2018-19
Global Smarts Mentoring Program
Evaluation and Analysis Report

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Photo: New Foundations students pose for a photo at the Jr. Model UN Final Conference at Temple University.

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PROGRAM BACKGROUND

The Global Smarts Mentoring Program was developed in 2012 with the aim of “leveling the playing field” for middle school students from under-resourced schools participating in the Council’s Student Diplomat Program / Jr. Model United Nations. Now in its seventh year of operation, the Global Smarts Mentoring Program grew from 144 students attending nine schools in the 2017-18 school year, to 152 students and from 19 to 22 mentors in the 2018-19 school year. All current Global Smarts 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—are in Philadelphia County, and constitute Title I schools where a majority of the student population qualifies for free or reduced lunch. This evaluation and analysis report describes the delivery of the Global Smarts Mentoring Program and reports on outcomes derived through evaluation data gathered from student, mentor, and faculty adviser (teacher) participants.

In order to meet program objectives, beginning in January and continuing through May, undergraduate student mentors from St. Joseph’s University met weekly with the Global Smarts students from one of the nine aforementioned Philadelphia middle schools for 60-75 minutes either during or after school hours. The overarching educational goal was to help students develop the core knowledge and skills required to successfully participate in the Council’s region-wide Jr. Model United Nations (Jr. MUN) Conference, including researching assigned countries and global issues, writing position papers, drafting and amending resolutions, and debating and defending final policy arguments. Additionally, mentors met weekly, for approximately 120 minutes, with the Council’s education staff to review teaching strategies and to assess student progress and challenges. Mentors also completed several intensive research assignments in addition to viewing and/or attending a minimum of two Council speaker programs. Council staff also created and reviewed weekly program curriculum with mentors.
Educating for Global Competence

“This program empowers both students and mentors on social justice matters. If you ever need hope for the future, sit in on a Global Smarts Mentoring Session and listen to the middle school students in this program!” – Raeghan Smith, St. Joseph’s University Global Smarts Mentor

To further assess program impact and outcomes, as well as obtain additional quantitative and qualitative/verbatim data on program effectiveness in educating for global competence, students, mentors, and teachers all completed detailed evaluation forms and surveys following the program’s conclusion. Survey questions are based on the four competencies as outlined in the Asia Society’s Educating for Global Competence model.

Figure 1: Educating for Global Competence: Preparing our Youth to Engage with the World (Asia Society)
**Enhancing Digital Literacy**

In 2018-19, with the help of a grant through the Comcast Foundation, the World Affairs Council of Philadelphia 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-h530TpnFhl7Lxsw8qHFOcR5d1wZg&index=2](https://www.youtube.com/watch?v=_kvZ8-iO4h4&list=PLA-h530TpnFhl7Lxsw8qHFOcR5d1wZg&index=2)

- **How to Write a Position Paper for Jr. Model UN**
  - [https://www.youtube.com/watch?v=t2aEFJ2_vxfw](https://www.youtube.com/watch?v=t2aEFJ2_vxfw)

- **Mission (Im)possible: What to Expect at the Jr. MUN Final Conference**
  - [https://www.youtube.com/watch?v=7OIp9-r4TPY](https://www.youtube.com/watch?v=7OIp9-r4TPY)

*Figure 2: List of Mentor Created Research Websites*

<table>
<thead>
<tr>
<th>Global Smarts School</th>
<th>Mentor-Created Research Website Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMY at James Martin</td>
<td><a href="https://globalsmartswacphil.wixsite.com/globalsmarts">https://globalsmartswacphil.wixsite.com/globalsmarts</a></td>
</tr>
<tr>
<td>AMY Northwest</td>
<td><a href="https://amynorthwest.wordpress.com/">https://amynorthwest.wordpress.com/</a></td>
</tr>
<tr>
<td>Blessed Trinity</td>
<td><a href="https://wacgsblessedtrinity.wordpress.com/">https://wacgsblessedtrinity.wordpress.com/</a></td>
</tr>
<tr>
<td>Gesu School</td>
<td><a href="http://www.gsgesu2019.school.blog">www.gsgesu2019.school.blog</a></td>
</tr>
<tr>
<td>Hope Partnership</td>
<td><a href="https://hpmodelun.tumblr.com">https://hpmodelun.tumblr.com</a></td>
</tr>
<tr>
<td>Shawmont School</td>
<td><a href="http://www.washawmont.wordpress.com">www.washawmont.wordpress.com</a></td>
</tr>
</tbody>
</table>
EVALUATION PROCESS & DEMOGRAPHICS

Summary

In May and June 2019, 116 out of 152 participating students were successfully administered a post-program survey redesigned with global education evaluation experts to measure shifts in specific knowledge, skills, behaviors and values comprising competent global citizenship\(^1\). The program strategically targeted Philadelphia Title-I middle school students in 6\(^{th}\) (3%), 7\(^{th}\) (58%) and 8\(^{th}\) (39%) grade. 71% (82/116) of the mentees were female and 29% (34/116) were male. Student participants from 2/3\(^{rd}\) of the schools (6 out of 9 schools) attended the year-end trip to the United Nations Headquarters in New York City for a guided tour.

Figure 3: Global Smarts Mentoring Program Ethnic Background

\(^1\) According to the United Nations’ Global Education First Initiative, global citizenship education provides the understanding, skills, and values students need to cooperate in resolving the interconnected challenges of the 21st century, including climate change, conflict, poverty, hunger, and issues of equity and sustainability.
GLOBAL SMARTS STUDENTS’ POST-SURVEY ANALYSIS: QUANTITATIVE HIGHLIGHTS

Investigating the World

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 investigating the world around them.** 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.

**I am curious about what is happening around the world:**

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Before Global Smarts</th>
<th>After Global Smarts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>22%</td>
<td>59%</td>
</tr>
<tr>
<td>Agree</td>
<td>58%</td>
<td>34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Photo: New Foundations students, with their faculty adviser and mentors, display their Final Conference awards.*
Recognizing Perspectives

The global smarts program made students think more critically about current events and recognizing diverse perspectives. 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%.

“The World Affairs Council’s Global Smarts Mentoring Program opened the students’ eyes to the global problems that are in their world today. Looking at problems that affect all countries was beneficial to them.

– Dorothy Hogan and Katie Leavy, Blessed Trinity Regional Catholic School Faculty Advisers

When I hear about something happening in the news, I try to find different points of view before forming an opinion.
Communicating Ideas

Students also gained critical skills that can be applied more universally across their studies, specifically with regards to communication and collaboration with others. Their confidence in their ability to write a short research paper increased twofold. In addition, there were notable increases in their public speaking, global issues research, and debate skills – all of which are practiced on a weekly basis in the Global Smarts program.

I have used the following strategies to help me better communicate and collaborate with a group of people:

- Writing a position paper: 27% After Global Smarts, 67% Before Global Smarts
- Showing what I mean using hand gestures or other body language: 56% After Global Smarts, 69% Before Global Smarts
- Researching a global issue: 53% After Global Smarts, 81% Before Global Smarts
- Speaking publicly: 40% After Global Smarts, 63% Before Global Smarts
- Debating an issue one-on-one or in a small group: 63% After Global Smarts, 80% Before Global Smarts
- Showing pictures or videos: 48% After Global Smarts, 58% Before Global Smarts

Photo: A Global Smarts student assigned to Jamaica references CIA World Factbook.
Taking Action (locally and globally)

Over the course of the program, students in Global Smarts become more aware as citizens, building a desire through studying world affairs at a formative age to become more civically engaged within their own community. 95% of students agreed or strongly agreed that the more they learned about different problems around the world, the more they wanted to help their community. Along with this, the number of students who strongly agreed that they had new and creative ideas for improving their community more than tripled upon the program’s completion.

To continue, when posed with a situation about a hypothetical catastrophic earthquake in Italy, there was a stark increase in the amount of students who agreed that they would most likely try to find a way to help those affected by the earthquake, rather than merely research the event or talk about it with friends or family. This is yet another indication of participants translating their ideas into appropriate actions to improve conditions, post Global Smarts.
**Sustained Engagement**

Finally, participation in the Global Smarts Program sparked an interest in continuing this course of study in future years. When asked how interested they were in studying world cultures or international relations in high school following participation in the Global Smarts program, the participants who answered that they were very interested increased by 130% since the program’s start.
POST-PROGRAM EVALUATION SURVEY: GLOBAL SMARTS TEACHERS

One hundred percent (100%) “agreed” with the following statement: “After Global Smarts, I believe that my students are more aware and interested in learning about the world.”

One hundred percent (100%) “agreed” with the following statement: “After Global Smarts, I believe my students see themselves as more capable of making a difference in their local or global community.”

Ninety percent (90%) “agreed” with the following statement: “Through Global Smarts, I have witnessed a positive change in my students’ attitudes toward school as well as their overall academic performance.”

Additional Quantitative Analysis

Global Smarts accounted for nine out of twenty four schools (1/4) whose proposed resolutions were selected for debate at the final Model UN Conference on both May 16 and May 17.

With respect to special recognition conferred on outstanding delegates at the close of the Jr. Model UN Conference, Global Smarts students garnered awards in every award category across multiple committees and topics (outstanding traditional dress, first place country delegation, honorable mention country delegation, first place delegate, honorable mention delegate) - all determined by impartial outside Committee Chairs.

“The Global Smarts program contributes to the development of the student in ways that traditional classroom learning is unable to achieve. The academic challenge combined with public speaking and working with a group gives Global Smarts students real world problem solving skills that they can rely on for the rest of their lives.”

–Cheryl Kalinoski-Trainor, AMY James Martin Elementary School Faculty Adviser
PARTICIPANT FEEDBACK

Middle School Faculty Advisers

“The Global Smarts Mentoring Program has provided my students with positive and academically-driven role models. My students are more aware of global issues and are confident public speakers”.

Kelly Judge, AMY Northwest School Faculty Adviser

“Many of my students started the program knowing nothing of global issues and feeling insecure. By the end of the program their knowledge and confidence had grown tremendously.”

—Bernadette Banaszak, Shawmont School Faculty Adviser

Middle School Students

“[Global Smarts] is a program that informs you of issues happening today. [It] also equips you with skills to make solutions or form your own opinion on various topics. It is a really good program that I would recommend to others.”

8th grade student, AMY Northwest School

“What I enjoyed during [Global Smarts] 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 fellow 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 [Final Conference].”

8th grade student, AMY Northwest School

Photo: Global Smarts student participants volunteer answers during a session at AMY James Martin School.
“I had a wonderful experience during Global Smarts. I learned many new things and I learned how to communicate with my peers to come up with ideas that could help our world become a better place. My mentors helped me a lot, especially with writing the clauses for the final conference. They helped me with come up with ideas and helped me with my public speaking and writing [skills]. I really recommend Global Smarts to all students [who are] available to do it.”

*7th grade student, St. Rose of Lima School*

**College Mentors**

“Global Smarts was a once-in-a-lifetime opportunity where I could connect with a classroom of girls from much different backgrounds that I wouldn’t have interacted with outside of the program. Watching them grow and understanding the value of the topics was so rewarding. They’re so much more aware of the world around them which will help them to be well-rounded students in the future.”

*Katy Green, St. Joseph’s University*

*Global Smarts Mentor*

“This program really aided and supported the students in learning about the United Nations, and their assigned country. They learned debate and research skills, and made so much visible progress as the weeks went by. I think it really motivated many to learn more about global problems and to get more involved in debate!”

–Madison Card, St. Joseph’s University Global Smarts Mentor

“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, St. Joseph’s University Global Smarts Mentor*
KEY TAKEAWAYS

After seven years of growth and curriculum development, the Global Smarts Mentoring Program continues to effect meaningful change in both student participants and college mentors. The quantitative and qualitative data produced by the post-survey Global Smarts Mentoring Program group analysis, as well as post-program survey questionnaires and testimonials, and Final Conference outcomes unequivocally validate Global Smarts’ success in leveling the Council’s region-wide Jr. Model UN playing field. In 2018-19, the Global Smarts program continued to improve upon best practices and lessons learned with a focus on revising and updating the Global Smarts curriculum with a specific focus on enhancing digital literacy components. Many of these components will continue to be improved upon for the Global Smarts Mentoring Program in 2019-20.

“Equally notable, the great majority of Global Smarts students came to value the importance of recognizing diverse perspectives and developed into confident and articulate young leaders, capable of effecting meaningful change in their local communities.”

By the end of the Final Jr. Model UN Conference in June, Global Smarts students had resolutions chosen for debate, won Final Conference awards in every category, gained genuine curiosity for current events and transnational issues, and achieved greater public speaking skills and the motivation to pursue the study of global affairs at the high school level. Equally notable, the great majority of Global Smarts students came to value the importance of recognizing diverse perspectives and developed into confident and articulate young leaders, capable of effecting meaningful change in their local communities.
Thank you for giving Gesu a chance to learn about another country.

Sincerely,
[Signature]

Thank you for funding the organization Global Smarts because you have kept the organization running with your support and I don't know where Global Smarts would be without you. My favorite part of this program was debating. Thank you for your funds.

[Signature]

Thank you World Affairs Council for giving us the opportunity to learn about another country.

Delegation of Africa

[Signature]

Thank you World Affairs Council!!!