, and New Zealand.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through these series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Ms. Ana Carolina Cassiano's case is the outcome of the action plans established from her learning in the Global Capacity-Building Workshop on GCED 2019.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different locations and institutional backgrounds, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they

faced, strategies used, and lessons learned while striving to overcome those challenges. Due to the COVID-19 pandemic, the programme was discontinued in 2020, but it could be resumed this year thanks to our alumni's great interest and participation. I hope that the EIU/GCED Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulations to Ms. Ana Carolina Cassiano for her continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2021.

September 2021



LIM Hyun Mook
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7^① highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the five best practices; 3) Online Monitoring: The selected applicant is required to make his or her programme/project available for online monitoring. The selected applicant

is obligated to cooperate in terms of making arrangements for APCEIU's online monitoring on his/her respective country. 4) Case presentation and award ceremony: Selected applicants present their cases and receive the Global Citizenship Education Award; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. The occurrence of COVID-19 pandemic last 2020, prompted the programme to cease, but finally resumed online and published the series in 2021 due to the keen interest of APCEIU's alumni. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

① Target 4.7: By 2030, ensure that all learners acquire 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.

Contributor



Ms. Ana Carolina Cassiano
Head of Education Development
AFS Intercultural Programmes
Based in Florianópolis, Brazil

Ms. Ana Carolina Cassiano is driven by the possibilities of social impact through education. For almost a decade, she's been working with learning design, development, expansion, and facilitation of intercultural education and training programmes at a global level. Since 2015, she has worked for AFS Intercultural Programmes, a global not-for-profit education organization based in New York City. Working remotely from Florianópolis in the south of Brazil, her role consists of leading and coordinating intercultural education programmes and projects aimed at building 21st century global skills among youth and educators. She did her Master's studies in Political Sociology and holds a Bachelor's degree in Social Sciences from the Federal University of Santa Catarina (UFSC).

Recently, the challenges to develop and implement engaging learning experiences online motivated her to pursue a Master's programme in Digital Education at the University of Edinburgh, UK. She's passionate about contributing to lifelong learning processes that help develop global competence, fostering collaboration and connection between people.

Acknowledgement

I would like to express my sincere appreciation to Bill Geertz and the leadership at the Sir Cyril Taylor Charitable Foundation, and the leadership at AFS Intercultural Programs for supporting this remarkable programme, and for encouraging us to develop a capacity-building programme for secondary teachers to provide teachers with resources and professional development opportunities to integrate the fundamentals of GCED into their existing classroom practices.

This programme was made possible by the support of many engaged AFS staff and volunteers, especially a few individuals who worked closely as a truly collaborative and intercultural project team: Andrés Lanza, who masterfully coordinated the project contributing with his knowledge in GCED and intercultural education, and excellent communication and organizational skills; staff members Pâmella Mattos at AFS Brazil, Erika Hosman at AFS Colombia and Logan Byrne formerly at AFS New Zealand for their dedication and commitment; and the amazing AFS volunteers Augusto “Guto” Veloso Leão, Harold Stiven Guerrero Garcia, Patricia Mello, Rodrigo Soares Lopes and Sophie Hursthouse, who supported this project with their inspiring facilitation skills, energy and passion for intercultural education. Muito obrigada, muchas gracias, kia ora!

Finally, my sincerest gratitude to all the teachers who embraced our invitation and took part in the programme - especially during such a challenging year with all facing the COVID-19 pandemic. Your passion and commitment towards helping develop active global citizens who can make a difference and generate a positive change in the world is essential.

Summary

The AFS Effect+ for the Classroom Programme was put together in partnership with The Cyril Taylor Charitable Foundation based on the AFS Effect+ workshops, which have already introduced close to 10,000 young people to the UN Sustainable Development Goals (SDGs) and empowered them to help advance these goals in their communities since 2015.

With the AFS Effect+ for the Classroom edition, AFS aims to help teachers bring the SDGs to life as they guide their students to move from theory to practice, honing key 21st Century skills (such as collaboration, critical thinking, problem-solving, and cross-cultural communication) and sparking their passion to make a difference.

Launched in September 2020, the programme has engaged 150+ high-school teachers from Brazil, Colombia, and New Zealand who completed 20 hours of virtual teacher training, collaborated virtually with each other and piloted activities developed by AFS with their classrooms, reaching over 2,500 students.

The grant funding provided by The Foundation in 2020 supported the toolkit production (research, material design, and translations to Spanish and Portuguese), the teacher training delivery (learning management system costs and qualified facilitator training expenses), and project management (expenses affiliated with programme promotion, local and global coordination).

As a result of the programme, the AFS Effect+ for the Classroom: Toolkit for Educators is now available to teachers worldwide to use as a resource for teaching Active Global Citizenship & the SDGs for high school students. The toolkit is currently available

in English, Spanish and Portuguese, and being disseminated through AFS Network Organizations which are present in 50+ countries.

Table of Contents

- **Foreword / i**
- **EIU Best Practices is... / iii**
- **Contributor / v**
- **Acknowledgement / vii**
- **Summary / ix**

- 1. Introduction and Background / 1

- 2. Descriptions of the Programme / 5
 - 2.1 Goals & objectives / 5
 - 2.2 Structure of the programme / 6
 - 2.3 Activities in detail / 7
 - 2.3.1 Planning & Development / 7
 - 2.3.2 Phase 1: Teacher Training Delivery / 12
 - 2.3.3 Phase 2: Toolkit Implementation / 14
 - 2.3.4 Phase 3: Recognition & Closing / 15
 - 2.4 Relevance to EIU/GCED / 19

- 3. Conclusion / 21

- **References / 24**
- **Annex / 25**

ACRONYMS

EIU	Education for International Understanding
GCED	Global Citizenship Education
LTLT	Learning to Live Together
LRM	Learning Resource Material
MOU	Memorandum of Understanding
REAP	Re-entry Application Projects
SDGs	Sustainable Development Goals
UNDESD	United Nations Decade of Education for Sustainable Development

Reinforcing GCED Virtually: the AFS Effect+ for the Classroom

1. Introduction and Background

With a mission grounded in service and volunteerism, AFS Intercultural Programs believes a just and peaceful world is only possible when the global community respects diversity, embraces inclusiveness, and actively works towards advancing global understanding and collective well-being.

AFS Intercultural Programs began as the American Field Service, a volunteer ambulance corps created in April 1914 by A. Piatt Andrew. After the Second World War, AFS was transformed from a humanitarian aid organization into a groundbreaking international secondary school exchange in 1947. Since then, it has been expanding its activities as a volunteer and intercultural learning organization.

Through our international exchange programs, education initiatives, volunteerism and advocacy, we empower young people from all backgrounds with essential global skills and the passion for making a difference. AFS Intercultural Programs leverages the power and reach of 50+ National AFS Organizations working together to accelerate the local, global and collective impact of our 105-year not-for-profit organization.

As a global non-formal education organization, today AFS works to support **education in three ways:**

1. developing active global citizens,
2. globalizing schools and institutions, and
3. making intercultural learning more accessible.

In order to reach these goals, we collaborate closely with schools and educators by supporting them in delivering intercultural learning programmes that equip their students to become active global citizens who ignite positive social impact in their local communities.

With this in mind, AFS developed Effect+ for the Classroom programme based on our AFS Effect+ workshops, which since 2015 has already introduced close to 10,000 young people to the UN Sustainable Development Goals (SDGs) and empowered them to help advance these goals in their communities. With the AFS Effect+ for the Classroom edition, we aim to help teachers bring the SDGs to life as they guide their students to move from theory to practice, honing key 21st Century skills (such as collaboration, critical thinking, problem-solving, and cross-cultural communication) and sparking their passion to make a difference.

Global Citizenship Education (GCED) is essential not only to help people learn to live together but also to address the most pressing global challenges. Rallying the world to action, in September 2015 the United Nations declared 17 SDGs, a shared blueprint to protect the planet, reduce inequality, and end extreme poverty by the year 2030.

Within SDG 4: Quality Education, fostering GCED is singled out as a requirement to allow learners to acquire the knowledge and skills needed to promote human rights, gender equality, sustainable lifestyles, a culture of peace and non-violence, and an appreciation of cultural diversity and of culture's contribution to sustainable development (UN, 2019; OECD, 2018).

Global events, such as the Covid-19 pandemic, highlighted the potential for

the global community to learn from each other's experience and the need for international collaboration to tackle global challenges for our collective well-being. In this context, teaching young people to understand one another and the world around them, as well as empowering them to contribute to more peaceful, inclusive and sustainable communities, has become increasingly important. One of the imperatives in today's education is, therefore, the need to prepare youth with the skills, knowledge and attitudes to learn, work and live together and develop solutions to tackle global challenges together.

This imperative requires that teachers --who have a ripple effect on the lives of their students and the communities beyond-- be equipped to introduce students to global issues and develop essential & lifelong intercultural skills to help them become active global citizens. Yet, few teachers, whether new to the vocation or long active in the field, have the preparation and tools needed to incorporate this into their daily work (Gaudelli, 2016; OECD, 2020; UNESCO, 2015).

To address this urgent need, AFS continuously explores how to leverage expertise in intercultural learning and extensive educator network (as of 2019, our global network collaborated with 17,000+ schools in over 100 countries) to provide teachers with resources and professional development opportunities to integrate the fundamentals of GCED into their existing classroom practices. This is what we set out to do with the Effect+ for the Classroom programme.

Thanks to the generous support of The Sir Cyril Taylor Charitable Foundation, we were able to expand our successful Effect+ programme to high school teachers by developing a virtual teacher tailored capacity-building programme and creating a toolkit with educational resources for teaching Active Global Citizenship & the SDGs for high school students.

The programme was comprised of three parts:

1. a blended learning teacher training program, including the AFS Global Competence Certificate, to develop their own global skills, learn about key concepts and principles of GCED,
2. a toolkit with interactive education and changemaking activities for secondary level teachers to integrate GCED into their teaching practices, and
3. a recognition prize, the Sir Cyril Taylor Young Leaders Award, for the top social impact projects created by teachers' classes using the programme's tools.

Launched in September 2020, the programme has engaged 150+ high school teachers from Brazil, Colombia, and New Zealand who completed 20 hours of virtual teacher training, collaborated virtually with each other and piloted activities developed by AFS with their classrooms, reaching over 2500+ students. The implementing countries were chosen based on the presence and availability of AFS qualified trainers with experience in teacher training, plus the strength of school relations between AFS and schools with an interest in GCED in the country.

As a result of the programme, the AFS Effect+ for the Classroom Toolkit for Educators is now available to teachers worldwide to use as a resource for teaching Active Global Citizenship & the SDGs for high school students. The toolkit is currently available in English, Spanish and Portuguese, and being disseminated through AFS network organizations worldwide.

Although the educator toolkit provides step-by-step learning session outlines that any teacher can implement, we find it crucial to provide training opportunities to help educators develop their own intercultural and global competencies as well. After all, as research indicates, teachers' attitudes, in and outside classrooms, also impact students' global-mindedness. Thanks to the partnership with The Sir Cyril Taylor Charitable Foundation, as of September 2021, AFS will be able to provide

the AFS Effect+ for the Classroom Capacity Building Program for free to another 300 high school teachers from 10 countries (Argentina, Brazil, Colombia, Costa Rica, Egypt, Ghana, Guatemala, India, Malaysia, and Paraguay).

The grant funding provided by The Foundation in 2020 supported the toolkit production (research, materials design, and translations), the teacher training delivery (learning management system costs and Qualified Facilitator training expenses), and project management (expenses affiliated with programme promotion, local and global coordination). The new grant funding will allow for the enhancement of the virtual teacher training and expand the reach of the programme from 3 countries, 150 teachers and +2500 students to 10 countries, 300 teachers and +5000 students.

In 2020, the programme counted with the support of two staff members from AFS' International office, who were in charge of the project coordination, training the trainers and content development - as subject matter experts in learning design and GCED. In addition to this, each national organization assigned one staff member as national coordinator, responsible for teacher recruitment and support implementation of the programme in their countries. Other key resources that supported this initiative were five AFS volunteers (three from Brazil, one from Colombia and one from New Zealand) who served as qualified facilitators of the teacher training. In the 2021 edition, the programme counts with the support of 8 AFS staff members and 10 AFS volunteers in total.

2. Descriptions of the Programme

2.1 Goals & objectives

The AFS Effect+ for the Classroom programme is intended to equip teachers to introduce students to global issues and develop essential and lifelong intercultural and global skills, so that they become Active Global Citizens.

The main objectives of the programme are:

1. To offer to high school teachers a virtual capacity-building programme to develop their global and intercultural skills by connecting with teachers from other parts of the world, learn about key concepts and principles of GCED and how to integrate it into their teaching practices,
2. To develop an Educator Toolkit with resources for high school teachers to implement GCED with their students, and
3. To provide recognition to the top social impact projects created by teachers' classes using the toolkit activities.

2.2 Structure of the programme

The programme had four phases: i) planning & development; ii) training delivery; iii) toolkit implementation, and; iv) recognition & closing. The planning & development phase included assembling the project team and creating training and toolkit materials. The recruitment and selection of teachers to participate in the programme was the last step of this phase.

The second phase, the training delivery, involves the conduct of the virtual capacity-building programme with the selected teachers through a self-paced online learning curriculum and synchronous online dialogue sessions led by AFS facilitators. The toolkit implementation phase consisted of the month's teachers were applying the toolkit activities. It also entailed the continuous online mentoring and support for the participating teachers. Finally, the recognition & closing phase included an award for the top social impact projects created by teachers' classes using the toolkit activities, the programme evaluation and finalization of outputs of the programme.

2.3 Activities in detail

2.3.1 Planning & Development

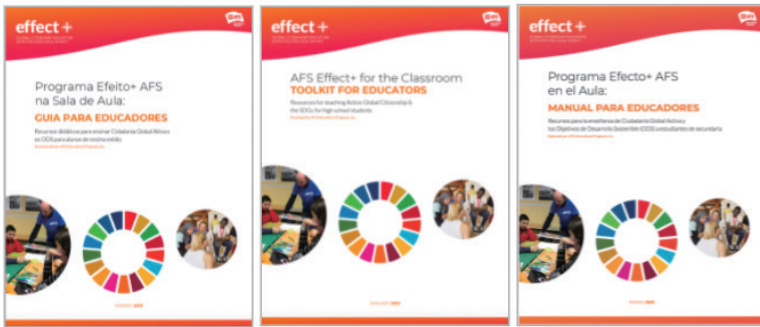
2.3.1.1 Programme kick-off and teacher recruitment

After assembling the project team and developing initial materials and frameworks in August 2020, we began identifying partner schools across 3 countries to engage in this initiative. A total of 70 schools were approached via email, telephone and personal visits which engaged in the promotion of the programme among their teachers throughout September and October 2020.

The selection process was open until the end of October and it required all teachers interested in taking part to complete an online form with information about their background, teaching experience and motivation to join this initiative. Over 300 teachers completed the application form and a total of 152 teachers were selected to take part in the programme - see full programme schedule on Annex A.

2.3.1.2 The Educator Toolkit

Developed by AFS experts based on core activities of the successful AFS Effect+ workshops, the AFS Effect+ for the Classroom Toolkit for Educators offers a modular and flexible curriculum, which can be delivered in-person or online, for teaching Active Global Citizenship and the SDGs to high school students.



▲ The AFS Effect+ for the Classroom Toolkit for Educators (pilot versions).
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Educational Approach

The toolkit includes learning goals, discussion guides, step-by-step instructions, activity sheets, and assessment tools, to complement the traditional classroom curriculum and to infuse intercultural learning and GCED into teachers’ practices.

The curriculum uses a developmental approach, with each lesson building on those before it. It is also split into different modules that can be used alongside existing classroom curriculum and lesson plans. Teachers can use all of the modules or follow two alternative suggested learner pathways: (i) an introductory one including one activity from each lesson plan, or (ii) an intermediate one with two activities from each lesson plan. Teachers are also encouraged to experiment and develop their own learning journeys.

Suggestions were offered on adjustments to accommodate different learning styles of students. The activities are designed for in-person implementation but adaptations to run them online are also provided for each lesson.

Learning Goals

The AFS Effect+ curriculum has been designed for teen learners (ages 14-18) to develop as Active Global Citizens by introducing them to the UN Sustainable Development Goals (SDGs) and how to work together using diversity to advance these goals. The toolkit help teachers do this through a series of activities

that prompt students to better understand how they impact the world around them, apply problem-solving skills to real-life challenges, and communicate and collaborate in more interculturally sensitive and mindful ways. The learning goals are divided into four areas:

- **Learning about self and others**

- Become more self-aware of one's own identity and see oneself as deeply influenced by one's own culture.
- Have deeper concern for and sensitivity to others, and expand one's capacity to perceive and respond to the values, feelings, and realities of others.

- **Understanding global issues**

- Get to know the UN SDGs and how they connect with one's realities.
- Develop increased curiosity and concern about global issues.
- Understand the interdependence of the global community.

- **Co-creating solutions with others**

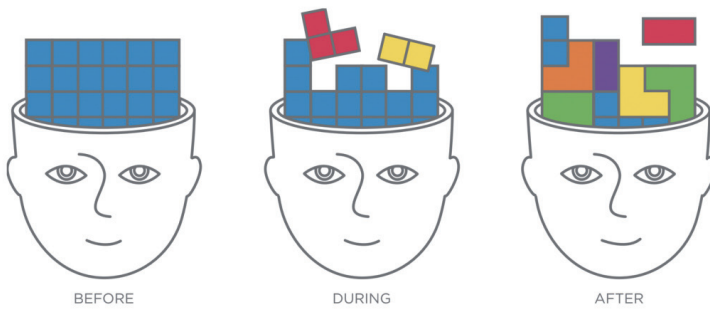
- Listen and be mindful of the needs of others and use these different perspectives in approaching problems and finding solutions in everyday situations.
- Communicate and collaborate more effectively and appropriately with people from different backgrounds and cultures.

- **Taking action**

- Recognize that solutions to global challenges require working together.
- Start taking action for positive impact in one's local communities and help advance the UN SDGs.

Curriculum Structure

Based on the learning goals, the AFS Effect+ for the Classroom curriculum uses a developmental approach where each of the six lessons builds on one another. This provides learners opportunities to continually reflect on and apply what they are



▲ Image developed by AFS to represent its educational methodology
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learning in the classroom and beyond. This approach mirrors AFS’s educational philosophy: that global competence is part of a life-long and holistic learning process that never ends and requires constant practice.

For each lesson, we share three 15-30 minute activities that encourage students to continually examine their own worldviews, explore alternative outlooks and adjust their perspectives, mindset, and behaviors accordingly.

AFS believes in the strength of experiential learning. Through our programs, we put students at the center of their learning journeys, guiding and supporting them along the way. Students reflect on how they impact the world around them and learn how to build bridges among cultures and work together to create positive change. They are then encouraged to experiment and put into practice based on insights gained—and continue the cycle of learning.

In addressing the lessons’ topics, students learn how to:

- **Lesson 1: Learning how to live and work together**
 - Be able and willing to connect and work with their classmates.
 - Communicate and interact effectively in different communication styles.
 - Understand the importance of developing a lens for seeing the world as a global citizen and why change-making matters.

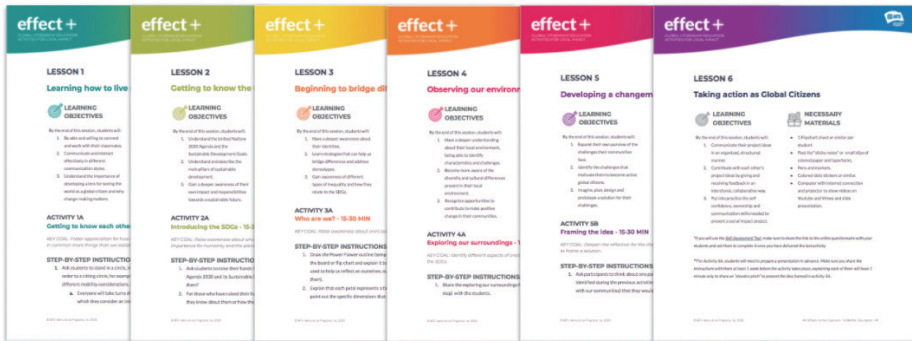
- **Lesson 2: Getting to know the Global Goals**
 - Understand the United Nations 2030 Agenda and the SDGs .
 - Understand and describe the main pillars of sustainable development.
 - Gain a deeper awareness of their own impact and responsibilities towards a sustainable future.

- **Lesson 3: Beginning to bridge differences**
 - Have a deeper awareness about their identities.
 - Learn strategies that can help us bridge differences and address stereotypes.
 - Gain awareness of different types of inequality and how they relate to the SDGs.

- **Lesson 4: Observing our environment**
 - Have a deeper understanding of their local environment, being able to identify characteristics and challenges.
 - Become more aware of the diversity and cultural differences present in their local environment.
 - Recognize opportunities to contribute to making positive changes in their communities.

- **Lesson 5: Developing a changemaking idea**
 - Expand their own purview of the challenges their communities face.
 - Identify the challenges that motivate them to become active global citizens.
 - Imagine, plan, design and prototype a solution for their challenges.

- **Lesson 6: Taking action as Global Citizens**
 - Communicate their project ideas in an organized, structured manner.
 - Contribute to each other's project ideas by giving and receiving feedback in an intentional, collaborative way.
 - Put into practice the confidence, ownership, and communication skills needed to present a social impact project.



▲ Cover pages of the six lesson plans.
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Assessment tool

In order to help teachers and their students assess their development as they go through the curriculum, we have developed a free online self-assessment questionnaire to be completed by students before and after they participate in the curriculum’s activities.

We highly recommend using the tool as a pre-assessment to help learners set their own developmental baseline and the post-assessment for them to reflect on the progress they have made and consider how they will use this learning moving forward. Additionally, the anonymized information collected from the self-assessments will also help us learn how effective the AFS Effect+ for the Classroom curriculum is and how we can improve it moving forward. To use this tool with their students, teachers ask them to complete the online questionnaire before Lesson 1 and again after Lesson 6.

2.3.2 Phase 1: Teacher Training Delivery

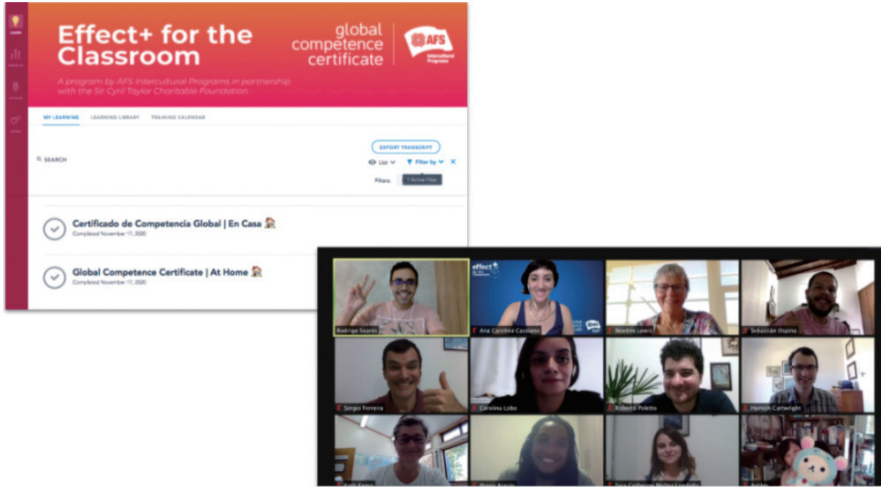
Between November 2020 and February 2021, the teachers selected to take part in the Program joined a comprehensive virtual capacity-building. During the global portion of the training, teachers completed the AFS Global Up certificate,

an award-winning virtual interactive educational program that introduces key concepts and principles of global citizenship and advances learners' global skills. The capacity-building included synchronous and asynchronous activities. Each teacher had access to our learning platform with a total of 18 self-paced online modules with video content (available in English and Spanish) on key concepts and principles of GCED and included reflection activities, case studies, quizzes and a discussion forum to connect with each other. These asynchronous activities made up a total of 12 hours of self-paced learning spanning across the 3 months.

As they went through the modules, teachers were invited to join four live 90-minute dialogue sessions via Zoom. These interactive sessions were delivered by AFS Qualified Facilitators to review the content and provide the opportunity for teachers to connect with each other, exchanging ideas, sharing cultural elements and insights with one another. Teachers could register to participate in six different time options for each session and pick their preferred language (three of them facilitated in English, two in Spanish and one in Portuguese).

A total of twenty-four facilitated dialogue sessions via Zoom were delivered with an average of 15 participants in each - with a different mix of the three nationalities in each. A total of 96 teachers completed all the online learning programme requirements to earn their Global Competence Certificate.

During the month of February, teachers gathered again virtually with colleagues from their countries in another 90-minute virtual session focused on introducing the AFS Effect+ for the Classroom: Toolkit for Educators and providing a deeper understanding of intercultural facilitation techniques needed to implement it.



▲ Overview of the Online Learning Platform (left) and picture of teachers and facilitators on a live session (right).
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2.3.3 Phase 2: Toolkit Implementation

After taking part in the virtual training session focused on introducing the AFS Effect+ for the Classroom: Toolkit for Educators in February, the participating teachers were invited to pilot the toolkit activities with their students. From February to May 2021, the AFS team monitored the implementation of the toolkit by all the teachers, maintaining regular communications, encouraging and facilitating best practice sharing in a virtual community created on Facebook and providing support as needed.

In early June 2021, we collected feedback from teachers to help us understand what worked well, and what could be improved based on their experiences. We wanted to know how many hours they spent implementing the curriculum with their students, how many students were engaged, providing rating and comments concerning the learning goals, quality of assessment tool provided, content and format - in Annex B you can find the evaluation survey used.

2.3.4 Phase 3: Recognition & Closing

During the last month of the program implementation in May 2021, classes using the toolkit activities were invited to apply for the Sir Cyril Taylor Young Leaders Awards, named after Sir Cyril Taylor, a true citizen of the world who dedicated his life to the enrichment of young people through international and intercultural education. These awards provide recognition to the top three social impact project ideas to tackle one or more of the UN SDGs (see awards criteria on Annex C).

The thirty-six applications received were reviewed by a Selection Jury made up of three representatives of AFS' global community of young active global citizens who are leading change-making initiatives. The winners were announced in the virtual event "Inspiring young global citizens to tackle the SDGs" on June 21, gathering educators and students from all three countries to celebrate the award-winning social impact projects and marking the closing of the 2020-21 Effect+ program.

The event also featured an engaging panel discussion with young changemakers Luisa Romero Muñoz (Get Up and Go, Colombia) and Shah Chowdhury (Footsteps Foundation, Bangladesh), winners of the 2019 and 2020 AFS Prize for Young Global Citizens. Both, highlighted the crucial part schools play in helping learners develop 21st century global skills and the key role it has in their own work to connect with local communities and their needs.

The three winning projects of the 2021 Sir Cyril Taylor Young Leaders Awards showcase how a new generation of young people can generate social impact project ideas to tackle different SDGs:

- **Enlighten Manrique – Medellín, Colombia**

Developed by students Luciana García Ochoa, Andrea Monsalve Henao, Juanita Gaona Quintero, Raquel Restrepo Herrera with guidance from teacher Elkin José Villa Velásquez from Colegio San José de Las Vegas.

Enlighten Manrique proposes a fundraising and entrepreneurship campaign to generate resources to provide affordable energy and access to the internet in Manrique. The students identified the lack of access to energy and wifi as a big challenge for the community, which is why they addressed SDG 7: Affordable and clean energy.

- **A+ Studies – Camaçari, Brazil**

Developed by students Ana Carolina Lima, Bruna Souza, Maria Clara Macena, Maria Clarissa Soeiro, Maria Victória Freitas, Sabrina Aguiar, Wanessa Silva with guidance from teachers Aliger dos Santos Pereira, Rosângela de Araujo, Larissa Carneiro, Adilson Oliveira from Camaçari Campus of the Federal Institute of Bahia (IFBA). Their project proposes the democratization of the educational system to improve studying conditions of students willing to access high quality universities not only in Brazil, but in all Portuguese speaking countries, through virtual workshops for students. The project addressed SDG 4: Quality Education.

- **Sign Language Awareness – Sogamoso, Colombia**

Developed by students Juan Pablo Escandón Leguizamo, Juan David Niño Reyes, Natalia Pérez Ortega, Verónica Salamanca Becerra with guidance from teacher Ivonne Esmeralda Cruz Estupiñan from Colegio Cooperativo Reyes Patria. This project focuses on the promotion of sign language as an optional subject in school in order to tackle discrimination against hearing impaired people, as a way to create a more inclusive school and community. The project addressed SDG 10: Reduced Inequalities.



2021 Sir Cyril Taylor Young Leader Awards Winners



▲ The three projects were given the Sir Cyril Taylor Young Leaders Awards.
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In addition to recognition on a global level during the virtual awards ceremony, certificates were also accorded to the students, teachers, and schools involved in the winning projects, and the opportunity for the winners to connect on a virtual classroom exchange facilitated by AFS experts.



▲ Picture of the Virtual Exchange session.
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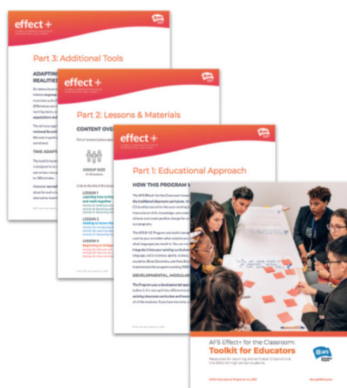
During this virtual classroom exchange session, students and their teachers had the chance to celebrate their achievement and connect with fellow active global citizens by practicing their curiosity towards exploring new cultures, engaging in intercultural conversation, and developing increased open-mindedness to further experience intercultural encounters.



▲ Word cloud with students' favorite aspects about the session.
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2.3.5 Educator Toolkit Dissemination and What's Next

Based on the feedback received from the teachers who implemented the toolkit activities, the AFS team reviewed and updated the Educator Toolkit, making it available for teachers world-wide to download for free at the program website: afs.org/effect-plus



▲ The AFS Effect+ for the Classroom Toolkit for Educators final draft.
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Thanks to a new grant funding provided by the Cyril Taylor Charitable Foundation, as of September 2021, AFS will be able to enhance the virtual teacher training and provide the AFS Effect+ for the Classroom Capacity Building programme for free to another 300 high school teachers from 10 countries (Argentina, Brazil, Colombia, Costa Rica, Egypt, Ghana, Guatemala, India, Malaysia, and Paraguay), impacting more than 5,000 students.

2.4 Relevance to EIU/GCED

GCED aims to empower and enable learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, secure and sustainable societies. More importantly, GCED encourages individuals to form a sense of belonging outside of the spatial domains of their nation-state, extending such affinities beyond the territorial boundaries of their national membership in order to think and act critically and ethically on a local, national and global level with those who are perceived as different from themselves (culturally, politically, linguistically, etc.).

Our programme supports that in two ways: (1) by providing teachers the opportunity to develop themselves as learners in this realm and to practice global citizenship themselves; and (2) by offering teachers training and tools which allow them to foster GCED with their students.

According to UNESCO (2015), GCED centres on three key domains of learning:

- **Cognitive:**
understanding local, national and global systems and structures and how they intersect, developing an awareness of issues affecting interaction and connectedness of communities at all levels and the ability to identify underlying assumptions and power dynamics across different cultural contexts;

- **Affective or socio-emotional:**

cultivating an awareness of different layers of intersecting cultural identity, the ability to engage meaningfully in different communities, and respect for diversity of social categories and ways of thinking, being, and behaving in the world;and

- **Behavioural:**

developing skills appropriate for specific tasks and challenges in cross-cultural learning environments, exercising the ability to demonstrate ethically responsible behaviours, and engaging effectively and productively with other individuals and groups.

Although conceptually distinct, these three domains represent integrated learning processes. By delivering pedagogical pathways and strategies that activate all three domains, learners are more likely to develop and facilitate the broad range of attitudes, knowledge, values, and behaviours that are expected of GCED. This equips learners with the skills they need to constructively confront the world's local and global challenges as active and engaged citizens.

Our programme takes these dimensions into account and its design aims to accommodate these three domains of learning when combining it with a global competence (GC) development approach. GC as defined by the OECD reinforces many of the principles of GCED as defined by UNESCO, such as understanding the interconnectedness of local, global and intercultural issues; appreciating differing worldviews; respectful and successful interactions with others; and acting responsibly for collective well-being (OECD, 2019).

Finally, previous research conducted by AFS (2020) indicates GCED programmes fall into these broad, non-exhaustive categories: 1) teacher education and training; 2) whole school globalization; 3) classroom and after/before-school curricula; 4) non-mobility based methodologies, materials, and tools including online and blended learning offerings for students; and 5) education mobility programmes for learners. This programme combines three of these categories (1,

3 and 4) and generated a comprehensive resource the educator toolkit, which is available to support teachers world-wide to integrate the fundamentals of global citizenship education into their existing classroom practices.

3. Conclusion

3.1. Evaluations and critical reflections

Throughout the programme, we welcomed feedback from the participating teachers in different formats: sharing key take-aways and “a-ha” moments at the end of each virtual dialogue session, an evaluation survey at the end of the virtual capacity-building and another evaluation survey after the toolkit implementation. The project team at AFS analyzed the feedback provided and also led a few debriefing discussions to identify what worked well and what could be improved for future iterations of the programme. Six main strengths were identified:

1. The quality of the content presented in the video modules and in the toolkit,
2. The flexibility and easy-to-use nature of the toolkit activities which allowed for teachers from different subjects (e.g. math, sciences, arts, language, and physical education) to implement them,
3. The interactive and experiential nature of the live sessions evoked teachers’ curiosity and kept them more engaged throughout the program,
4. Cross-cultural and cross-curricular exchanges led to best-practice and expertise sharing among participants teachers,
5. The use of innovative methods and tools made classes more interactive, fun, and educative, improved creativity and increased the chances to discover new possibilities, and
6. The opportunity for students to have an active role by developing their own social impact projects and being recognized during the Awards.

A key limitation was the language barrier which inhibited conversation and dialogue among some of the teachers from the different countries. The evaluation indicated that teachers desire more international opportunities to connect on virtual live sessions with each other as they implement the toolkit activities. This will be added as a complementary option in future iterations of the program.

3.2. Implications and suggestions

AFS is committed to strengthen and expand training opportunities for teachers to help develop their own global competence skills and to further equip them to include GCED into their teaching practices. This includes editing parts of the existing content in our Global Competence Certificate and developing additional modules on teaching practices to help teachers tailor the Educator Toolkit to their own teaching contexts, strengthening the experiential learning skills needed to implement GCED and encourage the creation of social impact projects by their students.

In order to assess the medium and long-term impact of the programme, more data will be collected through follow-up questionnaires with the teachers. This will help gauge the programme's effects on participating teachers in areas such as: the effect of the programme on personal and professional growth, subsequent teaching of related topics in their teaching practices, average number of students reached per year and planned future involvement in GCED initiatives.

To capture students' global competence development, we provided teachers with an optional self-assessment instrument for their students. 620 students were asked by their teachers to complete the online self-assessment questionnaire developed by AFS' experts based on the student questionnaire used in the OECD PISA Global Competence Assessment. Though still pending a thorough analysis, initial findings indicate students' progress in areas affiliated to four core global competence skills: curiosity and appreciation of differences, empathy, perspective-taking and global awareness. Further study is needed on this data to learn more about the educational impact of the programme in terms of global competence

development.

GCED cannot be achieved by one training program and curriculum only and teachers crave for more professional development opportunities related to GCED and further resources to put it into practice with their students. Global competence is a key 21st century skill for young people worldwide to develop in order to succeed in their careers and to make a positive contribution to society at large as active global citizens. By providing real-life examples through the SDGs and fostering their global and intercultural skills, students are inspired to start advancing these goals as a part of their everyday lives within their communities through small actions and social impact projects.

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■ Annex

Annex A

2020-21 AFS Effect+ for the Classroom - Sample Programme Schedule

When	What	Where
Phase I: Teacher Training		
16 November 2020	Welcome & Introduction	Email & Bridge (learning platform)
16-30 November 2020	Complete online modules 1-5 (60-80 min) Module 1: Roadmap Module 2: Learning Styles Module 3: Who am I? Module 4: Leaving your comfort zone Module 5: Observe your context Join live session #1 (90 min)	Bridge Zoom
1- 8 December 2020	Complete online modules 6-11 (60-80 min) Module 6: Stereotypes & Generalizations Module 7: Empathy & Listening Module 8: When Difference Collide Module 9: DIVE - Suspending Judgement Module 10: Cultural Value Dimensions Module 11: Communication Styles Join live session #2 (90 min)	Bridge Zoom
9- 16 December 2020	Complete online modules 12-17 (60-80 min) Module 12: Dealing with Conflict Module 13: Polarized Societies Module 14: Understanding Inequality Module 15: Microaggressions Module 16: Power & Privilege Module 17: Coping Strategies Join live session #3 (90 min)	Bridge Zoom
15 Dec 2020 - 19 Jan 2021	Break	
20 January - 1 February 2021	Review previous modules & Complete online modules 18-19 (45-60 min) Module 18: 21st Century Skills Module 19: Taking Action Join live session #4 (90 min)	Bridge Zoom
2-15 February 2021	AFS Effect+ for the Classroom: Toolkit for Educators - Material shared via email, teachers read at their own time	Email

When	What	Where
16-28 February 2021	Join live session #5 (90 min)	Zoom
Phase II: Toolkit Implementation		
1 March - 2 May 2021	AFS Effect+ for the Classroom: Toolkit for Educators -Teachers implement toolkit activities with students	In-person or virtual
	AFS Effect+ for the Classroom: Toolkit for Educators -Support & regular communications by AFS project team	Email, Facebook group
Phase III: Sir Cyril Taylor Young Leaders Awards		
3-31 May 2021	Sir Cyril Taylor Young Leader Awards Applications	Submission form
June 2021	Programme closing & award ceremony	Email, Evaluation forms, Zoom

Annex B

Educator Toolkit Pilot Evaluation Survey

Please share your feedback to help us understand your experience using the AFS Effect+ for the Classroom (E+4C): Toolkit for Educators. Your reflections submitted through this survey will help us improve the Toolkit for you and other educators to use.

1. Overall, how do you evaluate the AFS E+4C Educator Toolkit? - (opinion scale from 0 - 4)
2. How many total hours do you estimate you spent implementing the Toolkit activities with your students? (number)
3. How many students total did you implement the Toolkit activities? (number)
4. Did your students develop a final project proposal, as Lesson 6, Activity C suggests? (Yes, No)
5. How do you evaluate the below aspects of the Educator Toolkit?
You are welcome to add your comments at the end.
 - 5.1. Concerning the Curriculum - (opinion scale from 0 - 4)
 - 5.1.1. Relevance of Learning Goals
 - 5.1.2. Flexibility of Learner Pathways to choose from.
 - 5.1.3. Quality of Assessment Tool provided.
 - 5.2. Concerning the format - (opinion scale from 0 - 4)
 - 5.2.1. The variety of methods suggested in the lesson plans and activities.
 - 5.2.2. Suggested required time for each lesson and activity (from 15 to 45 minutes).
 - 5.2.3. Tips and instructions for delivering the lessons & activities online.
 - 5.3. Concerning the content - (opinion scale from 0 - 4)
 - 5.3.1. Relevance of the topics of the activities.
 - 5.3.2. Adequacy of the level of the content for the grade taught/age group.
 - 5.3.3. Quality of supporting materials provided (videos, handouts).

6. Which lesson(s) did you find most relevant for your classroom? Choose up to 3. - (List)
7. Which lesson(s) did your students enjoy the most? Choose up to 3. - (List)
8. What were the highlights of using the Educator Toolkit with your students? - (open question)
9. What suggestions or comments do you have to help us improve the AFS E+4C Educator Toolkit? - (open question)
10. Any other observations/feedback you would like to share about the Educator Toolkit? - (open question)
11. How important was it to complete the AFS Global Competence Certificate before implementing the Toolkit? - (open question)
12. How important was it to join the training session, delivered by AFS in your country before implementing the Toolkit? - (opinion scale from 0 - 4)
13. Based on your experience, how likely would you consider using the Toolkit again?
- (opinion scale from 0 not likely to 4 very likely)
14. Based on your experience, how likely are you to recommend the AFS E+4C Educator Toolkit to other educators? - (opinion scale from 0 not likely to 4 very likely)

Annex C

2021 Sir Cyril Taylor Young Leaders Awards Criteria

ABOUT THE AWARDS

We are looking for 3 top social impact project ideas, resulting from engagement in the 2020-21 AFS Effect+ for the Classroom (E+4C) Program to tackle one or more of the United Nations Sustainable Development Goals (SDGs). In addition to recognition on a global level, the 2021 Sir Cyril Taylor Young Leaders Awards will offer certificates for the students, teachers, and schools involved in the winning projects, and the opportunity for winners to connect on a virtual classroom exchange facilitated by AFS experts.

These awards are named after Sir Cyril Taylor, a true citizen of the world who dedicated his life to the enrichment of young people through international and intercultural education. He was the founder of the institution currently known as The Cyril Taylor Charitable Foundation, which provided grant funding for the AFS E+4C Program.

APPLICATION PROCESS

Projects that fit the criteria below can be submitted by teachers taking part in the 2020-21 AFS E+4C Program for the 2021 Sir Cyril Taylor Young Leaders Awards by filling in the application form and submitting it by 31 May 2021.

Applications will be accepted in English, Spanish, and Portuguese and must be submitted by the teachers on behalf of their students' project teams. The application form will be shared via email on 3 May 2021 with all educators taking part in the 2020-21 AFS E+4C Program.

THE CRITERIA

1. Project ideas must:
 - a. have been developed by high school students (or individually or in groups) as a result of classroom activities led by an educator taking part in the 2020-21 AFS E+4C Program;

b. have at least 1 student team member representative who is available to attend the virtual 2021 Sir Cyril Taylor Young Leaders Awards Ceremony (details will be shared by the AFS team with the teachers at least 2 weeks before the Ceremony).

2. Applications must:

- a. clearly indicate one or more of the UN SDGs which the project aims to address;
- b. outline the project vision, objectives, and deliverables (expected outputs that will be developed to reach the project objectives);
- c. explain the planned impact and reach of the project;
- d. describe in detail the main problem identified, the solution proposed, and the expected results of the project;
- e. mention a brief description of the roles and responsibilities of team members in the project implementation, and mention external collaborators needed to implement the project, if any;
- f. include a 2-3 minute video presentation summarizing the project idea.

Guidelines for the video to be included in the application:

- Duration: 2 to 3 minutes.
- Format: homemade video, a series of clips edited together, a recording of a team presentation via Zoom, Google Meet, or similar recorded in horizontal/landscape.
- File specifications: MP4, MOV, MMV, or AVI types of files with up to 10 GB will be accepted.
- Language: videos in English, Spanish and Portuguese will be accepted.
- The video should:
 - introduce the team and where they are from (names and ages; school, city, and county);
 - indicate the SDG(s) the project addresses;
 - describe the challenge identified, the solution proposed, and expected results of the project; and
 - make the case for why this project idea is relevant, innovative, and/or impactful.

Only fully completed applications submitted by 31 May 2021 will be taken into consideration. You can use the Project Proposal template provided in the AFS E+4C Toolkit for Educators as a reference to complete the application form.

SELECTION PROCESS

Using a selection rubric, qualified applications will be reviewed by a Selection Jury made up of representatives of AFS's global community of young and active global citizens leading change-making initiatives. The Jury will provide inputs, making its top 3 recommendations of winners that will be announced at the virtual Sir Cyril Taylor Young Leaders Awards Ceremony.

AWARDS DETAILS

The students from the 3 winning project teams will receive:

- The Young Leader Award Certificate issued by AFS Intercultural Programs and the Cyril Taylor Charitable Foundation for the outstanding project idea, recognizing their commitment to work towards the SDGs and for taking a step forward to develop their active global citizenship.
- A virtual class exchange session to celebrate their achievement and connect with fellow active global citizens from other localities and around the world.
- A digital AFS Effect+ Young Leader Medal for championing active global citizenship in their schools and their communities.

The teachers from the winning project teams and the schools which the winning project teams represent will also receive certificates issued by AFS and the Foundation (Young Leader's Educator Award Certificate for teachers, and the Young Leader's Educational Institution Certificate for schools).