



2018-2019 Academic Year-End Education Report

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 lifelong 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 almost 2,900 middle and high school students from 90 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.

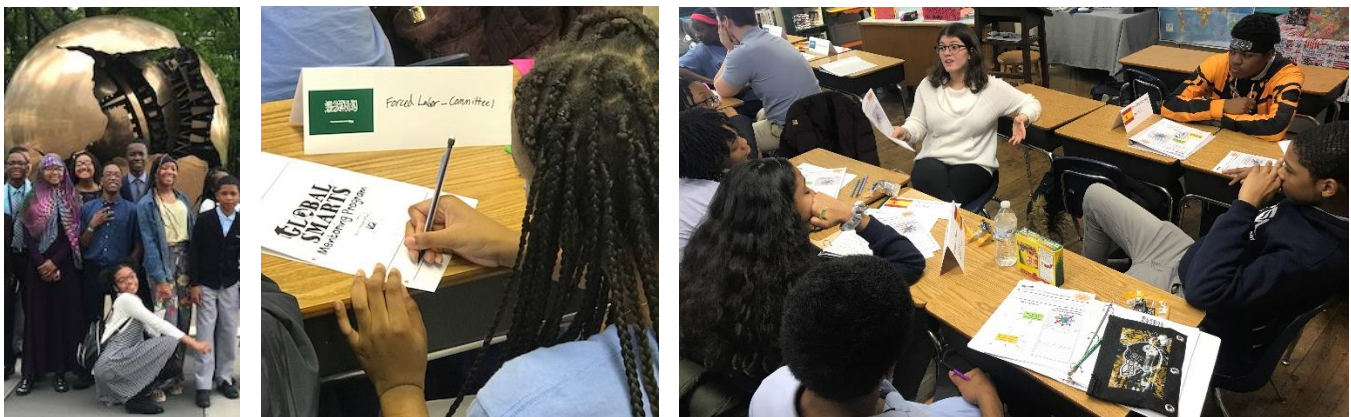


The Council holds two distinct global leadership conferences for high school students, annually: the **International Student Summit** in the fall and the **Global Economic Forum** in the spring, both of which simulate multinational forums convened to address complicated and interdependent risks of global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

In partnership with Camden County College and the Subaru of America Foundation, the Council was able to continue its **New Jersey Global Leadership Program for High School Students**. This program brought together approximately 90 high school students from five New Jersey high schools for a daylong Model United Nations conference on the global food insecurity crisis.

In July 2019, the Council conducted a week-long **Summer Global Leadership Seminar** on the “Rise of Political Populism” for 25 high school students from across the Greater Philadelphia region. The program concluded with a trip to Washington, D.C. to attend expert briefings at the Colombian Embassy, Pulitzer Center, and American Enterprise Institute.

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 Forced Labor” and “Providing Clean and Affordable Energy to All.”



The Global Smarts Mentoring Program, described below and in depth in a separate evaluation analysis report, 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' 2019 State of the City, 14 percent of all Philadelphia residents were born outside of the United States and 23 percent speak a language other than English at home.¹ 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.² The World Affairs Council's educational programming strives to provide

¹ PEW Charitable Trusts, *Philadelphia 2019: The State of the City* (2019). https://www.pewtrusts.org/-/media/assets/2019/04/sotc-2019_final.pdf

² 21st Century Skills, *Education & Competitiveness*, A Resource and Policy Guide, Partnership for 21st Century Skills (2008)

Philadelphia's youth with these skills and prepare them to succeed in a global workforce.

ACCOMPLISHMENT AND COMMUNITY IMPACT IN 2018-2019

HIGH SCHOOL PROGRAMS

International Student Summit: *Rising Africa: A Path to a Sustainable, Egalitarian Future*

Tuesday, December 11, 2018 • Fox School of Business at Temple University

"The program expanded my knowledge of African countries, as well as how conferences work. This was my first time participating in anything similar to this, and I feel as though I would like to participate in another program like this in the future."

Freshman at Central High School

"It is a privilege to be affiliated with the World Affairs Council of Philadelphia. It provides an unmatched, real-world experience with agency in the present and future."

Teacher at the Bishop Shanahan High School

Approximately 270 high school students, representing 24 schools from across the Greater Philadelphia area attended the World Affairs Council's forum on the future of international development in Africa. Through intensive research and group collaboration, students engaged with issues around international development, including critical issues around economic development and national sovereignty. Students simulated the role of world leader and were tasked with measuring the benefits and consequences of various development proposals. Throughout the summit, students used their roles to ultimately secure a long-term strategy upholding long-term economic growth and prosperity within the continent.



NJ Global Leadership Program – Model United Nations Conference on *Ending Food Insecurity*

Thursday, January 17, 2019 • Camden County College

In our second year running this program, the Council, in partnership with Camden County College, brought together approximately 90 students from five New Jersey high schools for a Model United

Nations conference. The simulation revolved around the pressing issue of food insecurity around the world, and necessitated students exploration and interactions with the topics of food systems, land use, poverty, and technology. In the end, the students synthesized a number of resolutions that targeted each of these motifs of food insecurity in an effort to form an action-oriented proposal on how to end the food insecurity crisis globally.



"The New Jersey Global Leadership Program was an excellent foreign policy simulation for students to debate and discuss actual issues."

Camden High School Teacher

"The New Jersey Global Leadership Program 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

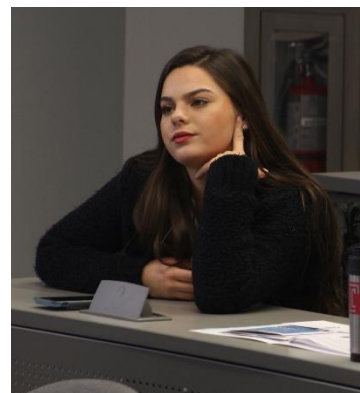
Global Economic Forum – *The Future of Work*

Tuesday, March 5, 2019 • Fox School of Business at Temple University

The 2019 Global Economic Forum addressed the issues of globalization, automation, and the shifting landscape of the future global economy. Working in teams of country delegations, both before and during the conference, students researched the aforementioned economic trends from multiple perspectives in order to debate the future of work through the lens of government, business, and society. This research was put to the test at the forum in the form of a simulated G20 conference where students used these different perspectives to debate with other delegations from countries representing all inhabited continents, 85% of global economic output, two-thirds of the world's population and 75% of international trade. In response to the program, a student commented,

"The Global Economic Forum is a fun experience that helps us consider issues that will affect our future in a thoughtful way."

Student at the Julia R. Masterman School



Summer Global Leadership Seminar: *The Rise of Political Populism*

July 8-12, 2019 • World Affairs Council of Philadelphia

Twenty five 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 populism, specifically, its roots as a political movement and instances from both the left and the right of the political spectrum. Students analyzed the growing popularity of populist movements in countries like Venezuela and Italy, and made connections to ongoing trends in the United States, Britain and elsewhere. The program featured guest lecturers from professors of universities from around the country, as well as workshops, formal debate, crisis simulations, and other group activities. The program concluded with a trip to Washington, D.C., where students experienced private briefings from representatives at the Colombian Embassy, Pulitzer Center, and American Enterprise Institute. Reflecting on their seminar experience, one participant said,

"This helped me understand so much more on politics. Before this, I did not even know what populism was but now I see how important it is in today's politics and it's crucial impact on how the world runs and will run in the future."

Student at Girard College

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 2018-2019 academic year, over 700 students and teachers attended public speaker programs that included:

- NATO Deputy Secretary General, **Rose Gottemoeller**
- Former Governor of New Jersey, **Chris Christie**
- Former U.S. Ambassador to Russia, **Michael McFaul**
- Former Secretary of Homeland Security, **Janet Napolitano**
- Chief White House Correspondent for CNN, **Jim Acosta**

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 2019 posted a 95% graduation rate, with about 22% matriculating at two year colleges or technical/vocational certificate programs, about 75% at four year colleges and universities, 3% going to the military. Members of the class of 2019 will attend nearby schools such as Drexel University, Holy Family University, Temple University, La Salle University, Jefferson /Philadelphia University, and the University of the Sciences, as well as colleges across our state like Bucknell University, Albright College, West Chester University, Shippensburg University and multiple Penn State campuses. Some will also travel outside of the state to University of Tampa and Morgan State University. Students were awarded scholarships totaling over 3 million, including at least 4 full ride Liberty Scholarships to Drexel University.

Additionally, the Council secured **substantial grants** on behalf of Bodine. For the second year, the **U.S. Department of State** funded a Mandarin language teacher for the 2018-2019 school year through its Teachers of Critical Languages Program, continuing the expansion of Bodine's 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 facilitated the following programming at Bodine:

- **Council Speaker Events and Simulation Programs**

Throughout the school year, almost 200 Bodine students and faculty joined the World Affairs Council at the various Council-sponsored speaker events and in the Council's annual global simulation programs. The Council also hosted two speaker programs at Bodine this past academic year; one entitled "2018 Midterm Elections: The Importance of Participating in Democracy" in October 2018 and the other featured former New Jersey governor Chris Christie in March 2020.

- **Italian as a Foreign Language**

Bodine High School, in partnership with the World Affairs Council of Philadelphia and the Consulate General of Italy in Philadelphia, will be adding Italian to the Foreign Language Courses offered to students (who must take four years of a foreign language to graduate) with the addition of a new Italian teacher funded by the Consulate.

- **Study Abroad**

In mid-April 2019, 27 Bodine students and five faculty members traveled to Costa Rica for the school's annual spring trip abroad program, which was organized and facilitated this year by the Council's Liaison to Bodine. All participating students attended an intensive, research-focused travel seminar in the months leading up to the trip which they earned 0.25 credit for on their transcripts. In its second year, **the Joan Russell Travel Scholarship** was awarded to two deserving Bodine students to facilitate their spring trip abroad.

- **The John Lazarich Leadership Liaison position at Bodine**

The John Lazarich Foundation Liaison, Kasey Trapp, continues to facilitate these academic and cultural activities for Bodine students. In addition to coordinating these events and programs, Kasey focused on providing Bodine students with 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 2018-2019

The Student Diplomat Program / Jr. Model United Nations is a five-month comprehensive program that introduces over 850 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 2019 • University of Pennsylvania Museum of Archaeology and Anthropology

Over three days in January, and produced in partnership with the Penn Museum, students explored the importance of cross-cultural understanding and diplomacy through collaborative presentations conducted by the Council and the Museum's International Classroom professionals. The program also included small group tours facilitated by the Penn Museum's *Global Guides* and scholars.

Jr. Model United Nations Preparatory Conference

March 2019 • Fox School of Business at Temple University

Over a two day period, Council staff met with all 850 students to conduct intensive four-hour prep sessions that included 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: ending forced labor, and providing clean and affordable energy to all. Temple University's Fox School of Business graciously hosted both the Council's Jr. Model United Nations Preparatory Conference and the Junior Model United Nations Final Conference.



Jr. Model United Nations Final Conference

May 2019 • Fox School of Business at Temple University

The Jr. Model United Nations Final Conference is a two-day event at which students assume the role of country delegations, 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 high school students, to college students, and Council alumni. Council staff work closely with the Jr. Model United Nations facilitators, preparing them to confidently assume the responsibilities of their roles. By using high school and college students to serve as the conference facilitators, the Council provides middle school participants with exemplary role models, highly experienced in Model United Nations, while also providing the high school students, college students, and Council alumni with leadership development and opportunities to build their relationship with the World Affairs Council of Philadelphia.

"The WAC Jr. Model UN program provides our students with a comprehensive experience that helps them develop cultural awareness and real-world diplomacy skills. The experiences help students explore other cultures from an artistic, social, political perspective so that they can discuss global issues with a wide variety of lenses."

Teacher at the Haverford School

"If you have students who are interested in the world, forming a plan to do something and finding their own voice, this year-long in-depth study of real world problems is a great forum for them to mature into the people they want to be."

Teacher at Peirce Middle School

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 seventh year, with generous support from Philadelphia's philanthropic and business community, the 2018-19 Global Smarts Mentoring Program worked with 22 mentors and 156 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.



Enhancing Digital Literacy

In 2018-19, with the help of a grant through the Comcast Foundation, the World Affairs Council was able to create and develop new digital literacy components for the Global Smarts Mentoring Program. In previous years of running the program, the Council noticed through survey feedback that Global Smarts schools struggled with being able to provide participants with the technological resources and tools necessary to successfully navigate the digital landscape for research purposes and to succeed in the overall Jr. Model UN program. As the program requires students who may or may not have had formal research experience to examine a considerable amount of international affairs and policy data (much of which is not targeted for younger audiences), this grant allowed the Council to implement several key programmatic upgrades for the first time since the program's inception including media tutorials and mentor-created research websites.

Media Tutorials/YouTube Videos

- **Global Smarts Mentoring Program Promo Video**
 - https://www.youtube.com/watch?v=kvZ8-iO4h4&list=PLA_-h530T-pnFhJ7Lxsw8qHFOcR5d1wZg&index=2
- **How to Write a Position Paper for Jr. Model UN**
 - https://www.youtube.com/watch?v=t2aEf2_vxfw
- **Mission (Im)possible: What to Expect at the Jr. MUN Final Conference**
 - <https://www.youtube.com/watch?v=7Ojp0-r4TPY>

Global Smarts School	Mentor-Created Research Website Address
AMY at James Martin	https://globalsmartswacphil.wixsite.com/globalsmarts
AMY Northwest	https://amynorthwest.wordpress.com/
Blessed Trinity	https://wacgsblessedtrinity.wordpress.com/
Cook-Wissahickon	https://stroseoflimaglobalsmarts2019.wordpress.com/
Gesu School	www.gsgesu2019.school.blog
Hope Partnership	https://hpmodelun.tumblr.com
New Foundations	https://newfoundationscharterschoolmodelun2019.webnode.com/
Shawmont School	www.wacshawmont.wordpress.com
St. Rose of Lima	https://stroseoflimaglobalsmarts2019.wordpress.com/

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.

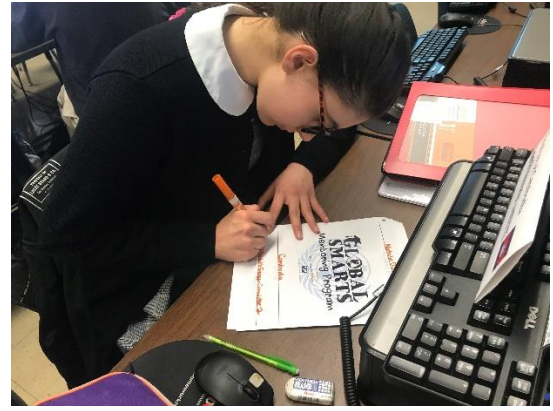
The revised survey tool provided the aggregated results of this year's Global Smarts Evaluation. The survey, which students completed at the end of the five-month program, contained 25 questions designed to measure the four core skills that a globally competent student should be able to do: (1)

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 the 2018-2019 Global Smarts Student Evaluation:

- The Global Smarts program made students think more critically about current events: Upon the program's completion, the number of students that normally never sought out different points of views when looking at news stories *decreased* by 60%.
- Student participants also learned specific information pertaining to international affairs, including the functionality of the United Nations as an international organization. The number of students that felt they could explain details of the United Nations very well more than tripled at the program's conclusion.
- The participating students also took the initiative to stay informed about global events after they completed the program, with the number of students paying attention to international news stories most of the time more than doubling, compared to those who rarely paid attention to news stories dropping by 59%.
- Students also gained knowledge that can be applied more universally across their studies, specifically when dealing with topics relying on communication and collaboration with others. Their confidence in their ability to write a short research paper *increased twofold*.
- While the program offered students a chance to gain valuable knowledge about international relations and communication skills, it also piqued the interests of students in regards to the world's current affairs. By the end of the program, almost 95% of the students served agreed or strongly agreed that they were curious about the current state of the world. Approximately half of the students also strongly agreed that they were able to understand how different events occurring around the world had an impact on their own lives, proving that the Global Smarts program had helped them understand the complexities of the interconnectedness between nations and issue areas.
- Finally, participation in the Global Smarts Program this program created an enthusiasm for continuing to study world cultures, history, and international relations at a formative age. When asked how interested they were in studying world cultures or international relations in high school, participants who answered that they were very interested had increased by 130% once the program was over.

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:

"I had a really fun time in model UN. For the cultural diplomacy conference, I learned that there are many countries and cultures. At the final conference, I learned about my country and I learned to speak out. And at the UN trip, I learned a lot about how the UN helps with other countries and is trying to help the world become a better place." **Shawmont School, 7th grade student**

"What I enjoyed during this program was learning about different countries, cultures, and our assigned country. I enjoyed learning about ways to help my community and other countries. How I would explain this program to a student is that this program educates students on real world problems and how to help and get involved early. My mentors have helped me through this program, by teaching me everything about what is expected and how to prepare for the Junior Model UN." **A.M.Y Northwest School, 8th Grade Student**

Global Smarts Mentors:

"This program has helped me grow into a confident and capable young professional. With the assistance provided by the Global Smarts Program, our students grew in confidence, knowledge, and determination which allowed them to compete with other schools during the Jr. Model UN Conference." **Cassidy Kovisto, A.M.Y. of James Martin School, Global Smarts Mentor**

"The Global Smarts Mentoring Program provides great opportunities for both middle school students and the mentors alike to grow, learn, and develop skills applicable to all aspects of life." **Carolina Gonzalez, Hope Partnership for Education, Global Smarts Mentor**

Global Smarts Faculty Advisors (Teachers):

"Global Smarts opened the doors of the world to our students. Their minds and hearts have been engaged to create positive change in their lifetimes." **Amanda Carosi, New Foundations Charter School**

"The Global Smarts Mentoring Program has provided my students with positive and academically-driven role-models. My students are now more aware of global issues and are more confident public speakers." **Kelly Judge, 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 full execution of the program in the 2018-2019 school year. The program's curriculum has been delivered 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, the Middle East Center, the South Asia 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, and Arcadia University. 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.

EDUCATION SUPPORTERS

AMETEK, Inc.	Hamilton Family Foundation	Pennsylvania Department of Education
Comcast Foundation	Lincoln Financial Foundation	The Samuel Tabas Family Foundation
Connelly Foundation	Wells Fargo	Camden County College
Firsttrust	UGI / AmeriGas	Althea de Baun Budd Foundation
Greater Philadelphia Elementary Education Foundation	The McEwen Family Scholarship Fund at Modern Group, Ltd.	Subaru of America Foundation, Inc.
Henrietta Tower Wurts Memorial	The Fox School of Business at Temple University + CIBER	Michael and Lisa Farrell
John Lazarich Foundation	The Daniel B. and Florence E. Green Foundation	The Quaker Chemical Foundation
Kelly Family Foundation	Dolfinger-McMahon Foundation	Mark Stover (Teacher at Jenkintown Middle School)
Key Bank	University of Pennsylvania Museum of Archaeology and Anthropology	Jamie Pludo
Leo Niessen, Jr. Charitable Trust	University of Pennsylvania South Asia Center	University of Pennsylvania Middle East Center
Matthew and Lori Espe	St. Joseph's University	The Hellendall Family Foundation
The Ryan Charitable Trust	Joseph Berquist	