iGoCitizen

IMPACT REPORT
PILOT PROGRAM IMPLEMENTATION

Hybrid Arrangement
University of Jaffna, Sri Lanka | Zoom
September 24 - October 5, 2022

Transforming Conversations into Active Global Citizenship

Co-presented by:

visions
global empowerment

In cooperation with:

Global Skills Opportunity

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GENERAL INTRODUCTION

Context

Among various definitions from educators and scholars, Global Citizenship recognizes the interconnected responsibility of human beings in minimizing social injustices transcending geographical and political boundaries. This definition is anchored to the advocacy for human rights, globalization, social justice, conflict, and peacebuilding, in addition to respect for diversity and sustainability. The motivation for the current project is to bring awareness to the United Nations Sustainable Development Goals (SDGs)[1], specifically to SDG #4— *quality education.* A focus is made to target indicator SDG #4.7.1, which deals with mainstreaming global citizenship education (GCED)[2]. Our team is currently interested in investigating GCED development in South-East Asia and South Asia. Initial investigations show that in cultures from the Asia and Pacific region, GCED concepts revolve around solidarity, respect for diversity, and a shared sense of humanity [3] p. 9– characteristics supporting the ethos of the current project and the team's spirit.

This impact report highlights perspectives and insights into GCED in post-secondary education through extra-curricular activities from one institution in Sri Lanka. Aligned with the priorities of strengthening education, the strive for peace and peace research can be highlighted by the political discourse in Sri Lanka since the 1980s, following the Civil War.[4] The education reform goals in 1997 called for learning materials, such as supplementary textbooks, to permeate in students' learning of core values such as compassion, care for all citizens, and respectful tolerance to live harmoniously with others[5] to circumvent previous realities on the content disseminated in classrooms. Rather than encourage socio-political harmony and co-existence, especially in post-war nations, several traditional curriculum materials create a divide implicitly among students by exacerbating biases and misinterpretations about different community groups[6]. Using the conceptual framework provided by comparative and international education researchers[7] on peacebuilding initiatives within school curriculums, the following themes were used to guide how curriculum materials can be tailored to explore GCED in Sri Lanka. GCED concepts specific to Sri Lanka are social cohesion, peacebuilding, and active citizenship.

Using the aforementioned discourse and UN SDG framework, the program was created, and it was called the *iGoCitizen*. The core mission of the program is to mainstream global citizenship education in school curricula or extra-curricular

activities. The lowercase "*i*" represents the role of the individual to inspire conversations and collective effort to create a positive change. The "*Go*" serves as a recognition of the very platform where the team started and formed — the Go Global SDGs in Action Student Challenge 2022 (see *Project Team*). Finally, the "*Citizen*" symbolizes the intercultural and interdisciplinary nature of the program where participants and stakeholders from diverse backgrounds solve interconnected local to global issue. This is similar to how elusive the concept of citizenship is as because it varies in meaning depending on specific nations, cultures, and disciplines. Hence, an iGoCitizen is someone equipped with global and local awareness and ready to act now to create a sustainable future not only for their immediate community but for the whole global community. The team's tagline is "*Transforming conversations into active global citizenship.*"

Figure 1.1. The iGoCitizen team Pilot Implementation logo and slogan.

Key Objectives

The team aims to provide awareness regarding global citizenship education in school curricula through discourse analyses and project implementation manifested in practice through a series of workshops with the aid of local and international partners. In essence, the main objective of this program is to implement GCED workshops in Sri Lanka based on the themes that emerged from the discourse analysis. Specifically, after the workshop, the team is expecting to:

- Equip students with context-specific and research-based GCED concepts (e.g. Social Cohesion, Peacebuilding, Active Citizenship);
- Encourage the development and implementation of Social Action Plans (SAPs) based on GCED and Education for Sustainable Development (ESD) concepts;
- Create a community of global citizens who will monitor and contribute to the mainstreaming of GCED discourse.

Project Team

iGoCitizen was initially formed as a group of passionate students who participated in the *Go Global Sustainable Development Goals (SDGs) in Action Student Challenge*[1] pilot program in 2022. The program was organized by York University, a public university located in Toronto, Ontario, Canada, and funded by the Government of Canada's Outbound Student Mobility Global Skills Opportunity[2], an initiative that provides students with the opportunity to enhance their global learning and competencies.

This multidisciplinary group of students from York University and the University of the Philippines were assigned SDG 4, striving for quality education for all, based on their responses from one's top SDGs of interest survey. The team further focused on SDG 4.7: Education for Sustainable Development and Global Citizenship. When the program wrapped up in March 2022, the group was given the Creative Solutions Award for their pilot project proposal on [A] *Discourse and Curriculum Analysis on Global Citizenship Education in Sri Lanka and the Philippines*, demonstrating the most effective way to mobilize the SDGs using research-to-action-program methodology.

| Christiane Marie | Renchillina (Chill) | Ravichandiranesan (Ravi) | Monica | Anjali |

Figure 1.2. The iGoCitizen Team

Project Management

The following sections will detail the internal team processes and project management practices that assisted in the implementation of the program since the start of the team engagement.

Scheduling of Meetings

The iGoCitizen team dedicated weekly meetings for a minimum of one hour during the school year and program duration. This scheduling permitted most members to attend irrespective of the time zone (Eastern Standard Time and Philippine Standard Time) to ensure individual tasks and the next steps for completing the pilot project

proposal. Meeting minutes were logged onto an online shared Google Document to ensure members not in attendance remain in the loop. The document served as a source of realignment, with discussion points and areas to work on for all members.

Maintaining the momentum from January to March 2022 onwards, the remaining members of Group 8 reconvened weekly for an hour minimum to discuss pilot program implementation. With several presentations behind the group and a name change, Group 8 to iGoCitizen dedicated the months of April to September to ensure accountability and organization for all program materials, network building, and resource allocations.

Task	March	April	May	June	July	August	September	October
Knowledge fair/Conferences	▬		▬		▬			
Curriculum refinement		▬▬▬▬▬▬▬▬▬▬▬						
Ethics			▬▬▬▬▬▬▬▬▬▬▬▬					
Partnerships	▬▬▬▬▬▬▬▬▬▬							
Logistics					▬▬▬▬▬▬			
Implementation							▬▬▬▬	

Figure 1.3.. Gantt chart depiction of the iGoCitizen team production following the SDGs in Action pilot program proposal period.

Event Coordination

There are six major tasks and events that the iGoCitizen team completed over eight months. Several tasks overlapped with others, requiring the team to be flexible with time and resources – whether that is with writing, designing program materials, or coordinating discussion times with stakeholders.

Networking was made possible by iGoCitizen team member Ravi, with email correspondence and communication assistance from Christiane. This was important to bring the local and global partnership to fruition and later event coordination with the anticipated pilot program. Initial stakeholders that well-supported the foundational stakeholder connection with Visions Sri Lanka (see *Community-based partners*) include Dr. Darshan Ambalavanar (Ph.D.)., Director of the Diakonal Ministry at the Church of the American Ceylon Mission in Batticaloa, Sri Lanka, and Dr.

Thursica Kovinthan Levi (Ph.D.), from the University of Toronto, in Canada, members from the academic and Sri Lankan community conducting research or programs locally and globally that focused on GCED, human rights, and youth empowerment. Following discussions on where and how our pilot program may best serve local communities directly in Sri Lanka, Dr. Kovinthan Levi introduced us to Dr. Meera Pathmarajah (Ed.D), the Co-Founder of Visions Global Empowerment USA, to inquire about any possible partnership opportunities. Dr. Pathmarajah later connected our team with Mr. Mayuran Jeevarathanam, the founder of Visions Sri Lanka.

Curriculum refinement refers to amending revisions and suggestions to the iGoCitizen curriculum in collaboration with Visions Sri Lanka. These changes reflected considerations for age-appropriateness, language complexity and ease of reading, and context-specific details to Sri Lanka. For example, an implemented suggestion by the Visions Sri Lanka team was the inclusion of learning objectives for participants at the beginning of every theme date and the inclusion of ice-breaker team-building games native to Sri Lankans (as opposed to Western variations). See *Event Preparations* for more details.

Drafting Communications

Communications between team members occurred virtually using Zoom conferencing, WhatsApp text messaging, or calls. Communications with Visions Sri Lanka occurred almost bi-weekly, for a minimum of one hour, with most communication relayed through email. Frequent meetings occurred closer to the program implementation date.

Filing and Documenting

Connections with the Visions Sri Lanka team and a faculty member from the University of Jaffna, documenting curriculum drafts, program schedules of events, meeting minutes, and more is critical. Essential writing drafts to shared articles, presentation materials and alike are stored on a shared Google Drive accessible to all iGoCitizen members. Currently, the team is undergoing a re-organizing of the folders to maximize the utility of the folders and storage space, later allowing the members of the Visions Sri Lanka team full access to uploaded documentation.

PRE-EVENT PLANNING

External Relations and Partnerships

Conferences

The iGoCitizen team engaged and involved themselves in the global citizenship conversation by participating and presenting in various showcasing and conferences such as the SDGs in Action Knowledge Fair, the Undergraduate Health Research Exploration: Conference for Undergraduate Health Research (UHRE: CUHR), and a webinar for York International English Language Institute (YUELI) students.

The Knowledge Fair refers to the SDGs in Action Student Challenge culminating activity on March 28, 2022, with all participating student project proposals showcased to all participants, project mentors and interested community members. As introduced to the panel by Dr. Elvira Margarita Lora Peña (Ph.D.), the iGoCitizen team (Group 8) Mentor, from Pontificia Universidad Católica Madre y Maestra, based in Santiago de los Caballeros, Dominican Republic, the team showcased their *Collaborative Discourse and Curriculum Analysis on Global Citizenship Education*. All student pilot program proposals can be viewed on the SDG Action Projects Pilot Year (2022-2023) webpage[1].

The first conference took place one month following the Knowledge Fair on May 28, 2022, for the York University Conference for Undergraduate Health Research (CUHR). The team's motivation to partake in this conference derives from desiring to showcase the transformative nature of active discussion on global citizenship education that may lead to actively open-minded thinking[2], with consideration and advocacy for sustainable development and quality education. An overview of the team's abstract (pp. 16 of 25) and all 79 student projects showcased can be found in the Conference Abstract Book[3].

Our project showcasing before implementation took place on July 7, 2022, for the Education for the University of Hong Kong (EdUHK) brought in by Group 8's second Faculty Mentor James Papple (Ph.D.), associate director of the York International English Language Institute (YUELI) at York University. Participant attendees were 37 teacher-students working towards building up their skillset and knowledge base on education for sustainable development (ESD) and GCED concepts. Presenters Renchillina and Christiane facilitated two group-based activities focusing on the SDGs and GCED while maintaining student engagement during the online Zoom presentation.

Figure 2.1. iGoCitizen presenters during the EdUHK online presentation.

Community-based partners

Project partners and stakeholders included Visions Sri Lanka and the University of Jaffna, along with two invited esteemed guest speakers, Florina Xavier[1] (Ph.D.) and Ashok Gladston-Xavier[2] (Ph.D.), who were both based in Chennai, India, working at the time in Sri Lanka and India. Our guest speakers were recommended by Visions Sri Lanka as optimal contributors and networks to the program based on their human rights and evidence-based social work practice, with years of experience in the field, having connections with them in the past. Operating at an approximate 10-hour difference between Canada-based team members and a 3-hour difference from Philippine-based team members to Sri Lankan time, coordinating with stakeholders required all members to find a common and feasible meeting time. While email correspondence was reliable, pressing discussions on curriculum development, technical details on program itineraries, and more required synchronous Zoom conferencing, particularly with the Visions Sri Lanka team.

Our global partners are from the northeastern region of Jaffna, Sri Lanka. They are Visions Global Empowerment Sri Lanka[3] ("Visions Sri Lanka") and the Department of Philosophy at the University of Jaffna[4]. The non-profit organization of Visions Sri Lanka is a satellite site of the larger Visions Global Empowerment organization based in the United States, with a mission "to enable sustainable development through education, leadership and technology"[5].

In alignment with SDG4 on Quality Education, the organization takes active steps to enable and develop youth leaders to thrive globally, especially in communities impacted by social determinants of health, such as communities experiencing gender discrimination and poverty. Through various locations worldwide and functioning programs in multiple avenues, the organization contributes immensely to the needs of youths and families.

To date, Visions Sri Lanka operates in the Jaffna community, with motivations to expand across the nation. In a recent call to action, Visions Sri Lanka provided emergency relief and support to families in the Jaffna district impacted most by the COVID-19 pandemic[6].

Figure 2.2.. Visions Sri Lanka *Study Without Hunger* call to action memo, provided by Visions Sri Lanka [personal communications]. https://bit.ly/3GlekyG

The call to action encourages both local and global support for student learning. To maintain student enrollment in the nation, Visions Sri Lanka identified five target schools in dire need of food and learning resources, thereby removing the expense for vulnerable families experiencing hardships with the cost of living and educational fees. This supports families to focus on building up their resources and profits again.

Student learning resources included notebooks, stationeries and a dry ration package for families. In focusing more on the health and well-being of their children, students had the opportunity to focus on their education, giving both parents and children a sense of purpose and relief.

The University of Jaffna operates similarly in individual growth and community well-being, with a vision to specifically "promote the institution's cultural and heritage values to which sustainable development is embodied in knowledge and academic excellence to better serve the world and others"[7].

The Faculty of Arts prides itself on offering students a large selection of educational opportunities, with departments in social science, humanities, and law, and more. In 2022, the faculty celebrated 100 years of humanities and social science education[8].

Our global partners embody the working ethos of our pilot program, along with the guiding principle of the SDGs – leave no one behind[9] – by connecting with the members of their community in most need of social support and community strengthening, along with avenues for innovative learning.

Figure 2.3. Faculty of Arts undergraduate students at the University of Jaffna Lecture Hall.

Research Ethics Board

Ethics is an undeniably crucial component in action and participatory research. Ethics protocols are set to safeguard the safety of all participants, from physical, mental, social, and psychological risks, including data security and confidentiality. This is prioritized at the institutional level – following the York University Research Ethics Board (REB)[1] – and internally, as a team, with best practices for research integrity and transparency. These included informed consent to minimize any possible risks, perceived or otherwise, a mental health leaflet for participants, and on-site social support from the Visions Sri Lanka team during program implementation.

Multiple iterations of the ethics protocol allowed for careful and specific methods to ensure the security and safety of all participants. With participant recruitment handled by a faculty member from the University of Jaffna and program facilitation made possible with Visions Sri Lanka, mutual agreement and collaboration are essential. Therefore, Letters of Permission and Memorandum of Agreements were digitally signed to formalize tripartite agreements.

Figure 2.4. A snapshot of the iGoCitizen team curated digital mental health leaflet for pilot program participants, designed by Monica of the iGoCitizen team.

As for uses of the data from the pilot program, satisfying the need for human participant recruitment and data collection, aggregated data will be deposited in the iGoCitizen Knowledge Hub (see Creatives and Publicity) hosted by Google Sites and on the Visions Sri Lanka webpage. Participant identifiers will not be included in any form of output online. Anticipated outcomes from the program will involve local and international community conferences and invited online speaker sessions supporting the ethos and discussion of the SDGs and GCED, informing and sharing insights and outputs from the pilot program.

Speakers

As part of the iGoCitizen curriculum, selected guest speakers shared their lived experiences and insights from research, training, and alike on the GCED theme. The purpose was to help inspire students to become more active and engaged citizens within their community and abroad.

Narrowing down a list of guest speakers came with assistance from the head of the Visions Sri Lanka team. With an initial list of ten notable speakers from across Sri Lanka and those who work directly with Sri Lankans, two (2) guest speakers captured the guiding themes of the programme, along with aligned schedules to take the time to connect with student participants for an hour.

Dr. Florina Xavier (Ph.D.) shared her time and expertise as the guest speaker for Day 1 on Social Cohesion. She is the Regional Return and Reintegration Advisor for Act for Peace for India and Sri Lanka. She co-teaches at the Mindanao Peacebuilding Institute in the Philippines Summer Peacebuilding Institute at Eastern Mennonite University, USA and is the co-director of the Caux Scholar Program in Asia Plateau. Day 2 on Peacebuilding welcomed Dr. Gladston Xavier (Ph.D.) as the guest speaker. Dr. Gladston Xavier contributes his time as an Associate Professor in the Social Work Department of Loyola College in Chennai, India. His experience covers discourse on conflict and peacebuilding. He has extensively worked with marginalized groups working to provide relief and psychological safety.

Several weeks and days before the guest speaker facilitation, members of the iGoCitizen team had the opportunity to connect with Dr. Florina and Dr. Ashok to discuss the logistics of their speaking engagement. Continued email correspondence and Zoom discussions allowed for streamlined communication and coordination, especially with program timeline changes.

Event Preparations

**Agenda Creation**

Figure 2.5. Active Global Citizens Programme Roadmap

The program was designed with the help of the Visions Global Empowerment – Sri Lanka team to ensure that the time and tasks were context-sensitive in a way that the flow of activities will be accommodating to the interest of the participants. Following discussions and analysis of past training events, it was decided to arrange the project as a 5-day, 3-hour each day event, as this is the preferable and usual duration of training programs for youth in Sri Lanka.

Prior to the synchronous hybrid program run for each day, moderators online and on the ground met an hour earlier to have a technical run and debrief using a flow created in Google Sheets. Through this process, organizers were able to refine and adjust the program that is inclusive for all participants. One of the adjustments done to accommodate everyone was the translation from Tamil to English and vice versa for the rest of the program.

Creatives and Publicity

The theme for the pilot implementation was a journey, represented by roads, cars, traffic signs, and elements. This was to show that the iGoCitizen Initiative was a project that could provide a significant and meaningful journey towards being a well-aware and skilled Global Citizen for their own communities and the world.

Figure 2.6. Incorporated Logos

All creative collaterals used the sunset color scheme shown below. Orange, Yellow, and Red were the dominant colors since these exude optimism, passion, and youth energy which could resonate with our target audience – college students from the University of Jaffna, Sri Lanka. To build credibility and legitimacy, as well as partnerships with network organizations, the logos of University of Jaffna, York University, Global Skills Opportunity Fund, and the Go Global SDGs in Action Student

Challenge were shown for almost all publicity materials. Similarly, the color wheel of 17 icons for the Sustainable Development Goals and SDG 4 logo[1] was showcased in some of the collaterals to tie in the project with the UN SDG.
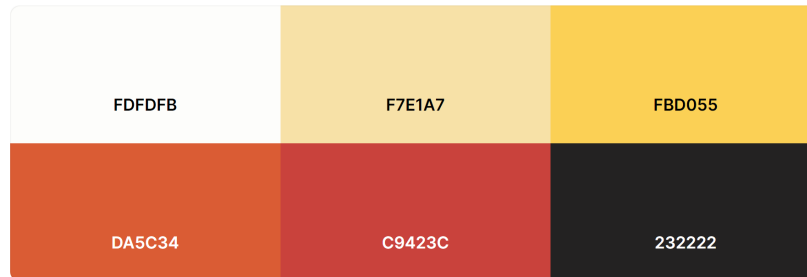

FDFDFB	F7E1A7	FBD055
DA5C34	C9423C	232222

Figure 2.7.. Team Color Palette Using Hex Code Values.

Canva[2] was the main online graphic design tool used to create the necessary visuals for the project such as the Microsoft PowerPoint[3] presentations, activity sheets, banners, Zoom[4] backgrounds, and certificates. For insights sharing and publicity, the team created a website called the iGoCitizen Knowledge Hub as a repository of the resources and information about the project.

The team also utilized YouTube[5] for participant management. The asynchronous Day 0 - Getting started as an iGoCitizen | Orientation video was edited and uploaded as unlisted on Youtube for easy access for the participants. As of January 2023, a total of 53 views, 5 likes, and 3 subscribers were recorded.

Logistics

Venue

The program was implemented in a hybrid arrangement, meaning individuals involved in the project can participate through face-to-face interaction or online through Zoom. For this project, on-site activities occurred at the Lecture Hall, Department of Philosophy, University of Jaffna. This venue was reserved through the approval of the Head of the Department of Philosophy throughout the program.

On-site materials

Gadgets and electronics were one of the essentials for this program, hence preparation for the camera (1), laptops (2), projector (1), and microphone and speakers were prioritized. Second, the printable materials were prepared beforehand to refrain from printing on the ground and save resources. Included were the big banner with

the program title and partners, activity sheets, certificates, and attendance sheets. Some were printed on-site, as needed.

Refreshments

For each day, participants were given a 30 minute break for lunch. They were invited to the school cafeteria and served sandwiches, juice, and snacks (Mothakam, Vadai). Beverages and snacks were also made available throughout the program.

SESSION DELIVERY

Project Program

Visions Sri Lanka provided highly immersive and active discussions for the on-site program participants; their team facilitated with a high degree of care and expertise across all three topic dates. Two members from the iGoCitizen served as emcees, with presentation materials, audio and visualizations, and the delivery of several curriculum contents, including question and answer periods, with the participants.

Days 1 to 3 followed a similar program template since these days were allotted for the Global Citizenship concept discussion and substantive activities to inculcate the concepts in their group discussions and activities.

Time (IST)	Duration	Agenda
8:30 AM - 9:00 AM	30 mins	Registration
9:00 AM - 9:20 AM	20 mins	Introduction & Opening Remarks
9:20 AM - 9:30 AM	10 mins	Energizer
9:30 AM - 10:30 AM	60 mins	Guest Speaker
10:30 AM - 11:00 AM	30 mins	Break
11:00 AM - 11:20 AM	20 mins	Activity
11:20 AM - 11:50 AM	30 mins	Group Discussion
11:50 AM - 12:00 NN	10 mins	Closing

Table 3.1. General Program Template

Day 4 deviated from the usual schedule framework of Day 1 – 3 because this was the culminating activity of the program, where each team was asked to present their Social Action Plans to the plenary. Further, on this day, the organizing team invited esteemed guests from UNESCO and Go Global Team, Visions Global Empowerment USA, and on-ground project coordinators who are also professors at the University of Jaffna.

Time (IST)	Duration	Agenda
8:30 AM - 9:00 AM	30 mins	Registration
9:00 AM - 9:15 AM	15 mins	Opening Ceremony
9:15 AM - 9:25 AM	10 mins	Representatives from York International
9:25 AM - 9:35 AM	10 mins	Introduction
9:35 AM - 9:45 AM	10 mins	Energizer
9:45 AM - 9:50 AM	5 mins	SAPs introduction
9:50 AM - 10:02 AM	12 mins	Group 1 Presentation
10:02 AM - 10:14 AM	12 mins	Group 2 Presentation
10:14 AM - 10:34 AM	20 mins	BREAK
10:34 AM - 10:56 AM	12 mins	Group 3 Presentation
10:56 AM - 11:08 AM	12 mins	Group 4 Presentation
11:08 AM - 11:20 AM	12 mins	Group 5 Presentation
11:20 AM - 11:40 AM	10 mins	Certificates
11:40 AM - 12:00 NN	20 mins	Acknowledgement / Closing

Table 3.2. Program for the Culminating Day

The whole program was concluded by giving certificates to all the participants, mentors, and event coordinators. And of course, a photo opportunity for documentation and memories.

Delegate Management

The team used email communications and later WhatsApp[1] group chat as the main communication platform for the delegates, following informed consent prior to program participation. All collaterals and announcements were disseminated using posters and sent on this platform.

To ensure that all participating groups are guided, the team organized two (2) drop-in sessions through Zoom, where each team was sent to an online breakout

room and discuss their Social Action Plans. Representatives from iGoCitizen and visions also joined the breakout rooms to facilitate discussion and translation. The first drop-in session was conducted on October 2, 2022, and attended by at least 15 team representatives. This was followed by the second drop-in session on October 3, 2022, attended by more or less 6 participants.

To encourage participation for all attendees and cultivate teamwork, delegates were grouped into five (5) groups with eight (8) to 10 members, in which one member served as a team leader who convene the team for the creation of the SAPs. Below are the team names set by each group:

1. Group 1 - Knights of the Table
2. Group 2 - Rock stars
3. Group 3 - Miracle Makers
4. Group 4 - Dare Dragons
5. Group 5 - Thinker's Club

POST-EVENT FINDINGS AND EVALUATION

Feedback Forms

Forty-two undergraduate participants (*n* = 42) participated in the voluntary Active Global Citizens Programme hosted by iGoCitizen. Following York University ethics protocols, informed consent was administered to establish and safeguard voluntary participants from any harm, induced or perceived, from the moment of written informed consent to the end of participation or at any point a participant wishes to terminate participation. All online questionnaires following informed consent were anonymous and administered through Google Forms[1]. The first questionnaire inquired about demographic details to help situate program administrators on the ground and online who are in the room, recognizing the strength in diversity and similarities among participants. All questionnaires are close-ended multiple choice, with a few exceptions, such as age, program name during the intake form and final thoughts for the final post-event questionnaire. Further, details regarding Sustainable Development Goals (SDG), global citizenship (GCED), and volunteerism are asked to gather baseline indicators of awareness of the upcoming themes and discussions.

After the workshops, a post-event questionnaire was administered to culminate participant experience following each session, along with a post-program experience questionnaire. Each questionnaire is data-cleaned and processed using R Programming[2] by one iGoCitizen team member who has more than 1 year of experience using the open-source software program. Plots are generated through a combination of ggplot packages and base R. Unless otherwise noted for programming errors, all items are aggregated using frequency counts based on questionnaire items, with indicators for participant total and missing data. Data of summarized counts are available in the Supplementary Materials.

Demographics

Participants ranged from 20 to 26 years of age (mean age = 22.4). Figure A1 indicates a positively skewed distribution with a higher number of participants between the ages of 20 to 21. Results suggest a dynamic group of individuals with different degrees of experience to help foster and initiate a dialogue that can inform and support individual learning throughout the program on the upcoming themes.
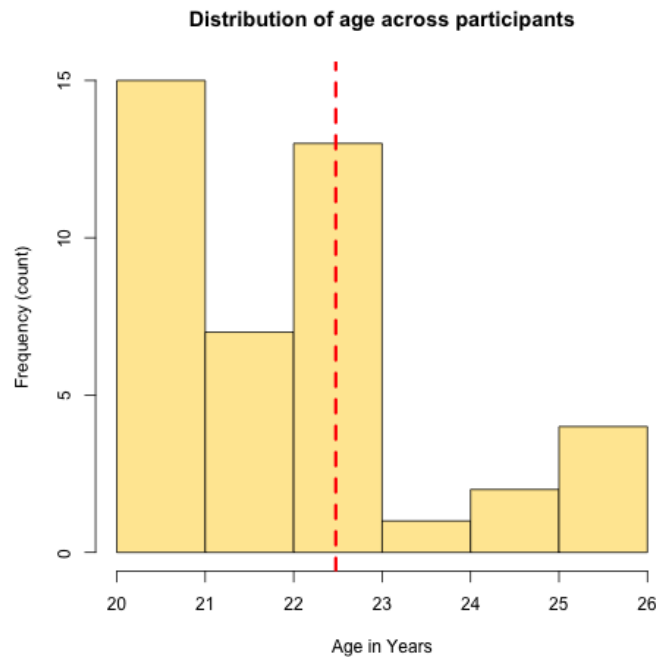
Distribution of age across participants

Figure 4.A.1. Distribution of Age Across Participants. There were forty-two total participants at the time of participant recruitment. The x-axis indicates participant age ranges. The y-axis presents the number of participants within each category. The red dashed line indicates the mean age of participants.

In the spirit of inclusivity and shared respect regarding gender, questionnaire items included options for transgender, defined as *the state of not connecting to or identifying with the sex or gender assigned to one at birth*, and non-binary, *the state of not identifying with either of the binary sex or gender options, i.e., male/female or man/woman*[1]. Many participants identified as female (86%). A total of 6 participants (14%) identified as male.

There is religious diversity in Sri Lanka, with reported national census data indicating religious identities spanning from Buddhist, Hindu, Muslim, Roman Catholic and Other Christian, and Other (pp. 9)[2]. Among participants in the iGoCitizen Program, 74% of participants identify with the Hindu faith, 12% are Muslim, and 14% identify as Christian or Catholic.

The official languages in Sri Lanka are Sinhalese (Sinhala) and Tamil. English is not considered a formal official language, despite its usage in different spaces, such as school[3]. Two short-text entry demographics questions ask about participants' first language/spoken languages(s) used at home. All forty-two participants reported Tamil as their first language. Figure A2 below illustrates the proportion of participants in monolingual households that speak more than two languages,

bilingual or trilingual (adapted from the second questionnaire item). Among programme participants, 60% identify as monolingual, speaking only one language in their household, while 40% identify as bilingual or trilingual. Upon inspection of participant data, 25 out of 42 participants were in Tamil-only households, with 17 in mixed-speaking (Sinhala and English, or Sinhala, Tamil and English) households. Due to the novice programming experience of the researcher developing plot results, specific languages are not indicated in Figure A2.
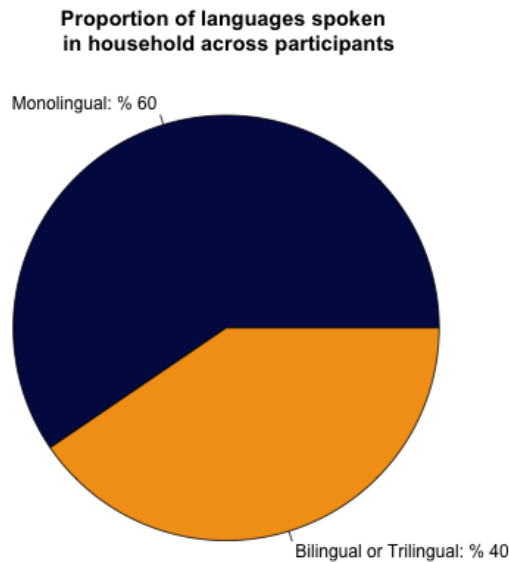

Proportion of languages spoken in household across participants

Monolingual: % 60

Bilingual or Trilingual: % 40

Figure 4.A.2. Language Proportions Spoke in Households Across Participants. Monolingual (blue) refers to Tamil-only speaking households (60%), and bilingual or trilingual (orange) refers to Sinhalese and English or Sinhalese, Tamil and English-speaking (40%).

Participants were to identify their undergraduate program name as members of the iGoCitizen team recognized the merit of interdisciplinary teams and student collaboration in activating engaging discussion on global citizenship and related themes. Due to insufficient item clarity at the time of data collection with the prompt and programming difficulties with data cleaning, clear transparent scores (i.e., no overlaps across program name variations) are not computed. Participant free-response entries indicate various humanities and liberal arts programs from the Faculty of Arts, such as Philosophy, English, and Translation Studies, as recruited based on faculty networking.

Pre-event Questionnaire

Attaining self-reported participant awareness levels of the United Nations Sustainable Development Goals (SDGs) provided the Visions LK facilitators and iGoCitizen team with a baseline measure of how to go about discussing SDG-related

items. The first prompt asked: *Prior to this event, I was aware of what the United Nations Sustainable Development Goals (SDGs) were.* Figure B1 indicates a negatively skewed distribution across self-reported ratings among 42 participants, with many participants (17 total) indicating agree. Moreover, 11 reported neutral, and 10, as strongly agreed. Results suggest that the cohort is adequately aware of the SDGs.
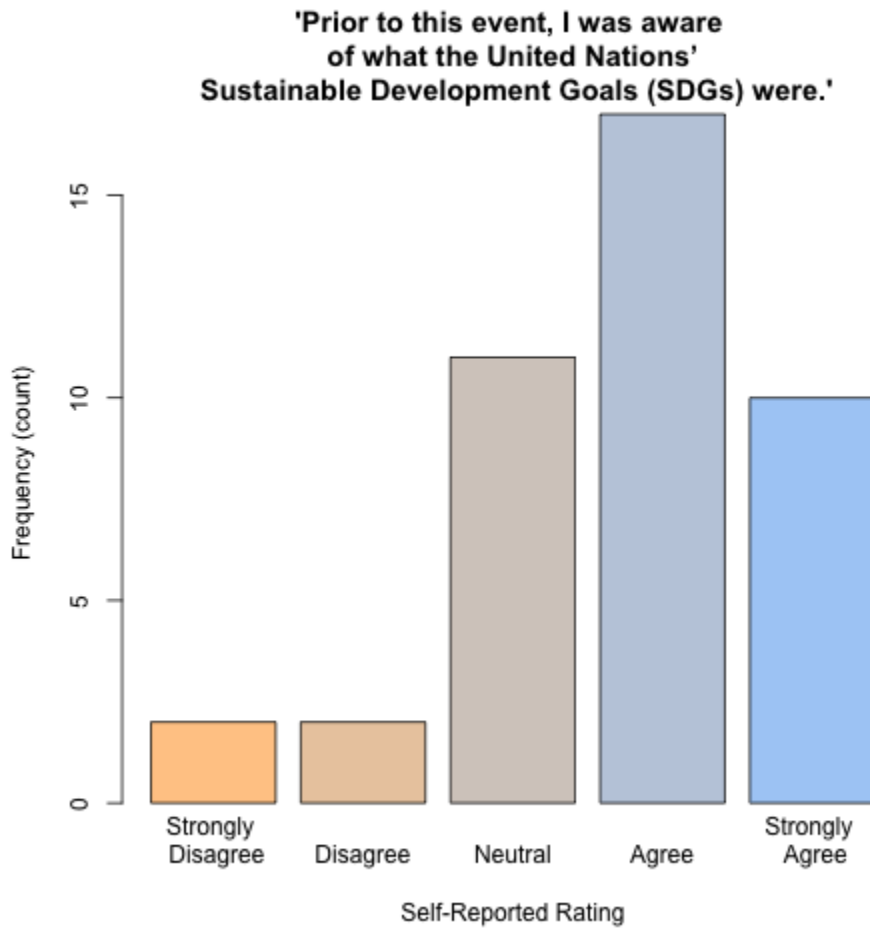

Figure 4.B.1. Participants perceived awareness of the Sustainable Development Goals (SDGs). The x-axis indicates self-reported ratings from strongly disagree and strongly agree. The y-axis lists frequency counts.
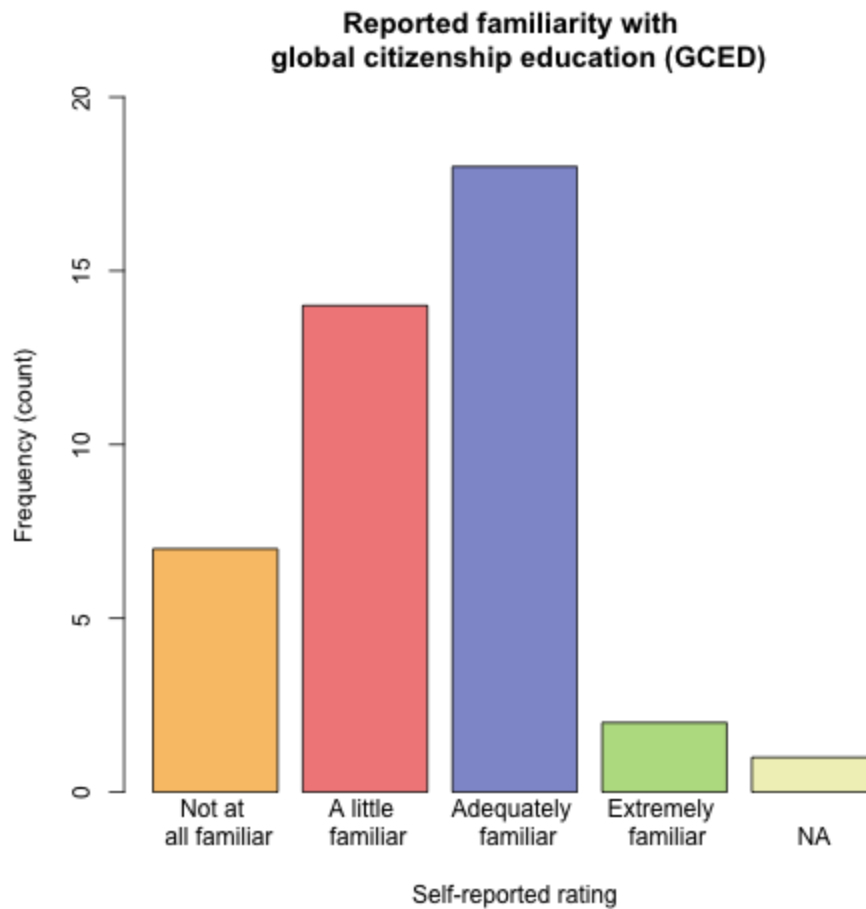
Reported familiarity with global citizenship education (GCED)

Figure 4.B.2. Reported Familiarity with Global Citizenship Education (GCED). The x-axis represents participant categories for self-reported rating, from not at all to extremely familiar [regarding GCED]. The y-axis indicates the number of participants that selected the rating. Observing a negative distribution, several participants reported little familiarity, with many reporting adequate familiarity.

Paired with perceived awareness of the Sustainable Development Goals (SDGs), the baseline questionnaire asked participants about their familiarity with global citizenship education (GCED). No GCED definition on the questionnaire removed any form of influence in thought, as GCED may be referred to in several ways. According to UNESCO[1], global citizenship education serves as a blanket term for studies that incorporate the behavioural, cognitive, and socio-emotional elements of learning to create a just and sustainable future. These include teachings on human and women's rights, civic education, peacebuilding, empathic understanding, and more, working at local and global levels to engage in proactive efforts for sustainable development. The prompt provided to participants read: *How familiar are you with global citizenship education?* Figure B2 indicates participants reporting partial (a little familiar, n = 14) to adequate familiarity (n = 18) regarding GCED. One

participant's data was removed due to missing values (*NA*). Potential implications from the results inform the team that GCED can be discussed at a basic level of understanding, connecting themes from related studies to incorporating dialogue related to sustainable development. In other words, it provides a starting point for knowledge translation on the SDGs and GCED, with many at the same broad understanding.
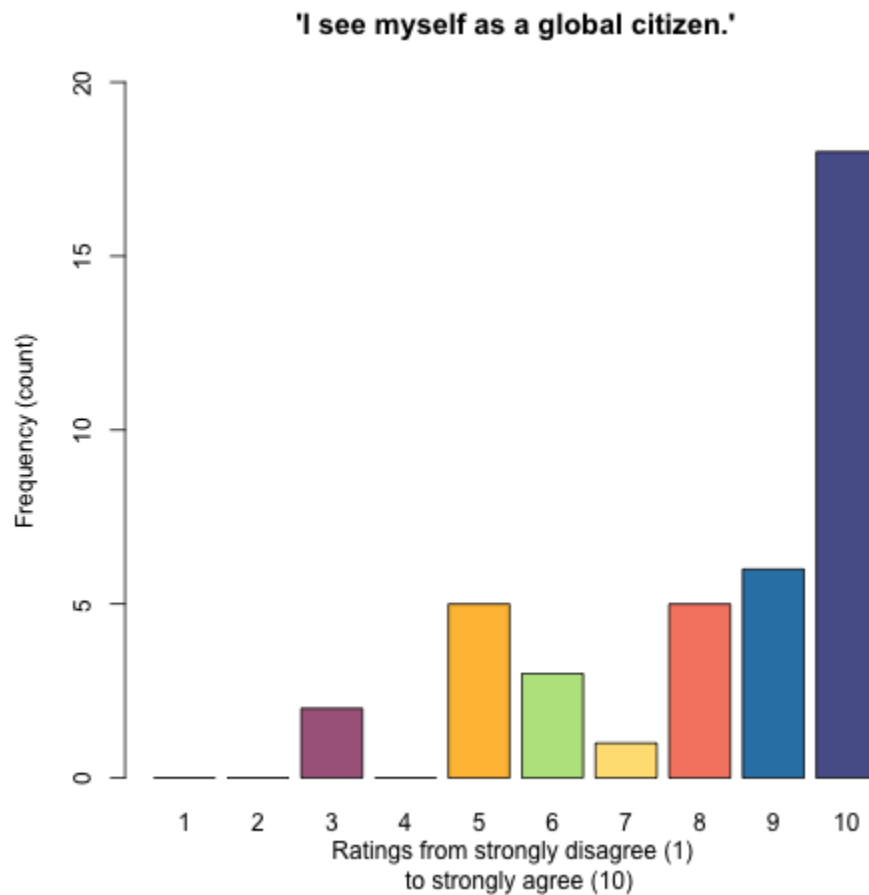

'I see myself as a global citizen.'

Figure 4.B.3. Self-reported ratings to the prompt: *I see myself as a global citizen*. The x-axis represents the categorical ratings from strongly disagree (1) and strongly agree (10). The y-axis represents frequencies.

Finally, in reference to a related paper commissioned by UNESCO[2], with the prompt that reads *I see myself as a world citizen* (pp. 9) with global respondents representing a specific country, the iGoCitizen team modelled it similarly with the prompt *I see myself as a global citizen* among participants and frequency counts. Two participants failed to complete the item (indicated by blank cells under the *citizen_count* column, see Supplementary Materials), resulting in 40 complete responses. Results indicate a self-reported rating of 10 strongly agrees with 18 responses, the most frequent response (mean rating = 8.25). Results infer that the

cohort of participants views themselves as global citizens, inferring a strong proponent to promote and maintain efforts towards sustainable development and related motivations.

Day 1 – Social Cohesion

Social Cohesion was the first workshop theme for participants and program administrators, titled *Coming Together to Understand Each Other: The Core of Social Cohesion*. With introductory notes on the five dimensions of Social Cohesion, guest speakership with Dr. Florina Xavier (Ph.D.), and team-based activities such as developing a team huddle for team inventory and collaboration contracts, participants had the opportunity to collaborate and independently reflect on the theme.

Figure C1 indicates the first five of six questionnaire items regarding the subjective efficacy of the program materials, implementation, and perceived usefulness. Independent ratings range from 1, strongly disagree, and 5, strongly agree. A total of 30 participants completed the post-day program questionnaire (see Social Cohesion under Supplementary Materials).

Upon visual inspection and following data cleaning, many participants, indicated by the frequency ratings, rated each questionnaire item highly, with a computed mean rating of 4.87 out of 5.0. Several items are rated at 4.0 and below. Three participants rated the item *the facilitators, as a unit, were well prepared for the session* as 3.0 (20%). These results suggest a good implementation of the content materials, with an opportunity during future sessions to showcase cohesiveness as a team in coordinating program materials for the session.
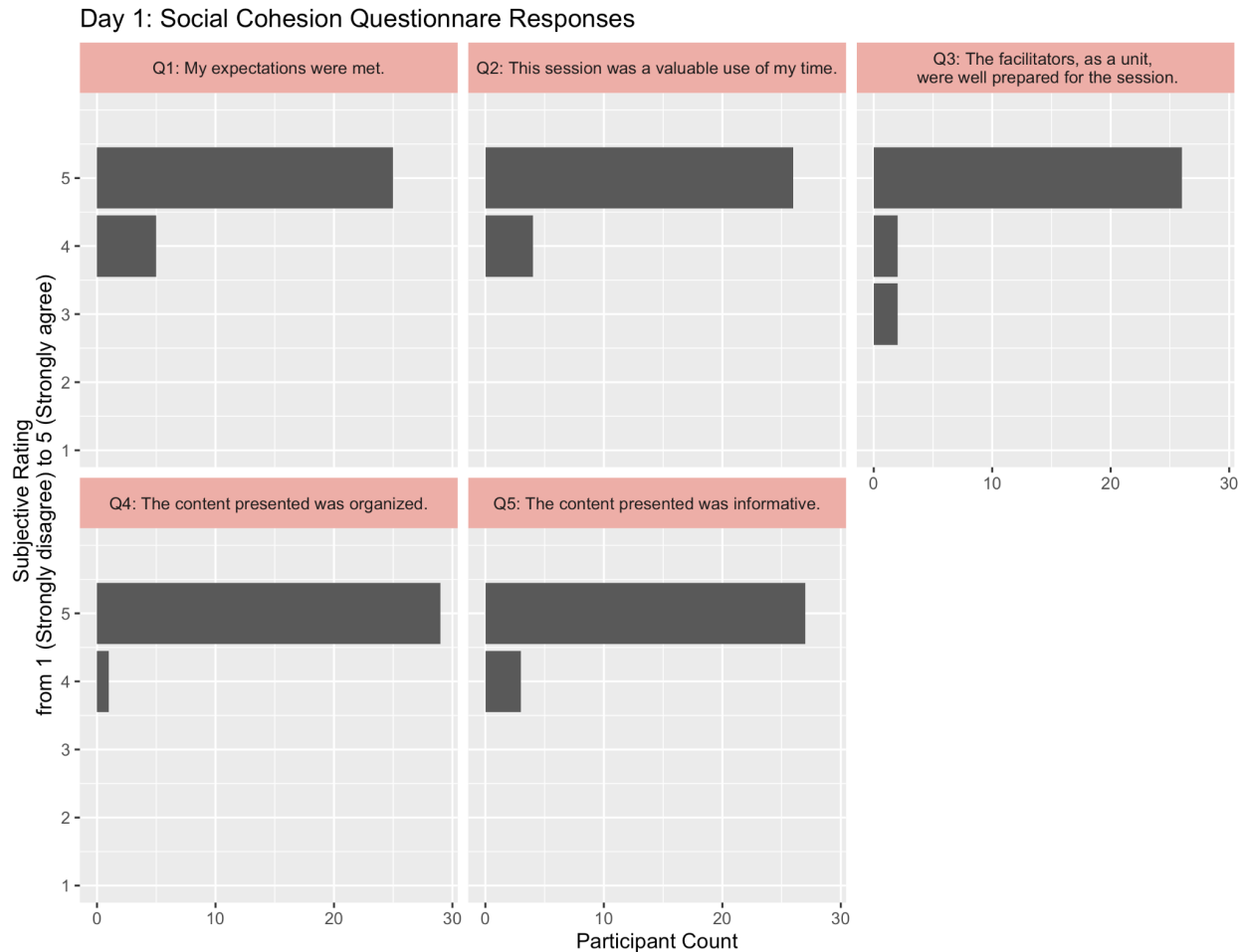
Day 1: Social Cohesion Questionnare Responses

Figure 4.C.1. Day 1 (Social Cohesion) Summary Feedback Form. Each grey-shaded horizontal bar represents a questionnaire item on the Likert scale. The x-axis (percentage) represents the frequency of responses to five questionnaire items, identified on the y-axis, with participant ratings, from strongly disagree (1) and strongly agree (5).

The final questionnaire item for each post-day experience survey reads *Please select the section based on how you felt it was most helpful for your personal and professional development*. Selections were based on the components organized throughout the session. These included: [the] Icebreaker[s] and Energizer[s], Guest Speakers, Reflection, Activities, Group Discussion, and [the] Social Action Plan (SAP). Participants were to select only one. This item was to note which sections were well received and which could have included better execution for the overall integration of learned materials, especially regarding the SDGs and GCED.

Upon visual inspection, out of the section with participant responses, having a guest speaker[s], Dr. Florina discussing social cohesion was most helpful for personal and professional development at 37%. Discussion on the SAPs was close behind at 33%,

with Group Discussions at 27%. Notably, these sections required dialogue, reflective thinking, and writing, which may infer the positive advantages of active and open discussion on critical GCED themes.
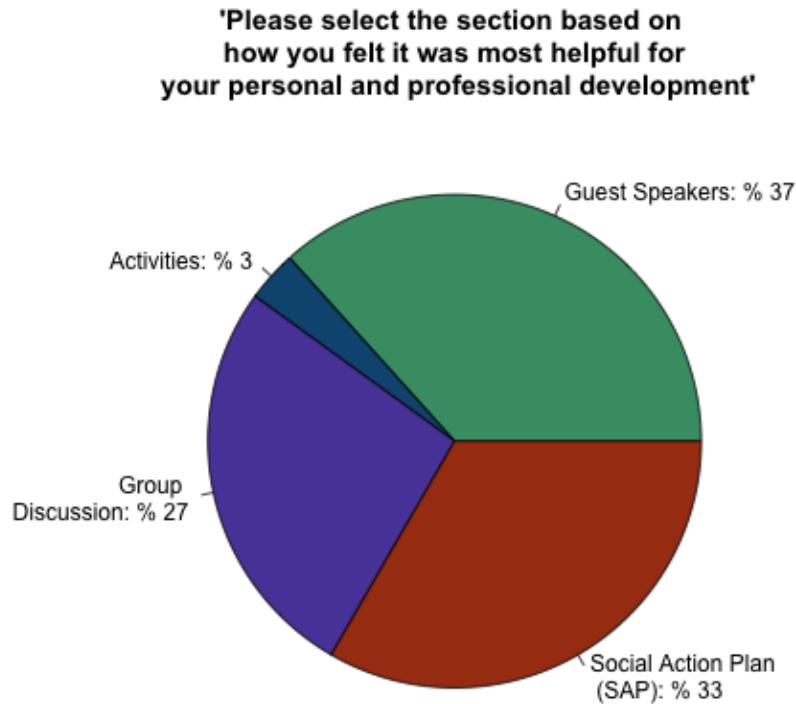

'Please select the section based on how you felt it was most helpful for your personal and professional development'

Figure 4.C.2. Day 1 - Social Cohesion Summary Responses to Most Helpful Section for Personal and Professional Development. Among 30 participants, 37% selected the Guest Speaker section as the most helpful.

Day 2 – Peacebuilding

The second workshop theme focused on peacebuilding, particularly *co-existence, sustainable peace and development*. Beginning with an introduction to GCED and peacebuilding practices, an informative session with notable guest speaker Dr. Gladston Xavier (Ph.D.) followed, and a mini-workshop using a *protective-egg* analysis on protection and protection risk. The heavy nature of the topic required ample time for reflection and inquiry in-between sections; there was a dedicated section for open-minded discussion and thought-sharing during group discussions among peers and team leader facilitators. A total of 18 participants completed the post-day program questionnaire (see Peacebuilding under Supplementary Materials).
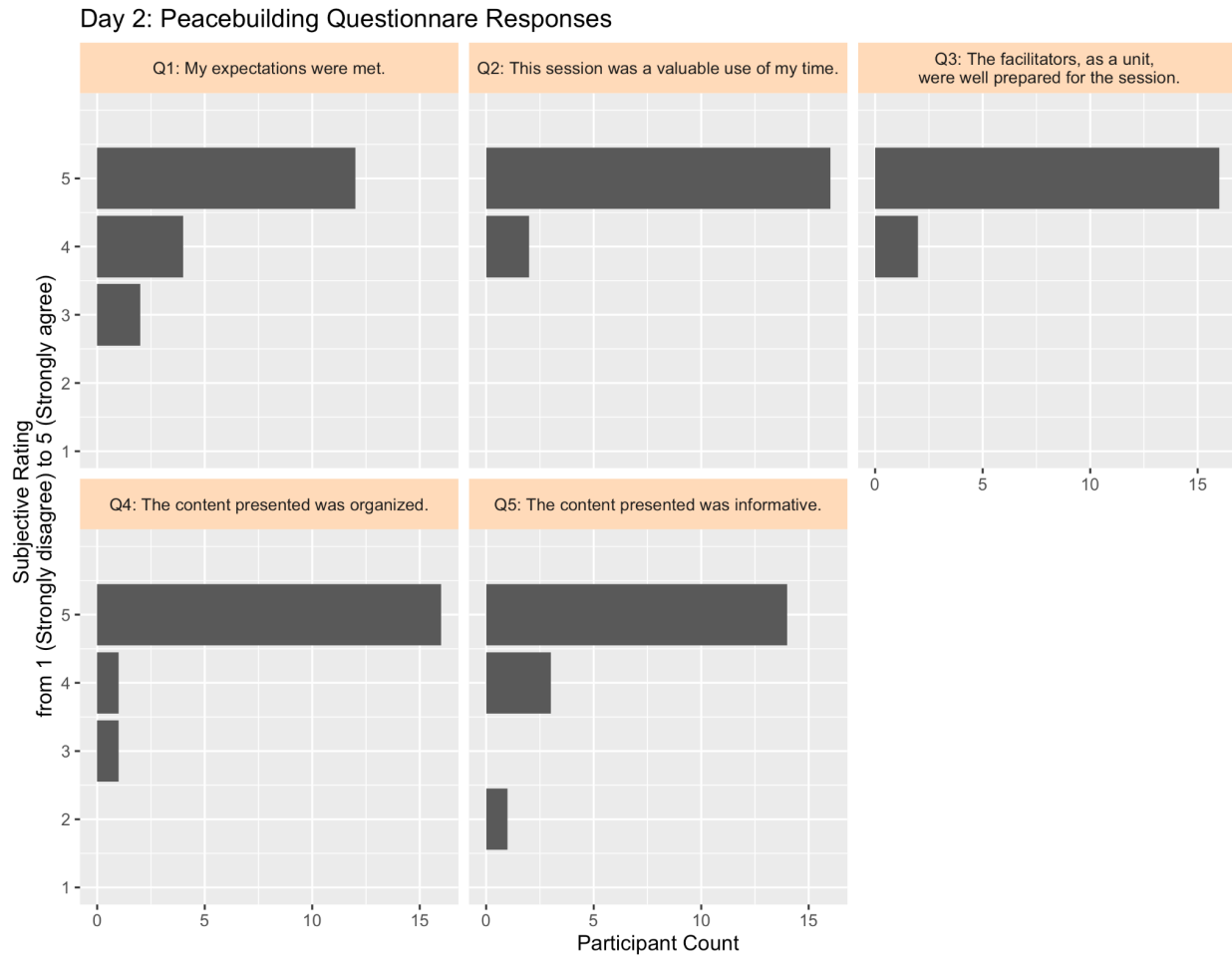
Day 2: Peacebuilding Questionnare Responses

Figure 4.D.1. Day 2 (Peacebuilding) Summary Feedback Form. Among 18 participants, the mean rating is 4.76. Several participants rated the following prompts from 4 to 2: *My expectations were met, The content presented was informative, and The content presented was organized.* Results suggest refinement and content considerations for a more cohesive and impactful delivery, particularly when discussing peacebuilding and related sensitive themes (e.g., reconciliation, co-existence, etc.).

Figure D1 indicates overall post-event session facilitation among participants. Following the same format as Day 1, each questionnaire item was independently rated among participants. Day 2 had a total of 18 participants. Results indicate a generally positive overview of the session (mean rating = 4.76), with several reporting a rating from 2 to 4, particularly on items regarding participant expectations met (3 participants rated the item as 3), content organization (2 participants rated the item as 2), and information sharing (2 participants rated the item as 3). Variability in participant responses is critical to notice any gaps in program facilitation or areas where facilitation and information dissemination may be better conveyed, especially surrounding peacebuilding and related themes.

**'Please select the section based on
how you felt it was most helpful for
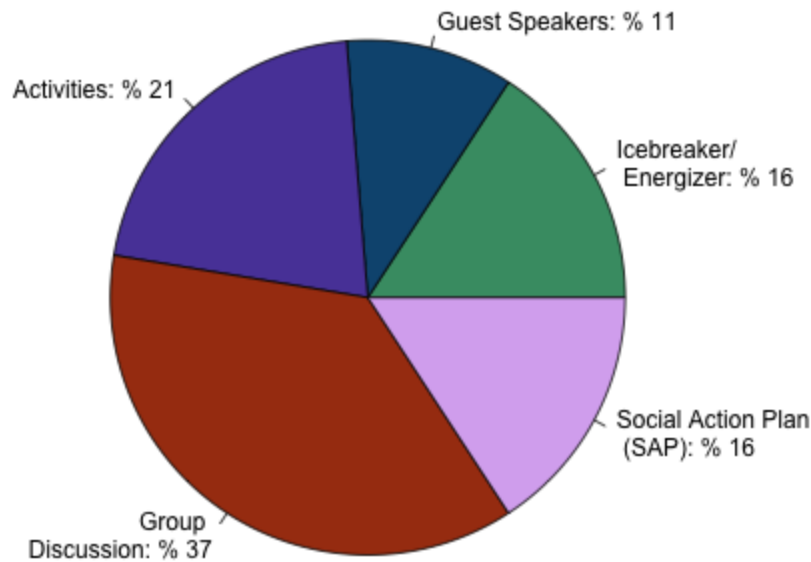your personal and professional development'**

Figure 4.D.2 – Peacebuilding Summary Responses to Most Helpful for Participants' Personal and Professional Development. Among 18 participants, 37% selected the Group Discussion section as the most helpful.

Among 18 participants, 37% reported the Group Discussion section as the most helpful, followed by Activities (21%), and the SAP and [the] Icebreaker and Energizer section tied at 16% (Figure D2). Perhaps attributing to its novelty, the Group Discussion section had participants discuss the question: *How does co-existence fit into peacebuilding?* In addition, the Activities hosted required participants to think deeply about social challenges, working within their groups to devise a probable solution using the protection-risk analysis embedded within the egg-analysis workshop.

Overall, Day 2 had materials that had more critical content than Day 1 considering the current climate in Sri Lanka, potentially impacting participant energy yet contributing to thoughtful inquiry and discussion on GCED-related themes.

Day 3 – Active Citizenship

The final workshop day revolved around the GCED theme, Active Citizenship. Despite the workshop receiving fewer post-event responses, 11 participants completed the

questionnaire (see Active Citizenship under Supplementary Materials). There was a period for answering questions posed in the separate anonymous Question and Answer forum hosted on Google Forms at the start of the workshop session. Combining learnings from the first two workshops, the final workshop before Culmination Day focused on promoting and encouraging active citizenship in daily conduct while recognizing potential challenges.

Figure E1 presents the overall participant evaluation of the workshop. The mean rating of participant ratings across all five questionnaire items equals 4.85. Upon further visual inspection, readers may notice many respondents reporting a rating of 5 for each item, with a few with a rating of 4 and 3 for several items. In particular, two participants rated the prompt *The content presented was informative* at 3, inferring a neutral rating. As previously expressed, these ratings help inform program facilitators with iGoCitizen members of the efficacy of the materials and content presented, especially for prospective program replications.

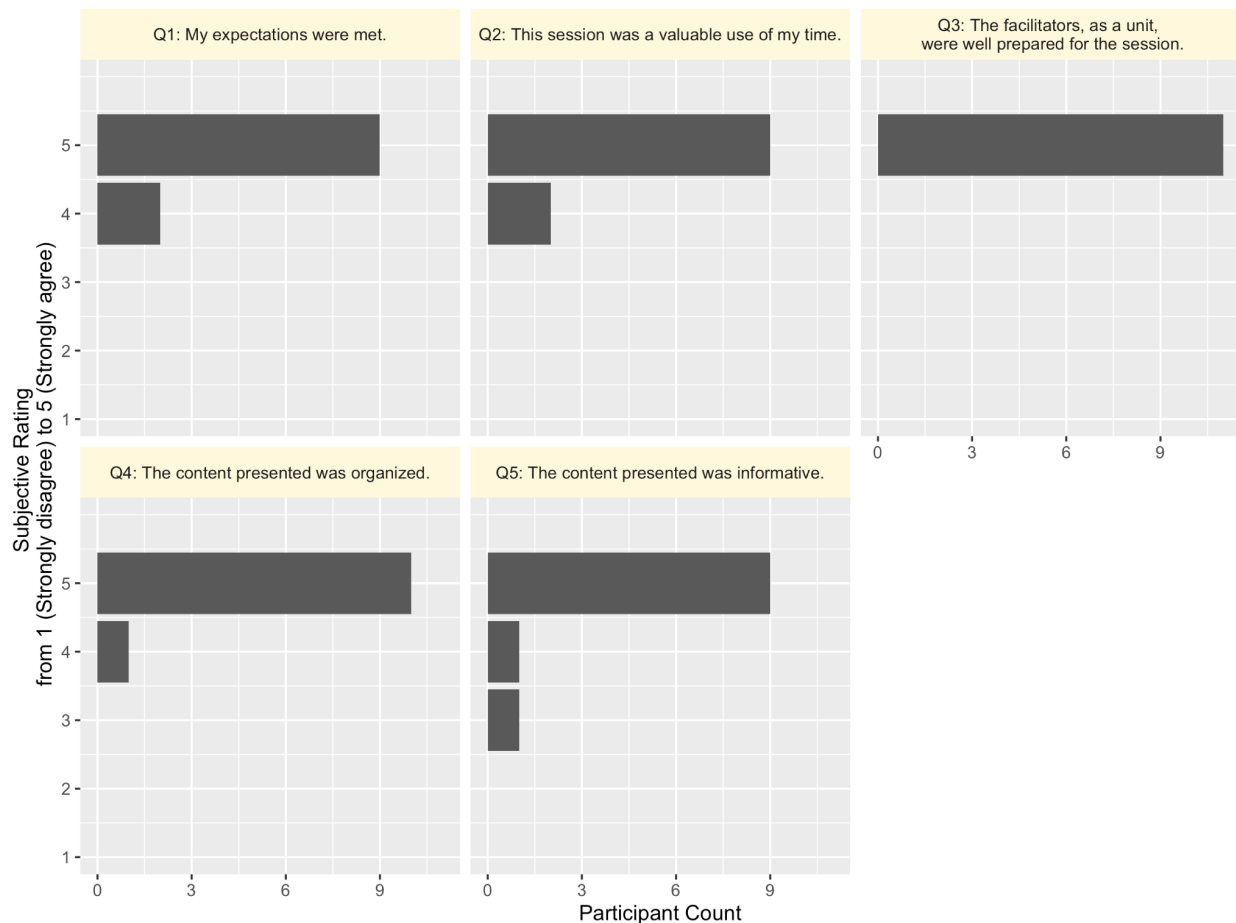**Day 3: Active Citizenship Questionnare Responses**

Figure 4.E.1. Day 3 - Active Citizenship Summary Feedback Form. The participant mean rating across questionnaire items is 4.85. Several participants rated items at a 4 and 3 (20%), namely for the prompt *The content presented was informative.*

Figure E2. Across all workshop sessions, among 11 participants, the following three were selected as most helpful for participant personal and professional development: *Icebreaker/Energizer (18%), Social Action Plan (SAP) (27%), and Group Discussion (55%).* Results infer that the discussion on active citizenship, namely the final prompt following Reflection answered, *Think about what setbacks or hindrances you may encounter when trying to demonstrate active citizenship in practice, especially thinking about root causes, prioritized conflicts, and visible effects,* may have allowed participants to think deeply about their lived experiences, encounters and how it relates to peers in their communities. Individuals are also made aware of different privileges and challenges in order to implement a social action plan.

'Please select the section based on how you felt it was most helpful for your personal and professional development'
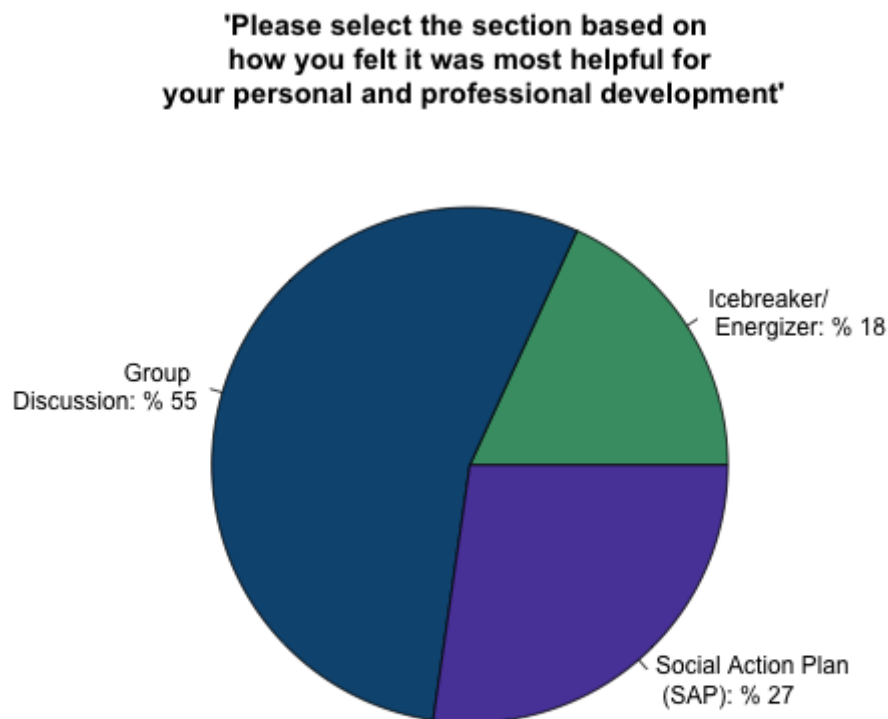
Figure 4.E.2. *Active Citizenship* Summary Responses to Most Helpful for Participants' Personal and Professional Development. Among 11 participants, 55% selected the Group Discussion section as the most helpful.

Day 4 – Social Action Plans

The Culmination Day constituted three themes amalgamated into one project: group-led Social Action Plans (SAPs). The purpose of SAPs was to define local-global issues and identify tangible action steps to creating solutions and workarounds to alleviate, resolve, or prevent such from resurfacing. Group project planning on their SAPs included identifying resources required, projected timelines, presentation and communication skills.

Despite a low turnout in feedback forms among participants, there were complete responses from 10 participants, capturing a sense of participant engagement (see Social Action Plans (SAPs) under Supplementary Materials) The total mean rating across all five standard questions on session usefulness, preparation, and content presentation was 4.86 out of 5.0.

As presented in Figure F1, questionnaire items 2 (*The session was a valuable use of my time*) and 3 (*The facilitators, as a unit, were well prepared for the session*) were rated similarly with a 4.9 out of 5.0. This finding relates well with item 4 (*The content was organized*) with a rating of 5.0, indicating that all participants strongly agreed with this statement. Areas of improvement include items 1 (*My expectations were met*) and 5 *(The content presented was informative)*, with mean ratings of 4.7 and 4.8, respectively.
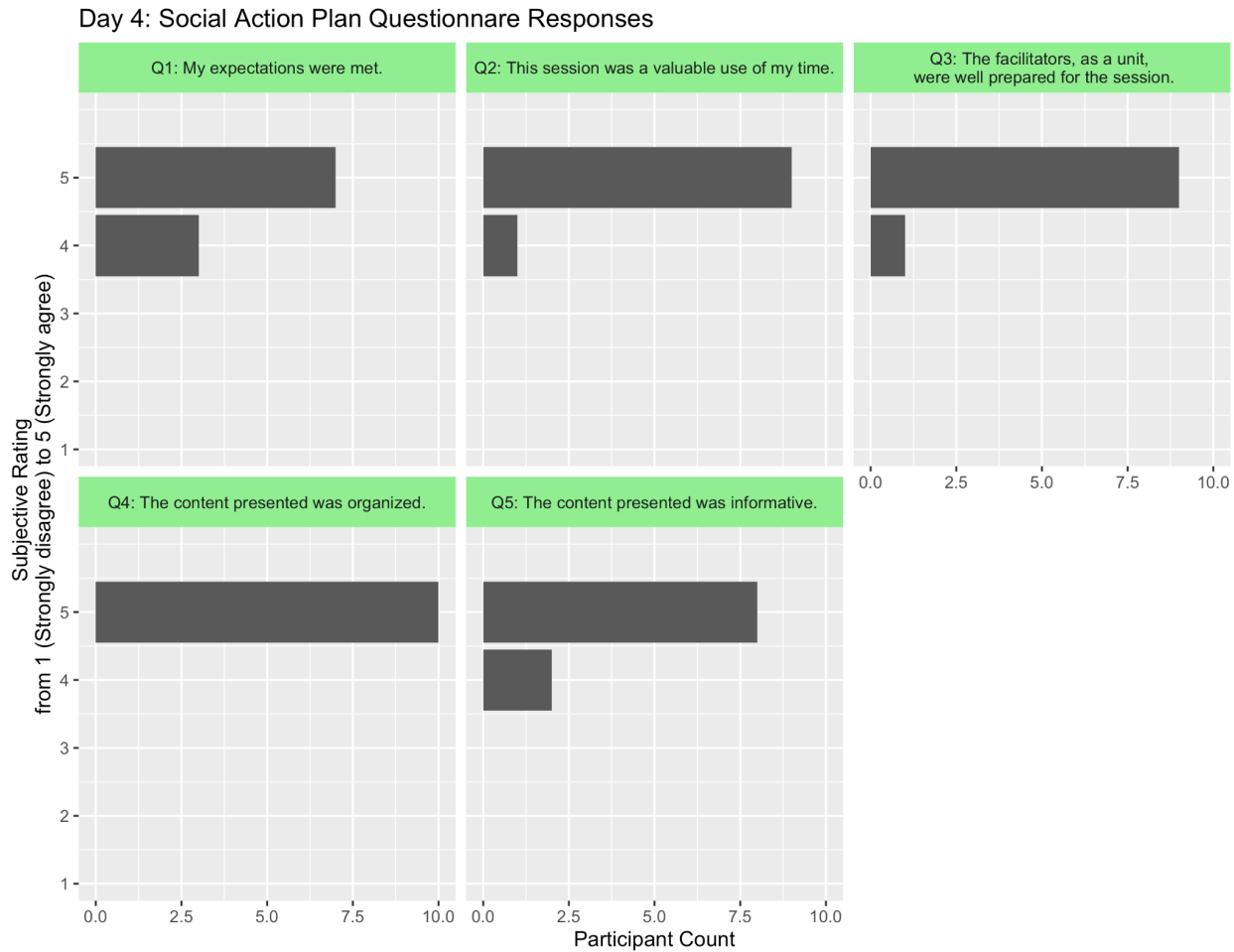
Day 4: Social Action Plan Questionnare Responses

Figure 4F.1. Day 4 - Social Action Plans (SAP) Summary Feedback Form. The participant mean rating across questionnaire items is 4.86. A total of 10 participants completed the Post-Program Session Feedback questionnaire.
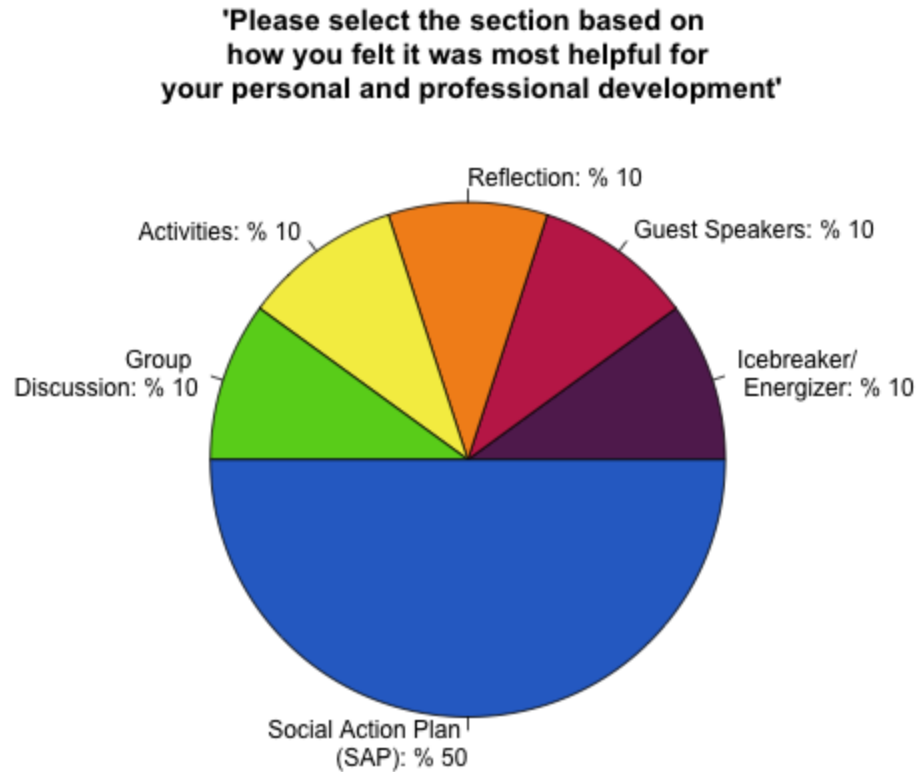
'Please select the section based on
how you felt it was most helpful for
your personal and professional development'

Figure 4.F.2. *Social Action Plans (SAPs)* Summary Responses to Most Helpful for Participants' Personal and Professional Development. Among 10 participants, 50% selected the SAPs section as the most helpful.

Figure F2 colorfully illustrates the dispersion of selections on session helpfulness for personal and professional development among participants. Half of the participants rated the SAPs as the most helpful, with one person each selecting one of the additional section options as the most aiding in comparison. Results infer that the SAP session is rated predominantly positive in program execution and session activities, discussions, and crucially, SAPs were most helpful.

Post-event Questionnaire

The final feedback form for participants inquired about final thoughts and perspectives on the last portion of the program, the Culminating Day. Questions ranged from gaining a sense of leadership/skill development program experience previously, program applicability to career development, guest speaker content contributing to the SDGs and GCED understanding, and similar. The questionnaire consisted of eleven questions curated with the iGoCitizen and the Visions Sri Lanka team, with an open-ended question about recommendations to improve the training [program]. A total of 16 participants from the cohort pilot program provided

complete responses. A member of the iGoCitizen team removed one participant's data (participant 2) during the data cleaning process due to an incomplete entry marked as NA (see *Post-event Questionnaire [p2 of p4]* under Supplementary Materials).

'The invited guest speakers and speakers' content supported my understanding of the Sustainable Development Goals and global citizenship education due to shared lived experiences and insights shared.'
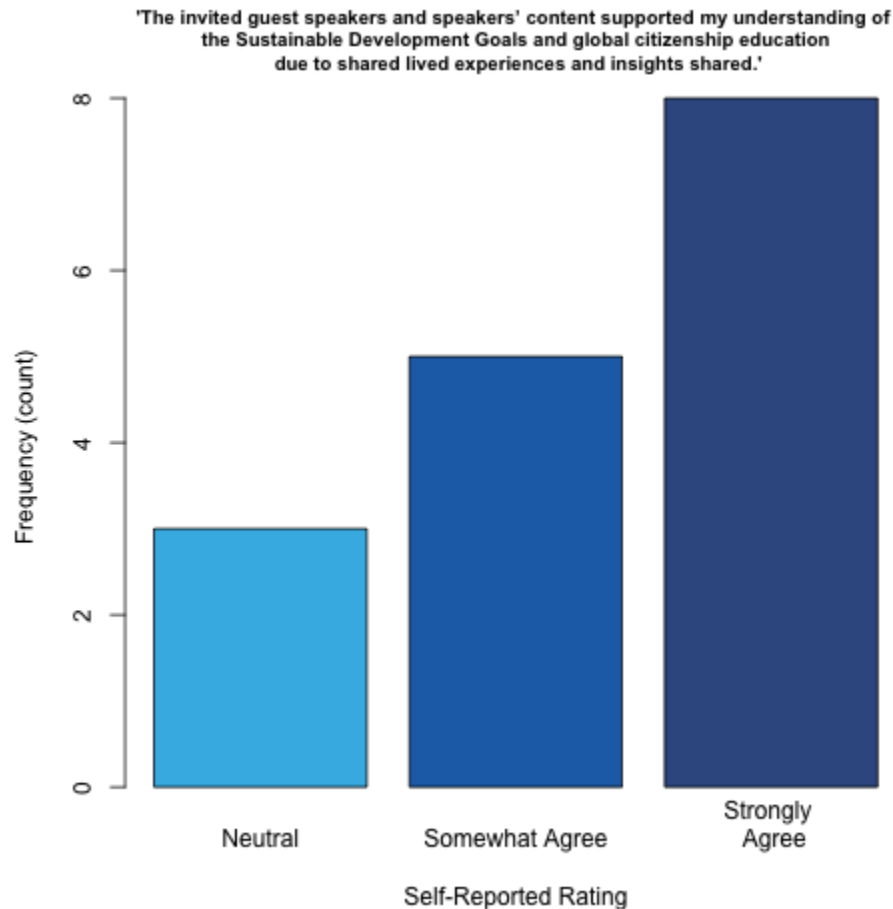
Figure 4.G.1. Culmination Day Summary Feedback Form. Out of 16 responses, eight reported Strongly Agreeing to the prompt: *The invited guest speakers and speakers' content supported my understanding of the Sustainable Development Goals and global citizenship education due to shared lived experiences and insights shared.* Complete questionnaire subjective rating options included Strongly negative [1], Somewhat negative [2], Neutral [3], Somewhat positive [4], and Strongly positive [5]. Ratings from 1 to 2 are omitted for clarity since no respondents selected that rating.

The prompt above directly relates to the program's goals in bringing in esteemed community members and professionals to share their experience with humanitarian work and related SDG contributions, exercising active citizenship and GCED principles such as working towards peace building through knowledge translation. Further, recent research suggests that engagement in non-lecture-style presentations can help students create interview-like questions and refine

communication skills[1]. Such can be essential for applying for jobs or communication in healthy debates on different topics with others, for example. In turn, responses to the questionnaire item "The invited guest speakers and speakers' content supported my understanding of the Sustainable Development Goals and global citizenship education due to shared lived experiences and insights shared" variability in responses, with complete entries for ratings of *Neutral (3), Somewhat Agree (4) and Strongly Agree (5).* The most frequent rating is Strongly Agree with eight respondents, which contributes to the negatively skewed distribution in the bar plot (Figure G1), meaning that participants rated the prompt positively, pulling values away from lower values (ratings).

Among the iGoCitizen team, one of the novelties of the iGoCitizen program from others is the integration of SDG and GCED principles outside of regular school curricula and provided to interested members to engage in open-minded, respectful discussion on concerns in one's locality and globally. The questionnaire prompt, "The activities and discussions were engaging and thoughtful, allowing me to think critically about my positionality and intersectionality in the world," asks participants to rate whether this was the case for them. Subjective ratings ranged from Strongly disagree (1) to Strongly agree (5). For our program, the team operationally defined positionality as "the stance or positioning of the researcher in relation to the social and political context of the study – the community, the organization or the participant group"[2]. It can be further defined as "the social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. Positionality also describes how your identity influences, and potentially biases, your understanding of and outlook on the world"[3]. Similarly, intersectionality is defined as "an analytical framework that highlights structural oppression and privilege on the basis of analytical categories that comprise our identities, like race, gender, class, and sexual orientation"[4]. It can be further elaborated as "the oppression and discrimination resulting from the overlap of an individual's various social identities"[5]. Upon visual inspection of Figure G2, six self-reported Somewhat Agree and ten for Strongly Agree. There is a reasonable presumption for high reliability in the sample for agreement in the prompt reflecting active engagement with the activities and discussion to promote and encourage transformative dialogue relating to the SDGs and GCED.
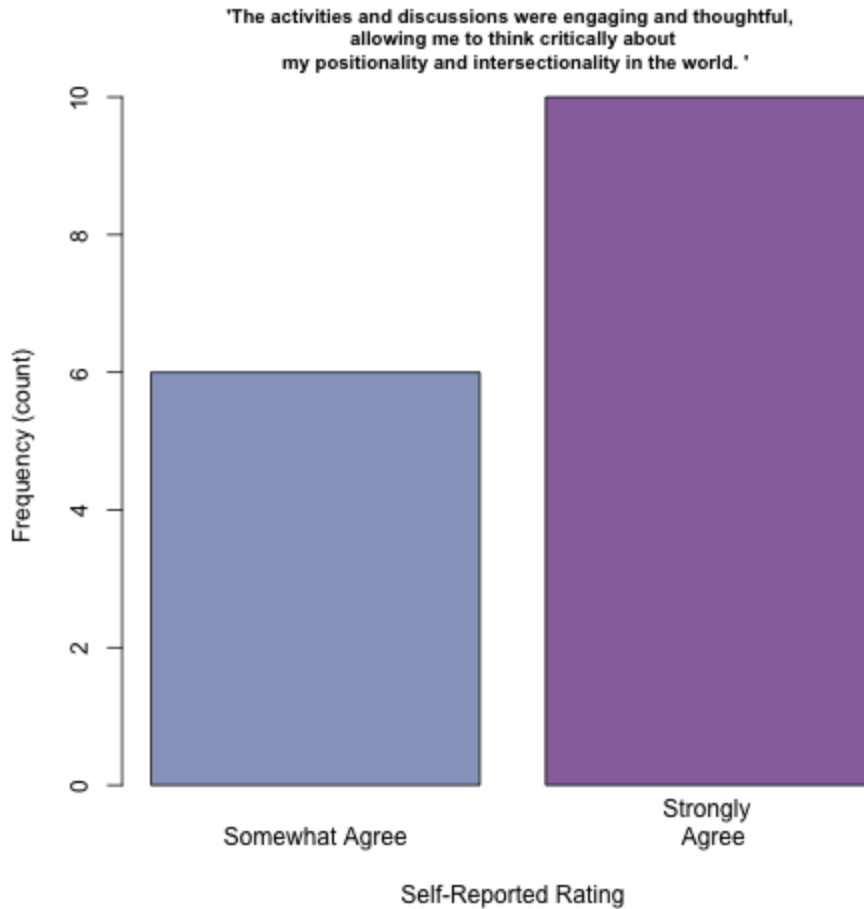
'The activities and discussions were engaging and thoughtful, allowing me to think critically about my positionality and intersectionality in the world. '

Figure 4.G.2. Self-reported Ratings for the prompt, *The activities and discussions were engaging and thoughtful, allowing me to think critically about my positionality and intersectionality in the world*. Many participants (10 out of 16) reported Strongly agreeing.

Finally, one of the questionnaire prompts inquired about participants' felt sense of being equipped with resources and insights to carry out different action items after completing the program. Figure G3 showcases the five prompts, with participant counts on the x-axis and subjective ratings on the y-axis. Subjective ratings ranged from 1 (strongly negative) to 5 (strongly positive). Upon visual inspection of the bar plots, many participants rated a 5, suggesting strong positive sentiments about how the program materials can assist with personal development even after the program terminates. There are a few neutral ratings (Neither disagree nor agree [3]) to the prompt "*Mobilize support to implement Social Action Plans*." This finding can reflect the challenges related to tangibly executing group SAPs due to financial barriers and human resources, a reasonable concern, especially since participants generated their SAPs in a short period (across four days) (see reference to the SAPs presented in the section Output and Future Steps).

After completing the program, I feel equipped with the resources and insights to carry out the following:
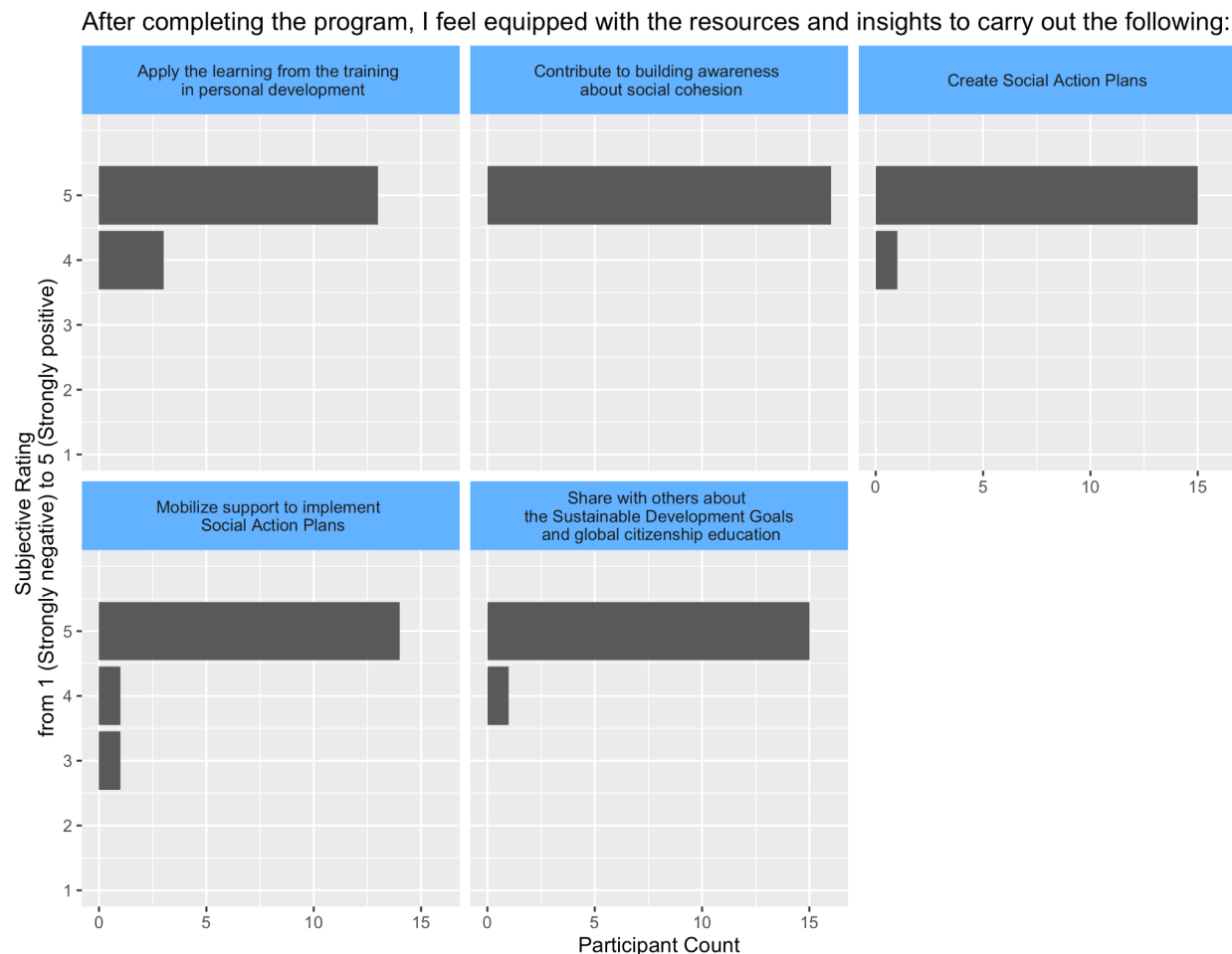

Figure 4.G.3. Participant count and subjective ratings across participants to prompts relating to the feeling of being equipped with resources and insights to carry them out following the program. Many participants rated the prompts strongly positive (5) on most, with a few Neither disagreeing nor agreeing (3) with one prompt.

Discussion (Discourse)

Revisiting the article[1] that garnered the three themes of the Sri Lankan discourse in terms of GCED, the undergraduate participants for the pilot program demonstrated a moderate understanding of the concepts and dimensions per workshop day through active engagement and participation in the games, discussions, and activities with their peers and mentors. Such reflects much of the discourse previously uncovered in our team project proposal, transforming research into action, now documented and shared, with the Knowledge Hub to continue discourse refinement and curriculum developments.

Social cohesion is the shared sense of community connectedness and solidarity among groups, often in societies[2]. The communal efforts of a group often work in tandem with shared values and goals. Engaging in light-hearted games at the start of the workshop on Social Cohesion allowed participants to be playful and get to know members of the room through socialization. The diversity among the students, from ethnicity, religion, language, and age, showcased the strength of coming together to understand one another. In setting boundaries and communicating team goals and purpose, using the Team Inventory and Contract during the main activity, team members had the chance to express and deliberate on engaging in open-minded and productive sessions moving forward. Further supporting the knowledge sharing and critical thinking in understanding social cohesion in Sri Lanka, our Guest Speaker opened the opportunity for bringing in new perspectives and action steps to think about how one will create social change in their current situation and circumstance (e.g., through initiating dialogue with one's parents—as communicated during the session). In a similar GCED-led young adult program in Sri Lanka[3], engaging in open dialogue on targeted topics provided participants with the space to share their perspectives on different sub-topics, facilitating an environment that expands the knowledge on what can be tangibly done in one's community, anticipating societal change rooted in shared understanding and peaceful agreement. Like our program, knowledge sharing and dialogue on what brings community members together can be discussed among young adults in school settings respectfully and harmoniously, integrating GCED discussion more seamlessly.

Connecting on Peacebuilding required revisiting often-emotionally laden topics related to the Civil War and related hardships among many Sri Lankans, especially in a sensitive manner among student participants. A practice in exercising peacebuilding is to engage in intercultural dialogue, operationally defined as "transformative communication that requires space or opportunities for engagement and a diverse group of participants committed to values such as mutual respect, empathy and a willingness to consider different perspectives"[4] (pp. 10). Our program delivered on this as participants engaged in thought-provoking and insightful dialogue with our Guest Speaker, with a live question and answer period for further inquiry. Workshop materials that followed, facilitated by Visions LK, added value and strength to the discussion, with added additional resources to support individual learning. Figure 1 below, provided by Visions Sri Lanka and as shared among participants, illustrates a conflict-analysis tool for identifying potential risks and causes. Models like so are similar to practice tools utilized in countries impacted by conflict-affected hardships, such as war[5]. Extensive analysis of civil society organizations (CSOs) in Sri Lanka[6] contributes to building peace in communities, sharing how workshops, dialogue, and related initiatives contribute to effective peace education among other sub-objectives, such as project

developments in community infrastructure and conflict management (pp. 187). Group efforts rooted in empathy, vulnerability, and respectful shared engagement toward positive peacebuilding contribute to locally-effective short and long-term developments.
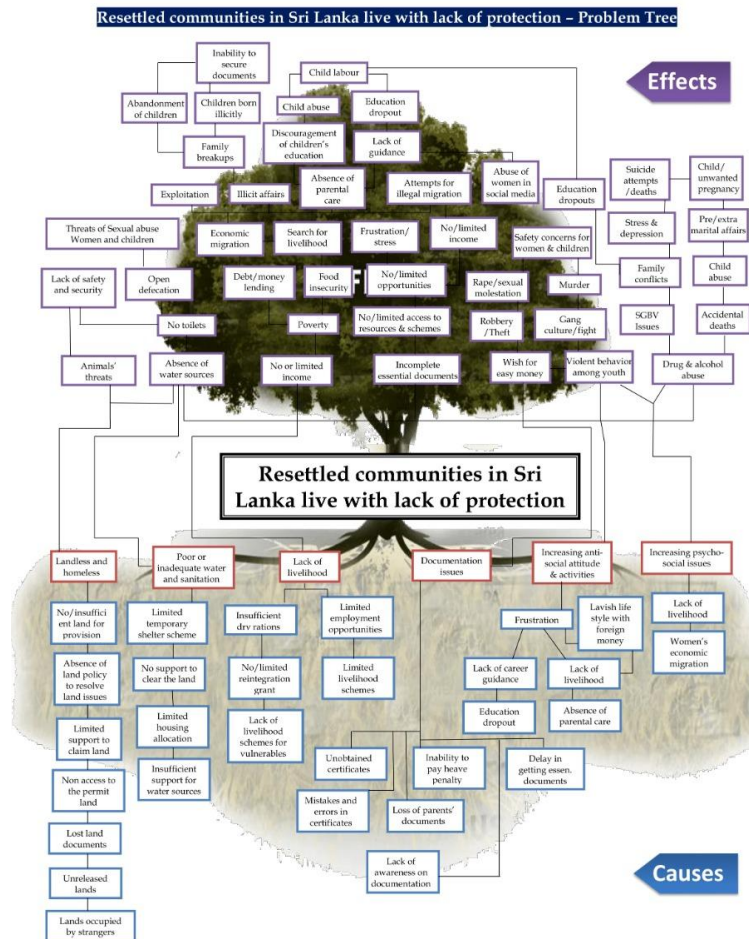

Figure 4.H A conflict-analysis model example provided by Visions Sri Lanka [personal communications].

The final theme on Active Citizenship bodes well with the Culminating Day-- incorporating Social Action Plans (SAPs)-- as a primer to best learn what active citizenship looks like for students, and later exemplify how participants transformed learnings from different discussions and activities into proposed action research projects. With religious diversity in Sri Lanka, organizations recognize the nation for community members extending volunteer efforts to showcase their support and reverence, with extended interest (not affiliated with religion) to contribute to various community efforts, such as poverty alleviation[7] and access to clean water (pp. 33)[8]. In

our program, self-reports on volunteerism varied across participants during the intake questionnaire stage, with more than half of participants reporting at least more than one year of volunteer experience since high school and more than 20 expressing strong agreement to "I think volunteering is a valuable use of my time" (see *Supplementary Materials*). These results indicate a plausible relationship between engagement with active citizenship in practice through volunteering efforts and perceived usefulness, reflecting previous findings. With a busy workshop period for Active Citizenship, aimed to prepare participants with the Culminating Day in showcasing group Social Action Plans, our collaborative program takes social action to a new level, at least in the context of extra-curricular personal and professional development undergraduate programs in Sri Lanka that may otherwise not be available in mainstream student curricula during school hours due to regulated courses and materials.

Providing students with spaces for active dialogue and engagement to critically think, these SAPs create opportunities, to work independently and collaboratively in a group. Group-based activities, from icebreakers and energizers to group discussions, provided participants a light-hearted, energetic, and immersive way to engage with peers and actively participate. In one handbook on GCED advocacy and training for educators[9], teachers using pedagogical methods encouraging GCED recognize the merit of incorporating facilitative-group activities to tap into the ethos of GCED as assuming active roles in one's community to instantiate positive social change and sustainable development. We argue that the cognitive, socio-emotional and behavioural dimensions of GCED in our program included a balance of communal inter-dialogue and personal reflection on all three themes and creatively showcased all three dimensions through SAPs and the intricacies throughout the workshop days.

Financial Statement

The table below indicates the iGoCitizen team's financial report of the Active Global Citizens pilot program implementation in Jaffna, Sri Lanka. With financial support through York University and self-funding from the iGoCitizen team, approximately 1000+ CAD were contributed to the pilot program.

Financial support was derived from York International in multiple streams. The bulk of the funding was derived from the Creative Solutions Award during the culminating Knowledge Fair for the SDGs in Action Student Pilot Program in March 2022. Group 8 (the original iGoCitizen team) demonstrated, through their project proposal, a high degree of interdisciplinary thinking and creativity in actualizing the SDGs in action. On top of the award, the group was awarded an additional project seed funding to assist with program implementation abroad.

Items	Sri Lankan Rupee (SLR)	Canadian Dollar (CAD) approximate conversion*
Prints (hardcopy activity sheets and certificates, placards, etc)	8, 000	30
Media equipment (Internet card)	14,000	50
Media (photography, videos)	40, 000	150
Food meal preparation (cutlery, dishes, etc)	7, 000	30
Food supply (catering)	50, 000	200
Participant materials (stationaries, etc)**	50, 000	170
Web conferencing materials (Zoom One account, webcam)***	80, 000	300
Benefaction	135, 000	500
	Total	
	384, 000	1, 430

*Conversion rate at the time of writing (24-02-2023): 1 SLR to 0.0037 CAD
**Items purchased in-store in Canada and later transported to Sri Lanka
***Items purchased online/in-store in CAD

Table 4.1. Itemized budget list of resources and approximate spending cost

OUTPUT AND FUTURE STEPS

Social Action Plans

As detailed in the objective of the iGoCitizen program, teams were tasked to create Social Actions Plans (SAPs) that would address concerns they observed in their community. The learnings and engaged discussion on Social Cohesion, Peacebuilding, and Active Citizenship from days one to three provided conceptual understanding that assisted them in identifying concerns and crafting a SMART - specific, measurable, attainable, realistic, and time-bound - plan.

A total of five (5) social action plans were crafted by the five teams, each targeting a specific SDG to address within their communities. These were presented on the last day of the program. The following shows the projects and their mission:

Figure 5.1. Knights of the Table SAPs Presentation

The team Knights of the Table targeted SDG 4 by crafting an employment awareness campaign titled, *Employment Educational Practices with Social Awareness.* The mission of this project is to increase the employability and entrepreneurship of youth and adults by enhancing relevant skills, including technical and vocational skills. To implement this, the team was able to specifically target a partnership with their university career guidance unit for workshops and awareness programs.

Figure 5.2. Rockstars SAPs Presentation

Rock stars emphasized SDG 16 — peace, justice, and strong institutions, in their timely and relevant awareness project on drug usage among youth, which is prevalent in Sri Lanka, specifically in universities. The team thought that by a safe and peaceful society can be attained by eliminating the use of drugs.
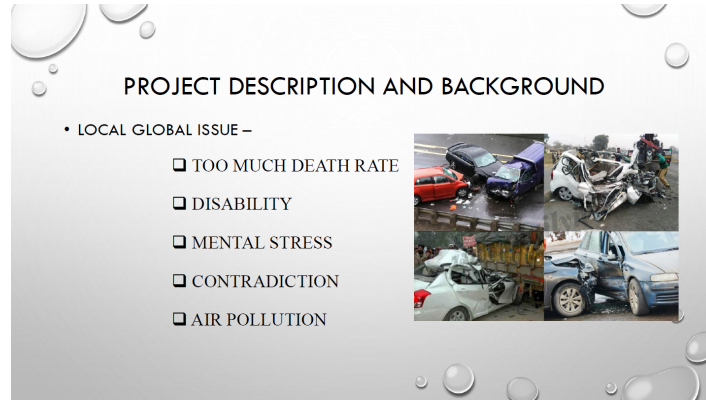

Figure 5.3. Miracle Makers SAPs Presentation

For the Miracle Makers team, it is essential to look at the existing road and traffic system in place to avoid accidents and decrease road injury and deaths. As such, this targeted SDGs 3 and 11. The solutions in their SAPs tackled varying levels of accountability: first, to oneself by being aware and initiating good driving habits; second, to the authorities to strengthen sanctions for disobeying drivers; and lastly, to the community to engage in awareness projects by volunteering in controlling traffic.

Figure 5.4. Dare Dragons SAPs Presentation

The fourth group, also known as, Dare dragons, decided to focus on SDG 5 — gender equality. Similar to other groups, the team wanted to build awareness about gender inequality and gender-based violence that are consistently happening in society. This will be implemented in schools and the public through workshops and street performances.

Figure 5.5. Thinker's Club SAPs Presentation

The Thinker's Club thought that it is high time to address malnutrition and food insecurity in their community. Their analysis rooted the problem in the lack of resources to be aware of proper diet. Therefore, their program seeks to organize group discussions, engaging competitions, and other specific campaigns that will lead to their expected outcomes of having healthy children with healthy diets.

Program Limitations

Some of the limitations encountered in implementing the SAPs were the following:

Hybrid setup. Conducting a program in a hybrid format poses technological challenges, such as experiencing technical difficulties with audiovisual equipment that may disrupt how words and ideas, are communicated. On one day in the pilot implementation, the team experienced a short power outage that halted the event for a few minutes. Fortunately, partners on the ground are solutions-oriented and found a way to continue the discussion and the remote connection with us through Zoom. Another instance was during the first day, Social Cohesion, when our speaker had difficulty hearing questions and answers from students. This was mitigated by having a representative on the ground relay the questions clearly to the speaker from Zoom.

To minimize the limitations of a hybrid program, it is suggested that future iterations of the program be conducted purely in-person. This was also suggested by the attendees through the anonymized post-event survey form stating, "Physical trainings without hybrid sessions" and "I am a much more interested person in physical communication rather than virtual. If you can join directly, go on".

Member retention. Students were tasked to create a timeline that will include the possible implementation of their SAPs. However, since the program was done towards the end of the school year, group retention became a challenge with students having different priorities for the next school year. Furthermore, since there were no secured funds for the resources they needed for the implementation, participants were unsure how to proceed. As such, the SAPs were not implemented as planned.

A possible solution for the next implementation is to shift the implementation in which students can engage longer than the academic year. This can be formalized by a written consent or group contract, they would actively participate and allot effort for the implementation of the SAPs that they created as a team. Each team should also have a designated iGoCizitizen member who will communicate with the team leader, mentors, and members for follow-up and hands-on guidance.

Funding limitations. This project was made possible by the efforts of the team members to aid the resources using personal funding to implement while waiting for the actual funding from the Global Skills Opportunity. Securing enough funding would also mean a higher chance of conducting this project on the ground and having enough member retention, since providing funding for each SAPs would give certainty for resources and materials needed for implementation.

For the next implementation, it is recommended to network with funding opportunities through interested sponsors and institutional partners to continue the momentum in the cognitive, socio-emotional and behavioural domains of GCED-learning. Doing so can provide students with increased learning opportunities on the SDGs, as well as interpersonal skills that equip participants with life skills, such as effective communication, active open-mindedness and listening skills, and the ability to troubleshoot challenges. In addition, students can learn technical skills such as project planning, organizational skills, and ways to promote social actions and community engagement that can supplement one's school experience from evaluative to experiential.

Further, opportunities for program improvement (aside from in-person facilitation) include increasing and involving other guest speakers, allowing one to share in their own experiences with people and society, as one participant mentioned anonymously in the post-event survey form. For two participants, feedback circled to setting up another workshop to improve their skills, and to "do some more group activities and arrange table discussions for each group," referencing the collaborative and dynamic energy of the program. Finally, emphasizing the SDG-GCED focus of the program, one participant commented: "குழுவில் உள்ள அனைவரும் ஒற்றுமையாகவும் புரிந்துணர்வுடனும் செயல்படுதல்" (working together in unity and understanding).

These experiences and findings in this program were first reported at 2022 Virtual Conference on Sustainable and Inclusive Internationalization also known as the Sustainable on the Go (SOTG 2022)[1]. At this conference, a few insights on the experience and the impact of the Social Action Plans of each team were shared with the public as the conference presentations were posted on different social platforms.

Future Plans and Steps

<u>Organization Recognition</u>

In the Philippines, one of the possible ways to apply for organizational recognition is through the National Youth Commission registration process specified in this document.

<u>Philippine Implementation</u>

Following the pilot implementation in Sri Lanka, the team intends to utilize the Global Citizenship themes that emerged in the Philippine context during the

discourse analysis by implementing the iGoCitizen Program to the concerned country. Furthermore, the worsening education crisis in the Philippines is manifested by the 90% of children at 10 years old struggle to read and understand simple texts.

The target timeline for the implementation is yet to be determined after finalizing legal and administrative documents from Sri Lanka's implementation and partnerships for possible implementation sites.

The anticipated Philippine implementation will undergo similar processes with discourse analysis and a working curriculum developed with stakeholders locally and globally to deliver research that informs and activates the drive to create local and global impacts on GCED and related SDG initiatives.

Sri Lanka Yearly Implementation

Tentative discussions are underway with existing international partner stakeholders to facilitate a long-term agreement to continue a coordinated program, such as the conducted Active Global Citizens Programme, or similar following organizational needs and program feasibility.

Growing the Organization – Member Recruitment

With the pilot program's implementation, multiple network collaborations with Visions Sri Lanka, the University of Jaffna, and York International, and numerous public presentations to showcase the motivations and steps forward in the iGoCitizen initiative, there are appeals to interest. Promising member recruitment occurred after the Sustainable on the Go Conference, hosted on November 17, 2022. Enthusiastic participants, such as one newly recruited in late November, bring forward the possibility of expanding global networks, knowledge translation and educational insights, and community engagement in mainstreaming global citizenship education.

With a new small (yet mighty!) group of 5 volunteer members of the iGoCitizen team, prospects of expanding discourse and curriculum analysis are in the context of the Philippines and abroad. Further, possibilities for social media engagement are underway. Such is to highlight previous results from the 2022-2023 implementation and showcase GCED in practice with research findings, statistics, and student insight. In short, taking research to action, *transforming discussions into active global citizenship.*

Publicizing the organization and global citizenship education (GCED)

Figure 5.6. iGoCitizen Rebranded Logo

In line with the main objective of mainstreaming Global Citizenship Education (GCED), the team plans to launch social media platforms to further promote the concepts and ethos of GCED to a wider audience with exponential reach and engagement. These platforms will be useful in building communities of people included in discussing timely issues as global citizens. Moving forward, these platforms will utilize the newly rebranded iGoCitizen logo displayed above.

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Output and Future Steps: Social Action Plans

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APPENDICES

[Supplementary Materials](#)

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