



WORLD AFFAIRS COUNCIL *of Philadelphia*

Academic Year-End Education Report 2017-2018

Mission

The World Affairs Council of Philadelphia is an independent nonprofit, nonpartisan organization dedicated to creating a more informed citizenry on matters of national and international significance by providing education, discourse and informational resources to individual and corporate members, students, teachers and the general public.

Educational Programs Overview

The World Affairs Council produces educational programming and global issues forums to diverse audiences throughout the Greater Philadelphia region, including Council members, students, teachers and the general public. Since its founding in 1949, the Council has hosted more than 5,000 prominent speakers at events that have reached more than 500,000 community participants, forging a continuous dialogue between policymakers and the public. Over the past 70 years, the Council has also impacted the lives of more than a half million middle and high school students, providing them with meaningful opportunities to think critically and engage actively in their local and global communities.

Each year, the Council produces a range of global education and leadership programs for an extraordinarily diverse group of over 2,600 middle and high school students from 89 schools across the Greater Philadelphia region. The overarching goals of these programs is to instill in today's youth the skills, knowledge, and sensibilities needed to live, work and thrive in a rapidly evolving, increasingly interconnected world. Our programs include international forum simulations and conferences, global leadership summer institutes and briefings with high-level policy and opinion makers, as well as corporate, government and nonprofit leaders.

The Council holds two distinct global leadership conferences for high school students, annually: the **International Student Summit** in the fall and the **Global Economic Forum** in the spring, both of which simulate multinational forums convened to address complicated and interdependent risks of global significance.

For the first time ever, in partnership with Camden County College and the Subaru Foundation, the Council was able to hold our first **Global Summit**. This program brought together 60 high school students from five New Jersey high schools for a daylong simulation of an emergency multinational negotiation focused on North Korea. During the summer months, the Council also conducts a week-long **Summer Global Leadership Seminar** for high school students.

The Council's flagship program for middle school students is the **Student Diplomat Program / Jr. Model United Nations**, which begins each January with a Cultural Diplomacy Conference at the University of Pennsylvania's Museum of Archaeology and Anthropology, and concludes in May with a Jr. Model

United Nations Conference at Temple University. Over the five-month journey, students study the importance of cross-cultural understanding and diplomacy, learn the art of writing and amending resolutions, attend briefings with expert speakers and hone conflict resolution skills as they work with fellow delegates to draft and pass resolutions that offer thoughtful and viable solutions to some of the world's most intractable issues. Each year, the program focuses on two issues of global importance. This year's topics are "Ending Food Insecurity" and "Protecting Women and Girls' Access to Education."

The Global Smarts Mentoring Program, described in depth below, is a significant piece of the World Affairs Council's Jr. Model United Nations Program. By providing rigorous global literacy tutoring to under-resourced and low- to moderate-income Philadelphia public, parochial and charter schools, the Council enhances the playing field of the region's largest and oldest Jr. Model United Nations Conference.

Through participation in the Council's various educational programs, Philadelphia middle and high school students have opportunities to expand their knowledge and understanding of global affairs and international policy making. They also develop the confidence needed to engage more actively in school, gain access to a larger social network dedicated to their academic success, and build relationships with a diverse set of peers from across the Greater Philadelphia region.

Additionally, the Council's educational mission supports a national interest in cultivating leaders and citizens who are informed, forward-thinking and can work collaboratively and creatively across geographical, cultural, economic and political borders. By nurturing the development of these skills, we not only prepare young Americans to pursue successful careers, but we also prepare them with an international context and deeper understanding of how to be competent and thoughtful global citizens.

World Affairs Council's Educational Goals

The Council's educational programs are structured to provide students with the core skills, knowledge and sensibilities required to work and contribute effectively to a 21st century global marketplace. Specifically, the Council's education goals are:

- Introduce a diverse group of middle and high school students to international affairs and public policy;
- Spur students' curiosity and knowledge of other world regions and cultures, as well as emerging global issues and trends;
- Develop critical thinking, problem solving, oral and written advocacy, and similar leadership skills needed in a competitive, global knowledge economy;
- Increase ability to analyze and use information from different global sources;
- Promote civic engagement in local and global communities at a young age; and
- Enhance the humanities and social studies curricula in Philadelphia area schools.

Statement of Need: The Importance of Global Competency in Philadelphia and Beyond

In the current climate of educational change, Philadelphia's public, charter, independent and parochial schools are struggling to continue to support a core curriculum in social studies, particularly one that focuses on the development of global competency skills and knowledge. Consequently generations of students, particularly low-income students, are growing up with little awareness of the cultural,

economic and political relationships among countries and world regions, denying them the knowledge and understanding needed to compete in today’s global labor market.

This is particularly troublesome in the city of Philadelphia which, reflecting a broader national trend, has grown increasingly diverse in terms of race and ethnicity over the past twenty years. According to The Pew Charitable Trusts’ 2018 State of the City, 15 percent of all Philadelphia residents were born outside of the United States and 23 percent speak a language other than English at home. Mirroring the same demographic trends, the American workforce is growing more diverse in gender, race, religion, age and cultural backgrounds.

Moreover, the rapidly globalizing world society is allowing people of all ages to interact, work with and communicate with people from all corners of the world. From sports and politics, to education and science, our children will be working on a global scale. Their ability to do so successfully rests on having greater knowledge of local-global connections; higher level critical and creative thinking skills; deeper understanding of the economic and social changes occurring globally; and greater competency in information literacy.¹ The World Affairs Council’s educational programming strives to provide Philadelphia’s youth with these skills and prepare them to succeed in a global workforce.

ACCOMPLISHMENT AND COMMUNITY IMPACT IN 2017-2018

HIGH SCHOOL PROGRAMS

International Student Summit: Responding to the Next Generation of Security Threats: NATO, Russia, and the Challenge of Hybrid Warfare

Wednesday, December 13, 2017 • The Fox School of Business at Temple University

Approximately 275 high school students from across the Greater Philadelphia area attended the World Affairs Council’s forum on security threats and hybrid warfare. The 2017 International Student Summit simulated an emergency NATO summit that addressed a developing crisis in the Baltic region against a backdrop of increased Russian military concentrations on NATO’s border, support to separatist groups in the form of training and weapons, state-sponsored cyberattacks, and the “weaponization” of information. Reflecting on their participation the program, a student and teacher responded:

“The International Student Summit was interesting as it showed how every country wanted to accomplish peace, but in ways that would benefit each country, which was drastically different even between countries in the same region.”

Jack Barrack Hebrew Academy Student

“The International Student Summit offers students an opportunity to collaborate in a large group of other students, to grow & learn, and to collaborate in their studies with other students.”

Home School Teacher

¹ 21st Century Skills, Education & Competitiveness, A Resource and Policy Guide, Partnership for 21st Century Skills (2008)

Global Economic Forum – Ending Human Trafficking: A Competition for International Funding
Monday, March 5, 2018 • The Fox School of Business at Temple University

The 2018 Global Economic Forum addressed a critical global human rights issue: ending human trafficking, which affects up to 2.5 million victims per year. Working in teams, both before and during the conference, students researched the issue of human trafficking, as well as current international laws and regulations prohibiting the practice. In this simulation, students prepared PowerPoint presentations with specific solutions to the issue, with each team vying to receive a fictitious \$2 billion dollar investment from the World Bank’s Global Risk Fund. In response to the program, a student commented,

“It explored topics that are not typically discussed and truly expanded my knowledge on the conditions of our world.” **Cinnaminson High School Student**

Global Summit - Avoiding “Fire and Fury” on the Korean Peninsula: Managing the World's Most Destructive Weapons in Dangerous Circumstances

Friday, June 1, 2018 • Camden County College

In this pilot program, the Council, in partnership with Camden County College, brought together 60 students from five New Jersey high schools for a crisis simulation. The simulation revolved around the topical issue of weapons of mass destruction on the Korean peninsula, and necessitated students exploration and interaction with the topic. The simulation took the form of a multinational negotiation effort, with students synthesizing a number of resolutions targeting the unfolding crisis in Southeast Asia. After participating in the program, a teacher and student responded,

“The Global Summit was an excellent foreign policy simulation for students to debate and discuss actual issues.”

Camden High School Teacher

“The Global Summit is an event that allows teens to participate in solving real world problems. It is an all-around fun experience and opens teens’ minds to the world around them.”

Brimm Medical Arts Student

Summer Global Leadership Seminar: Islam, Politics, and Change in the Middle East

July 9-13, 2018 • Center City Philadelphia

Twenty-four rising high school sophomores, juniors, and seniors attended the Council’s annual Summer Global Leadership Seminar. This year’s week-long program focused on the topic of political Islam. The program featured three guest lecturers from the University of Pennsylvania, workshops, a formal debate and a crisis simulation with students assuming the roles of Arab League leaders. The program concluded with a daylong trip to Washington, D.C., to attend private briefings at both the Brookings Institution and the Tunisian Embassy.

Sponsored Participation at Council Speaker Programs

All student and teacher participants of the Council's Global Leadership programs are provided the opportunity to attend, as Council guests, our regularly scheduled speaker programs. This access affords students the chance to listen to and pose questions of influential national and global leaders, alongside Council members and local civic leaders.

In the 2017-2018 academic year, over 550 students and teachers attended public speaker programs that included:

- Former Greek Finance Minister, **Yanis Varoufakis**
- Former US Secretary of State, **John Kerry**
- Author, career counterterrorism and intelligence officer, and former World Affairs Council of Philadelphia student leader, **Malcolm Nance**

BODINE HIGH SCHOOL FOR INTERNATIONAL AFFAIRS

Co-founded in 1981 by the World Affairs Council of Philadelphia and the School District of Philadelphia, Bodine High School for International Affairs is a small special-admission school that features a humanities-centered college preparatory program and offers the International Baccalaureate diploma. By providing a regularly scheduled, on-site liaison, the Council works closely with Bodine's approximately 500 predominately low-income students to augment the school's international curriculum.

Bodine High School for International Affairs was named a Blue Ribbon School by the U.S. Department of Education in 2009, honored as a Vanguard School by the Philadelphia School District in 2010, and is home to the Ruth B. Hayre Teacher of the Year award for three consecutive years (2008-2010). More recently, in 2012, *U.S. News and World Report* ranked Bodine High School among the top fifty high schools in Pennsylvania.

The class of 2018 posted a 98% graduation rate, with about 18% matriculating at two year colleges, about 78% at four year colleges and universities, 3% going to technical/vocational certificate programs, or the military. Members of the class of 2018 will attend nearby schools such as Bryn Mawr College, Chestnut Hill College, Drexel University, Holy Family University, Temple University, La Salle University, Jefferson University, University of the Sciences and the University of Pennsylvania, as well as colleges across our state like Bloomsburg University, Lincoln University, West Chester University, Shippensburg University and multiple Penn State campuses. Some will also travel outside of the state to Bowie State University, Clark Atlanta University, Full Sail University and Morgan State University. Students were awarded scholarships totaling about \$3.3 million, including six full rides to Arcadia University, Albright College, Bryn Mawr College, Drexel University and the University of Pennsylvania.

Additionally, the Council secured **substantial grants** on behalf of Bodine: The **McLean Contributionship** provided funding for all classrooms to have high-technology classroom SmartBoards, and the **U.S. Department of State** is funding a Mandarin language teacher once again for the 2018-2019 school year through its Teachers of Critical Languages Program, further expanding Bodine's new Mandarin Chinese language program as part of the school's four-year foreign language graduation requirement.

Global Affairs Programming at Bodine High School for International Affairs

Council liaison Kasey Trapp this year has sponsored the following programming at Bodine:

- **Council Speaker Events and Simulation Programs**

Throughout the school year, over 85 Bodine students and faculty joined the World Affairs Council at the various Council-sponsored speaker events listed above and in the Council's annual global simulation programs.

- **Study Abroad**

In April 2018, 19 Bodine students and three faculty members traveled to southern Italy, as part of the school's spring trip abroad program. All participating students participated in an intensive travel seminar in the months leading up to the trip. Two Bodine students are participating in 2018 summer study abroad language immersion programs in Toulouse, France and Rabat, Morocco. Students were directly connected to these programs through the Council's Study Abroad Fair at Bodine in the fall of 2017. Through the generosity of our members and friends, the **Joan Russell Travel Scholarship** was conceived in memory of our late Vice President of Travel, and three Bodine students were awarded scholarships to help offset the expenses of the spring trip.

- **Cultural Workshops and Performances**

Throughout the year, Bodine students performed at the City of Philadelphia's annual Mid-Autumn Festival in Chinatown, volunteered at the Mexican Independence Day Festival, and attended the Penn Museum's first annual World Cultures Day (formerly Asia Day). Furthermore, over 200 Bodine students prepared poetry readings, performances, history narration and video skits for a number of celebratory cultural events, including the Hispanic Heritage Month Assembly in October, Black History Month Assembly in February, Women's History Month in March, Asian- Pacific America Heritage Month in April, the Pride Assembly in June, and finally, the annual International Day Festival in May, a daylong cultural affair for the entire student body featuring student-led and professional workshops.

- **Internships**

Students were connected to internships through the Council's on-site liaison, including the Penn Museum's summer internship, the Cambodian Association of Greater Philadelphia's "Summourroots" cultural internship program, and the University of Pennsylvania's Latin American and Latino Studies Program's first annual Model Organization of the American states, where students will attend a course at the University once a week from September – November. Additionally they will attend the national Model OAS final conference in Washington D.C. at the end of November.

- **Announcement of the John Lazarich Leadership Liaison position at Bodine**

The Council is honored to have been chosen by the John Lazarich Foundation to receive funding to support, in perpetuity, the Liaison staff position at Bodine.

Global Affairs Programming at Bodine High School for International Affairs

We were pleased to welcome John Lazarich Foundation Liaison Kasey Trapp this year to facilitate academic and cultural activities. In addition to providing in-depth analyses of current global affairs and trends, Kasey focused on the specific knowledge and skills Bodine students needed to assume leadership roles in the Council's two region-wide high school simulations, the fall International Student Summit and the spring Global Economic Forum.

MIDDLE SCHOOL PROGRAMS 2017-2018

The Student Diplomat Program / Jr. Model United Nations is a five-month comprehensive program that introduces over 900 middle school students from the Philadelphia region to international affairs and cultural diplomacy. The program, designed with an emphasis on building cultural competency and diplomatic skills, helps meet a growing demand for global affairs curricula in local middle schools. Program goals for students include: (1) gaining a deeper understanding of world geography, history, and cultures; (2) exploring the mission, structure, and function of the United Nations; (3) applying research and critical thinking skills to specific global issues; (4) learning to write, debate, and amend resolutions; (5) understanding the role of diplomacy and deliberation in international affairs; and (6) developing skills in conflict resolution, problem solving, and cross-cultural communication.

In addition to class or club work facilitated by teachers throughout the school year, the Council meets with the middle school students on three separate occasions from January through May, producing three very distinct programs, outlined as follows:

Cultural Diplomacy Conference

January 2018 • University of Pennsylvania Museum of Archaeology and Anthropology

Produced in partnership with the Penn Museum, students explore the importance of cross-cultural understanding and diplomacy through collaborative presentations conducted by the Council and the Museum. The program also includes small group guided tours. Difficult weather conditions caused rescheduling for many students this year.

Jr. Model United Nations Preparatory Conference

March 2018 • The Fox School of Business at Temple University

Over a two day period, Council staff meets with all 900 students to conduct intensive four-hour prep sessions that includes an outline of the roles and responsibilities of the United Nations, an introduction to writing and amending resolutions, and a substantive topic briefing by an expert on each topic. This year, students addressed two important issues, ensuring basic access to education for women and girls, and combating food insecurity on a global scale. Temple University's Fox School of Business graciously hosted both the Council's Jr. Model UN Prep Conference as well as the final conference.

Jr. Model United Nations Final Conference

Wednesday, May 16 & Thursday, May 17, 2018 • The Fox School of Business at Temple University

The 2018 Jr. Model UN is a two-day event hosted by the Temple University Fox School of Business. Students are assigned roles and tasked with conducting official negotiations on behalf of their

designated countries and working with fellow delegates to pass resolutions offering creative and viable solutions to their assigned global issues.

Important facilitator roles such as Committee Co-Chairs and Secretary General, are offered to our high school students, as well as to college students and Council alumni. Council staff work closely with the Jr. Model United Nations facilitators to prepare them to confidently assume the responsibilities of each role. By using high school and college students to serve in these very visible leadership positions, the Council provides our middle school students not only with experienced Model United Nations participants, but also with exemplary (and accessible) role models. Additionally, the Council continues to build leadership skills and relationships with existing and former high school students.

“I cannot think of a better educational program that instill the importance of diplomacy than the World Affairs Council's Jr. Model UN program. I would recommend all middle schools to be part of the Jr. Model United Nations program. This program will be a driving force in creating our next future world leaders.”

Tredyffrin-Easttown Middle School Teacher

“The important factors [in a successful diplomatic negotiation] includes teamwork and patience. You need to have teamwork because you have to work together, and promote a resolution that is efficient and peacemaking. You need to have patience because somewhere you may not agree with your delegation, but you have to keep your composure.”

New Foundations Student

“World Affairs Council's Jr. Model UN program has given students a framework for researching and exploring global issues. The guided program moves students from near ignorance to a position of knowledge that allows confidence. Students are challenged to imagine themselves as a foreign diplomat, often hailing from a country vastly different from the US. Students must validate the countries beliefs and norms in order to act as diplomats. They "walk a mile" in the diplomat's shoes and arrive at a more global understanding of their world.” **Independence Charter School Student**

OUTREACH TO LOW-INCOME MIDDLE SCHOOLS – GLOBAL SMARTS MENTORING PROGRAM

Launched in the 2012-2013 academic year, the Global Smarts Mentoring Program is an intensive global literacy and mentoring program that reinforces the World Affairs Council's educational mission to provide students from low- to moderate-income backgrounds with access to the resources and opportunities needed to successfully contribute to their local and global communities. The five-month-long program culminates in the students assuming the role of diplomats and participating in the Council's annual, region-wide, Jr. Model United Nations Conference. The second culminating event for the Global Smarts students is a Council-sponsored, daylong trip to New York City for a private tour of the United Nations Headquarters and a private briefing. For most, if not all of our Global Smarts students, this is their first trip to the United Nations; and for many, it is their first trip outside of Philadelphia.

The primary goals of Global Smarts include: (1) closing the global literacy and skills gap between traditionally underserved student populations and their peers; (2) introducing a diverse group of students to international affairs and public policy; (3) expanding students' knowledge of world

geography and different economic, social, political and cultural systems (4) deepening students' understanding of complex issues from inter-disciplinary and multi-cultural perspectives; (5) helping students develop the critical thinking, problem solving and leadership skills needed to succeed in a competitive, knowledge-driven global economy; (6) promoting sustained civic engagement at a young age; and (7) fostering supportive relationships between middle school students and mentors that promote students' overall academic success, self-confidence and motivation.

Population Served

When first launched in 2012-2013, the Global Smarts Mentoring Program included seven mentors and 48 students attending three Philadelphia middle schools. In its sixth year, with generous support from Philadelphia's philanthropic and business community, the 2017-18 Global Smarts Mentoring Program worked with 19 mentors and 144 students attending nine low-income Philadelphia middle schools: A.M.Y. at James Martin School, A.M.Y. Northwest, Blessed Trinity Regional Catholic School, Cook-Wissahickon Elementary School, Gesu School, Hope Partnership for Education, New Foundations Charter School, Shawmont Middle School, and St. Rose of Lima School. All of these middle schools are located within Philadelphia County and constitute schools where a majority of the student population qualifies for free or partially reduced lunch.

Measuring Outcomes

In the summer and fall of 2015, the Council worked with a program and evaluation assessment expert affiliated with World Savvy, a national education nonprofit that works with educators, schools and districts to integrate global competence teaching and learning into K-12 classrooms. The final work product from this collaboration was an overhaul of our previous survey tool, replacing it with a more accurate and robust evaluation plan for the Global Smarts program, including improving our qualitative and formative data collection methods.

The revised survey tool provided the aggregated results of this year's Global Smarts Evaluation. The survey, which students completed at the end of the five-month program, contained 25 questions designed to measure the four core skills that a globally competent student should be able to do: (1) investigate local and global issues, deeply and competently; (2) recognize and articulate others' perspectives, thoughtfully and respectfully; (3) communicate ideas effectively; and (4) take action to improve conditions, viewing themselves as players in their greater communities.

A few highlights from last year's Global Smarts Student Evaluation:

- The program dramatically increased student's interest in international issues, with over three times as many students reporting that they strongly agreed that they were curious about events happening around the world at the program's end. The program also inspired students to follow the news more closely, with the number of students who reported reading the news more than once a day increasing by 80%.
- Over the course of the program, students were inspired to take action in their own communities. The amount of students who strongly agreed with wanting to help their own community after learning about problems around the world increased three-fold by the conclusion of the program.

- By fostering challenging conversations, the program also improved student's confidence levels in debating global issues. The rate of students who reported feeling not at all confident or somewhat confident dropped significantly from 45% to 17%, while the amount of students who felt very confident increased by 92%.
- By combining experiences in group-based learning with an emphasis on civic engagement, the program also ignited a desire in the students to take action. Before the program, only 21 students reported that it was very important to meet students from other schools and neighborhoods to make their community better. Once the program finished, this number increased to 54 students.
- Finally, this program created an enthusiasm for continuing to study world cultures and international relations. At the end of the program there was a 200% increase in the amount of students who reported feeling very interested in continuing to study these topics in high school. Similarly, there was an increase in the percent of students who reported feeling somewhat interested or very interested from 48% to 75% of student participants.

The Council's evaluation program also collected detailed self-evaluation analyses from the students, mentors and teachers to further assess program impact and outcomes, as well as obtain additional qualitative/verbatim data on program effectiveness. Below are a few excerpts from this year's Global Smarts students, mentors and teachers.

Global Smarts Students:

"The Global Smarts Mentoring Program seems like a big task but when you have the right mentors it's more fun. In the beginning I knew nothing of my assigned country and never thought I would learn much about it. Now that I have finished the program, I am astounded by how much I have learned! Overall, the Global Smarts Mentoring Program is an amazing program."

Shawmont School, 7th grade student

The Global Smarts Mentoring Program is a really good experience. You get to learn different things about many different countries. The things we learn about could actually persuade you to go to that country. The Global Smarts Program also helps you to get out of your comfort zone and meet new people. I would definitely recommend this to all students. **Gesu School, 8th Grade Student**

Global Smarts Mentors:

"Through Global Smarts, I was able to learn about and integrate myself into a part of the Philadelphia community that I otherwise would not have known about. Most importantly, I was able to watch my students grow, develop, and plan for a future full of success. I had many conversations with my students about how Global Smarts will help them find success in high school, and continue on to college." **Julia McQuade, Hope Partnership for Education, Global Smarts Mentor**

"I felt a sense of confidence growing within myself and I truly think I found my voice through

Global Smarts. I am no longer afraid of presenting in front of crowds and I am more willing to speak up in class. Additionally, I can truthfully say that my class at St. Rose of Lima will forever have a place in my heart. I loved watching my students grow and I am grateful that the Global Smarts mentoring program led me to meet such a wonderful group of students and fellow co-mentors.” **Mary Kate McNaught, St. Rose of Lima School, Global Smarts Mentor**

Global Smarts Faculty Advisors (Teachers):

“By the end of the Jr. Model UN program, this motley crew of delegates grew in sophistication, global awareness, humility, confidence, empathy and diplomacy. We can’t thank you enough for the opportunity to experience a program like this one!” **Rachel Fox-Serra, New Foundations Charter School**

“The Global Smarts Mentoring Program is an exemplary example of the education that our students should engage in while confronting world issues.” **John Papiano, AMY Northwest School**

GLOBAL SCHOLARS CERTIFICATE

Under a contract between the World Affairs Council and the Commonwealth of Pennsylvania, to advance the integration of global content, critical thinking and investigative skills into Pennsylvania high school curriculum, the World Affairs Council has designed and developed the Global Scholars Certificate Program in high schools across the state, with planning and recruitment having been conducted in the 2016-17 and 2017-18 academic years. Additional funding will support the commencement of the full scale execution of the program, for the 2018-19 school year, delivering the program’s curriculum to high school sophomores in the engaged schools across the Commonwealth toward the goal of their graduates having completed all requirements to receive the Global Scholars Certificate.

Program goals include: (1) preparing Pennsylvania students to successfully and effectively participate in local, national and global civic life; (2) expanding students' knowledge of world geography and different economic, social, political and cultural systems; (3) deepening students’ understanding of complex issues from interdisciplinary and varied cultural perspectives; (4) helping students develop the critical thinking, problem solving leadership skills needed to succeed in a competitive knowledge-driven global economy. The Global Scholars Certificate Program assists in graduating globally competent students, by helping them acquire greater knowledge of a complex and interdependent global environment; higher-level critical and creative thinking skills; deeper understanding of the economic, social and technological changes occurring globally; and greater competency in information literacy. The Global Scholars Certificate Program underscores the very skills that employers seek in prospective employees—the ability to communicate effectively, appreciate diversity, work collaboratively, and make sound decisions based on a broader awareness of local and global trends and risks. These are, coincidentally, the very same skills that will prepare young people to participate meaningfully in a modern democracy and civil society.

PARTNER ORGANIZATIONS

The Council’s work benefits tremendously from valuable partnerships with other organizations. In particular, the Council’s partnerships with the United Nations Association of the United States of America and the Foreign Policy Association are essential to the Council’s success, as are our well-

established partnerships with Temple University’s Fox School of Business and the University of Pennsylvania’s Museum of Archaeology and Anthropology and Middle East Center, and Camden County College, all of which provide state-of- the-art facilities and IT support for both middle and high school simulations.

Many national organizations contribute their expertise to the Council’s global leadership simulations, including the Foreign Policy Research Institute, the Council on Foreign Relations, Teach for America and the Asia Society. The Council also collaborates with many local institutions, including Drexel University, Chestnut Hill College, Villanova University, Rutgers University, Arcadia University, and Camden County College. Finally, the Council has a very special and fruitful partnership with St. Joseph’s University, from which we draw our college mentors for the Global Smarts Mentoring Program.

FOUNDATION AND INSTITUTIONAL SUPPORT

AMETEK, Inc.	Hamilton Family Foundation	Pennsylvania Department of Education
The Ryan Charitable Trust	The McEwen Family Scholarship Fund at Modern Group, Ltd.	The Hellendall Family Foundation
McLean Contributionship	Lincoln Financial Foundation	Subaru of America Foundation, Inc.
Comcast Foundation	UGI / AmeriGas	The Samuel Tabas Family Foundation
Firsttrust	The Daniel B. and Florence E. Green Foundation	Althea de Baun Budd Foundation
The Boeing Company	Dolfinger-McMahon Foundation	The Quaker Chemical Foundation
Kelly Family Foundation	Wells Fargo	John Lazarich Foundation
Connelly Foundation	The Fox School of Business at Temple University	Mark Stover (Teacher at Jenkintown Middle School)
Henrietta Tower Wurts Memorial	University of Pennsylvania Museum of Archaeology and Anthropology	Camden County College