



# 2022–2023 Global Smarts Mentoring Program Year-End Report



**PREPARED JULY 2023**

Kate Whitman Kamara  
Director of Education,  
Middle School Programs

kkamara@wacphila.org  
215-561-4700 | ext. 216

# TABLE OF CONTENTS

• GLOBAL SMARTS MENTORING PROGRAM OVERVIEW	3
• PROGRAM BACKGROUND	3
• EMBRACING A VARIETY OF LEARNING STYLES	3
• 2022-2023 JR. MODEL UNITED NATIONS TOPICS	4
• SCHOOLS SERVED	5
• OUR STUDENTS	6
• STUDENT SURVEYS: QUANTITATIVE HIGHLIGHTS	7
• STUDENT TESTIMONIALS	12
• MENTOR TESTIMONIALS	13
• FACULTY ADVISOR REFLECTION & TESTIMONIALS	15
• KEY TAKEAWAYS	15
• PROGRAM PHOTOS	16
• SPONSOR RECONITION	17



## PROGRAM OVERVIEW

---

The **Global Smarts Mentoring Program** is an award-winning program that 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. It is a rigorous global literacy tutoring program **pairing 6-8th grade students from under-resourced Philadelphia public, parochial and charter schools with collegiate mentors from local universities**. Through weekly individual and small-group instruction with their assigned middle school site, mentors provide students with the fundamental knowledge and skills needed to confidently participate in the Council’s annual, region-wide Student Diplomat Program/Jr. Model United Nations Program.

To meet program objectives, beginning in January and continuing through May, undergraduate student mentors from **Saint Joseph’s University** and the **University of Pennsylvania** as well as adult mentors met weekly with Global Smarts students for **45-60 minute sessions** either during or after school. 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, recording opening speeches, drafting and amending resolutions, and debating and defending final policy arguments. The program also helps students to develop secondary “soft skills” including public speaking, rhetoric, and peer leadership. Additionally, mentors attended weekly, virtual **professional development sessions** 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.

## EMBRACING A VARIETY OF LEARNING STYLES

---

The COVID-19 pandemic taught us that digital curriculum components are essential to Global Smarts. Ensuring a digital dimension to our programs not only increases students’ digital literacy, but also helps to increase lesson accessibility across learning styles. As part of Global Smarts, students created opening speech videos stating their country’s position on their assigned Model UN topic. Additionally, mentors created research websites to help our students find reliable sources throughout the course of their research.



*Figure 1: Opening Speech Example Videos*

Global Smarts School	Mentee-Created Video Link
St. Mary's (South Africa)	<a href="https://youtu.be/9TzQK798_dk">https://youtu.be/9TzQK798_dk</a>
St. Mary's (Venezuela)	<a href="https://youtu.be/sfbFHhExUA">https://youtu.be/sfbFHhExUA</a>
Shawmont School (Cuba)	<a href="https://youtube.com/shorts/ODYO0fR1tCM?feature=share">https://youtube.com/shorts/ODYO0fR1tCM?feature=share</a>

*Figure 2: List of Mentor Created Research Websites*

Global Smarts School	Mentor-Created Research Website Address
Cook-Wissahickon	<a href="https://sites.google.com/sju.edu/cookwissglobalsmarts2023/home">https://sites.google.com/sju.edu/cookwissglobalsmarts2023/home</a>
Gesu School (Boys)	<a href="https://globalsmartsgesu23.wixsite.com/class">https://globalsmartsgesu23.wixsite.com/class</a>
Gesu School (Girls)	<a href="https://gesugirlsgs.weebly.com/">https://gesugirlsgs.weebly.com/</a>
Hope Partnership	<a href="https://sites.google.com/sju.edu/jrmodelun/home">https://sites.google.com/sju.edu/jrmodelun/home</a>
Shawmont School	<a href="https://sites.google.com/sju.edu/shawmontchinacuba">https://sites.google.com/sju.edu/shawmontchinacuba</a>
St. Mary Interparochial	<a href="https://sites.google.com/sju.edu/globalsmartsstmarys/home">https://sites.google.com/sju.edu/globalsmartsstmarys/home</a>
Warren G. Harding	<a href="https://sites.google.com/sju.edu/hardingglobalsmarts/home">https://sites.google.com/sju.edu/hardingglobalsmarts/home</a>

## 2022-2023 JR. MODEL UNITED NATIONS TOPICS

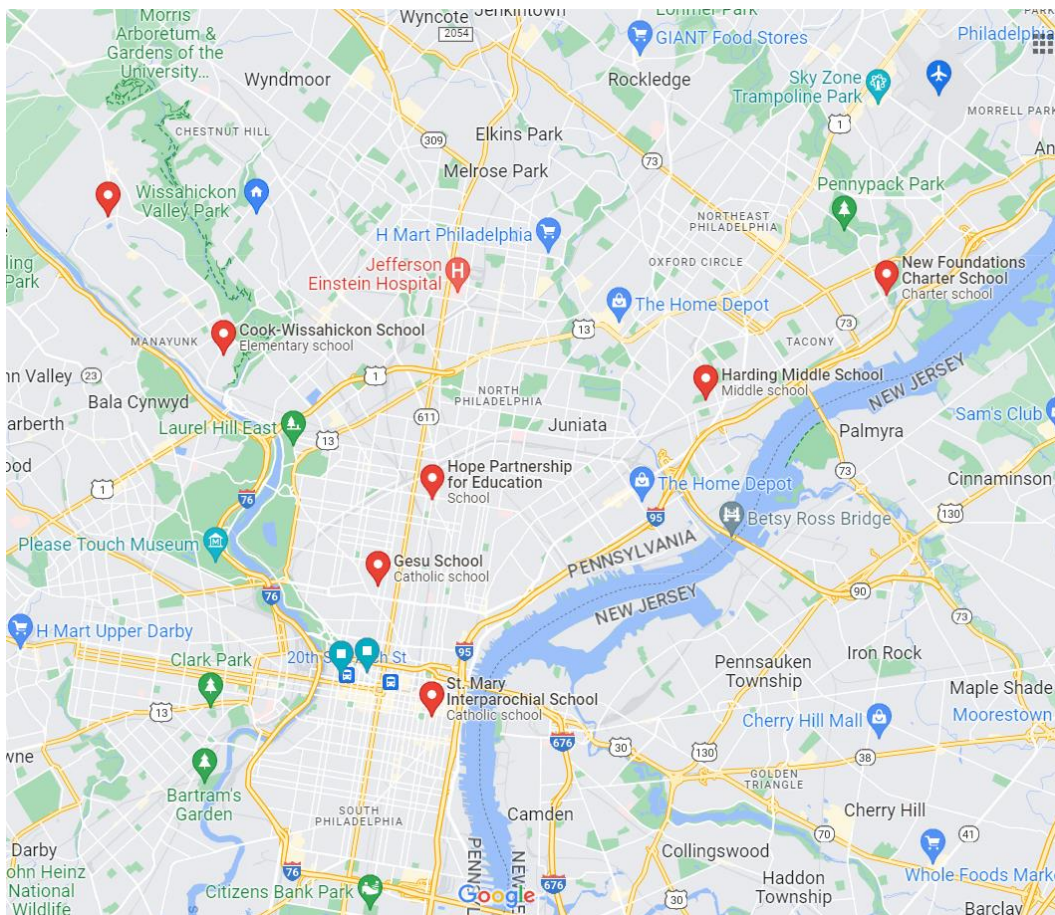
Each year, World Affairs Council staff selects conference topics of global importance connected to the United Nations Sustainable Development Goals (SDGs), which serve as a roadmap for global peace and prosperity. This year, Council staff elected to focus on two critical global issues: **Promoting Decent Work and Economic Opportunity for Youth** (SDG 8) and **Ensuring Global Access to Medicines and Vaccines** (SDG 3). Students who focused on our SDG 8 topic researched the barriers young people face in their search for safe, fair and secure employment, and analyzed how youth unemployment is a peace and security issue in addition to an economic one. Students who focused on our SDG 3 topic researched vaccine inequality around the world, the workings of a supply chain, and analyzed how vaccines can be made more accessible to all people.



## SCHOOLS SERVED

In its eleventh year of operation, the Global Smarts Mentoring Program served 151 students and 19 mentors. All current Global Smarts schools— **Cook Wissahickon Elementary School, Gesu School, Hope Partnership for Education, New Foundations Charter School, Shawmont School, St. Mary Interparochial School** and **Warren G. Harding Middle School** —are in Philadelphia County and are classified as Title I schools where most of the student population qualifies for free or reduced lunch.

The following map shows the location of all 7 participating schools:

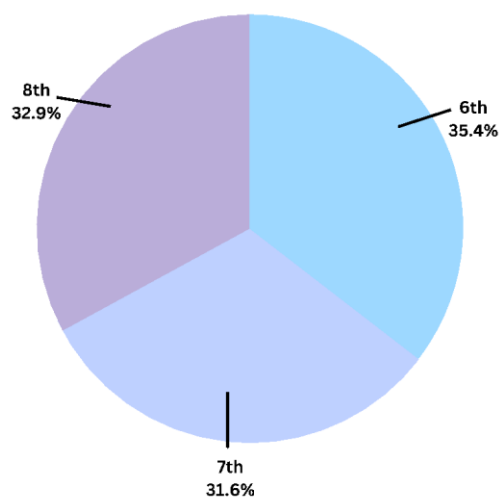




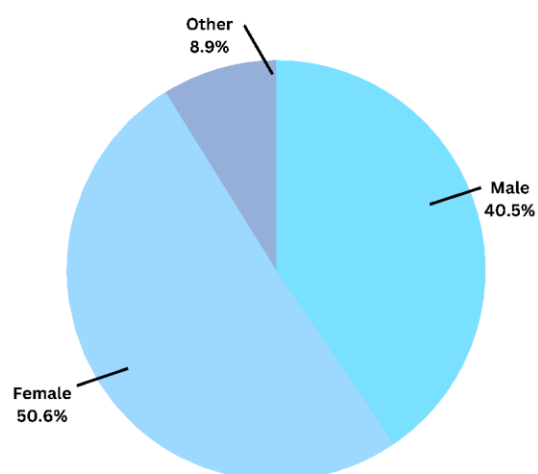
## OUR STUDENTS

---

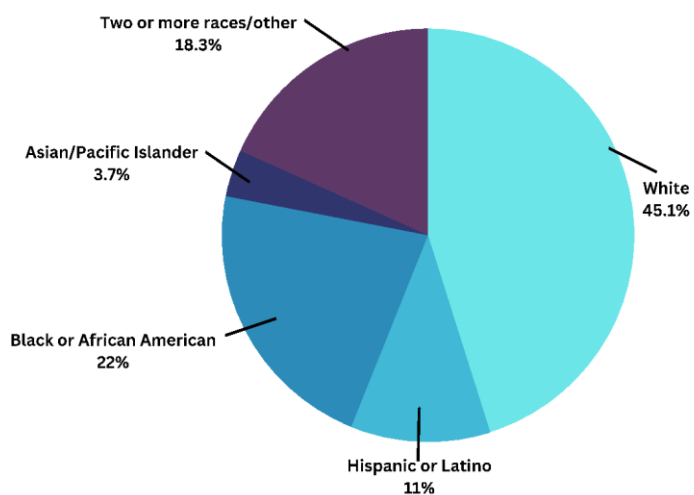
### GRADES



### GENDER



### ETHNIC BACKGROUND



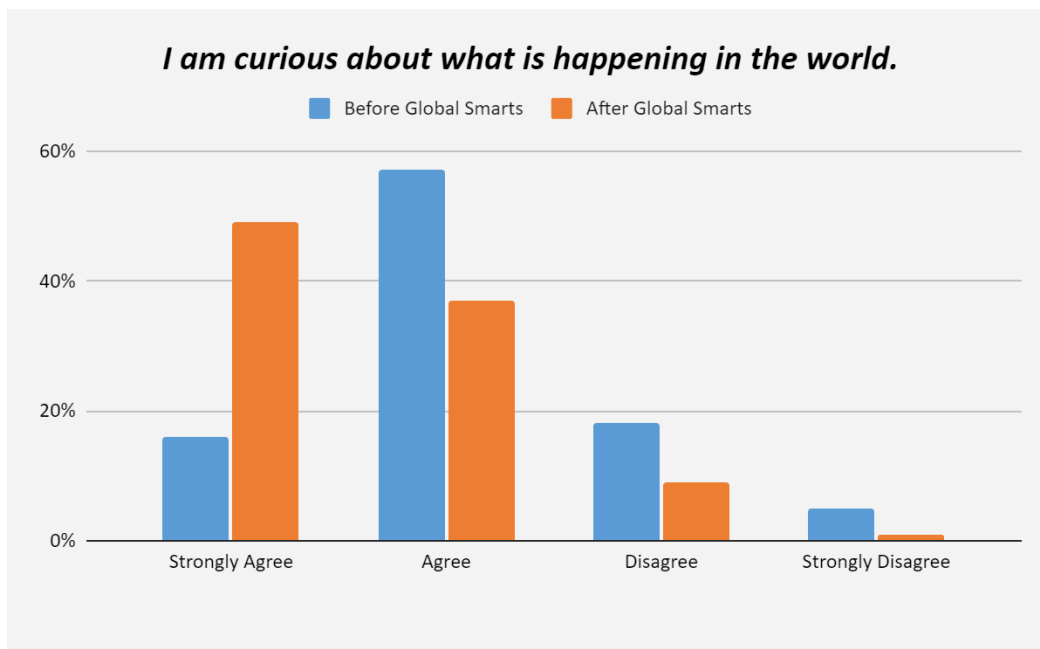


## EVALUATION PROCESS

In May and June 2023, 96 out of 151 participating students were successfully administered a **post-program survey** to measure shifts in specific knowledge, skills, behaviors, and values comprising competent global citizenship<sup>1</sup>. Student participants from 2/3<sup>rd</sup> of the schools (5 out of 7 schools) attended the year-end trip to the United Nations Headquarters in New York City for a guided tour.

## STUDENT SURVEYS: QUANTITATIVE HIGHLIGHTS

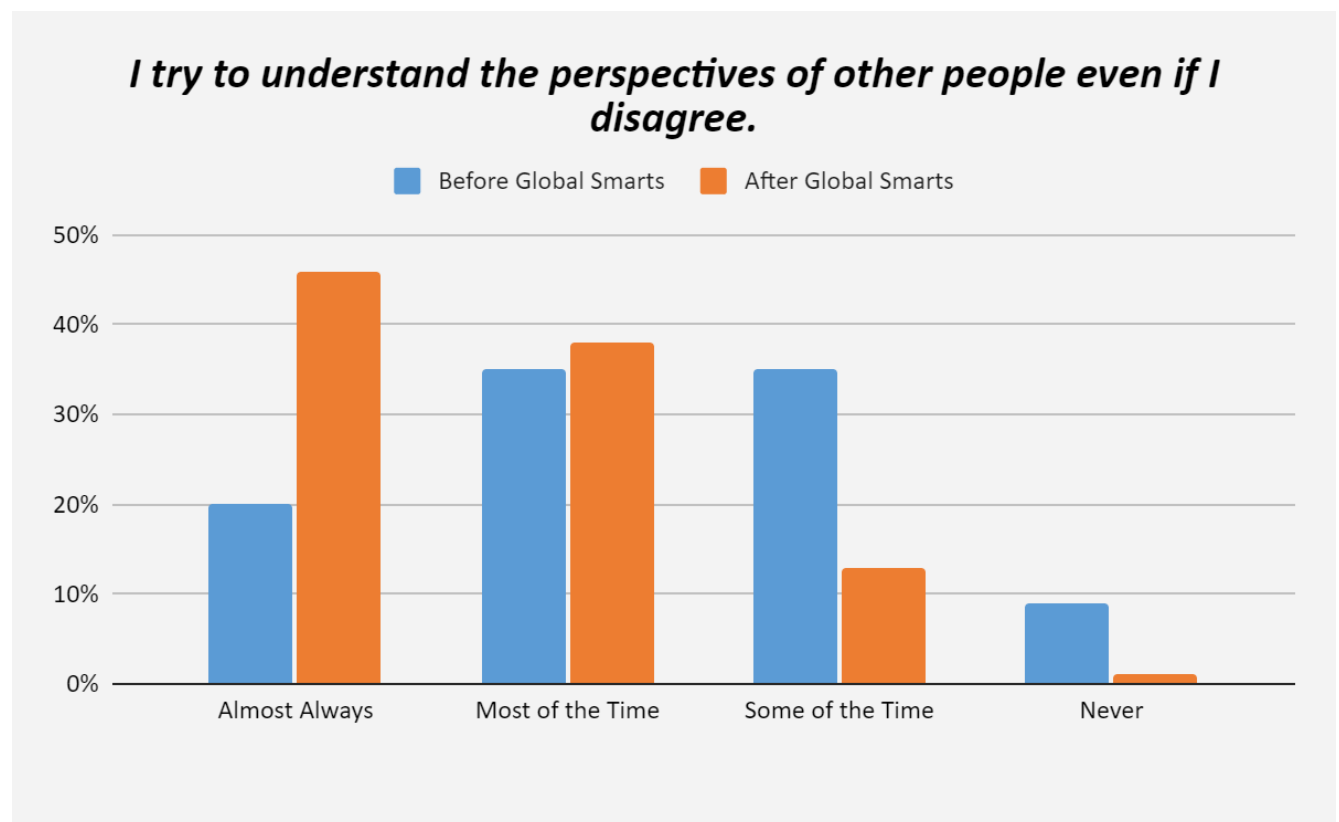
While Global Smarts offered students a chance to gain valuable knowledge about international relations and communication skills, it also **piqued students' interest in investigating the world around them**. By the end of the program, 90% of the students served agreed or strongly agreed that they were curious about the current state of the world. Additionally, the number of students who strongly agreed that they were able to understand how different events occurring around the world had an impact on their own lives increased by 371%, proving that the Global Smarts program helped them understand the connections between global issues and local experiences.



<sup>1</sup> 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.



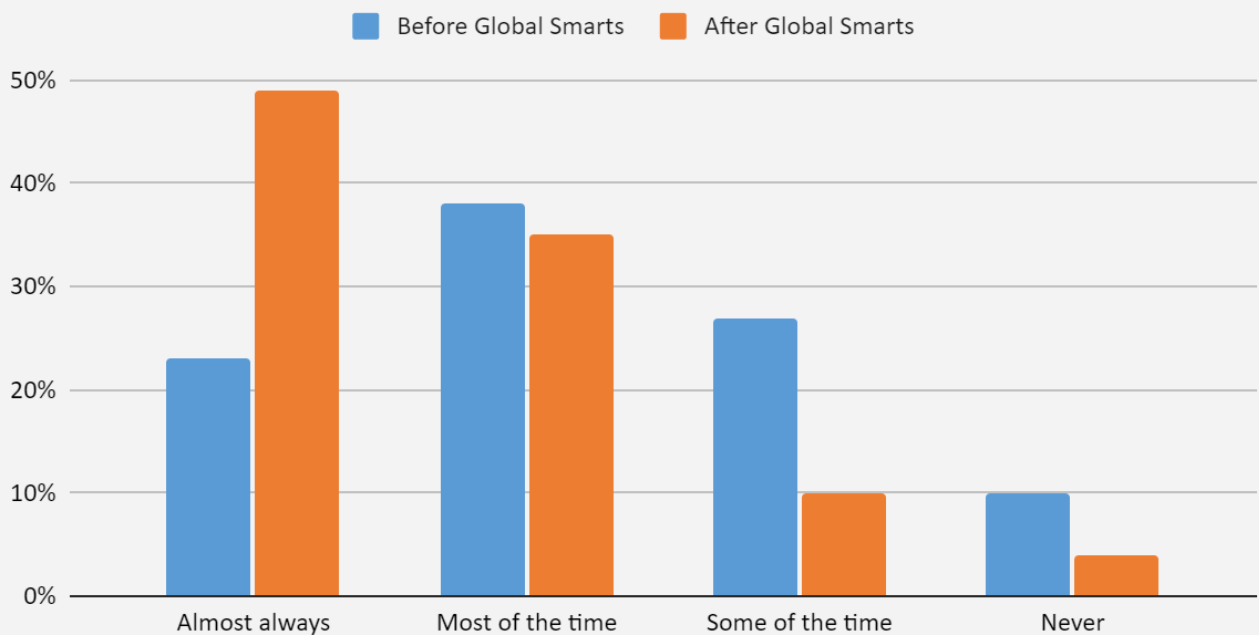
The Global Smarts program **made students think more critically about current events and recognizing diverse perspectives**. Upon the program's completion, the number of students who reported that they almost always try to understand the perspectives of others, even if they disagree, increased by 138%. Global Smarts also helped students to understand how their own perspectives, and those of others, can be shaped by factors like cultural differences. After Global Smarts, students reporting that they strongly agree that they can explain how cultural differences can influence a person's perspective increased by 127%.





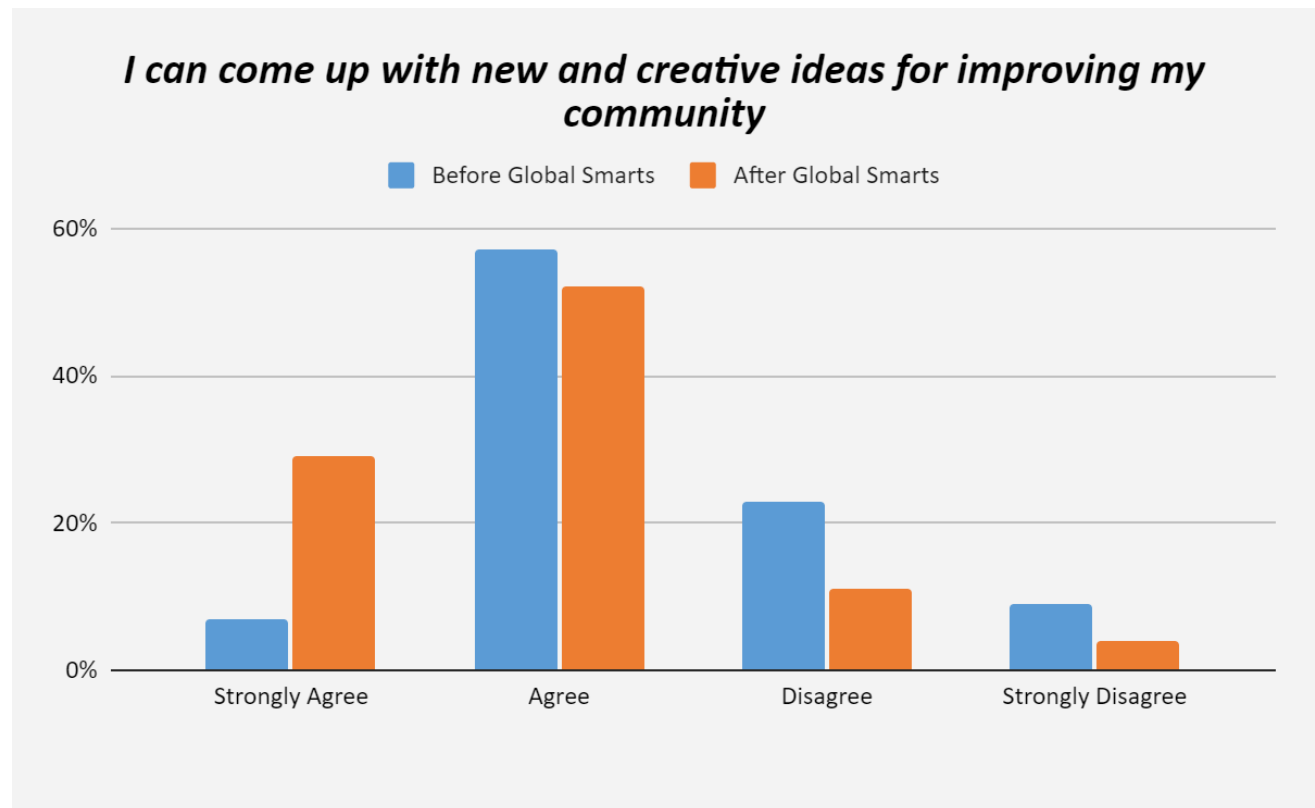
Students also **gained critical skills that can be applied more universally across their studies, specifically with regards to communication and collaboration with others.** After completing Global Smarts, the number of students who almost always try to be aware of how they communicate and make others feel included increased by 111%. Students also reported significant increases in their skills relating to research, public speaking and discussing global issues.

***When I work with others, I try to be aware of the different ways we communicate and adapt to make sure everyone feels included.***



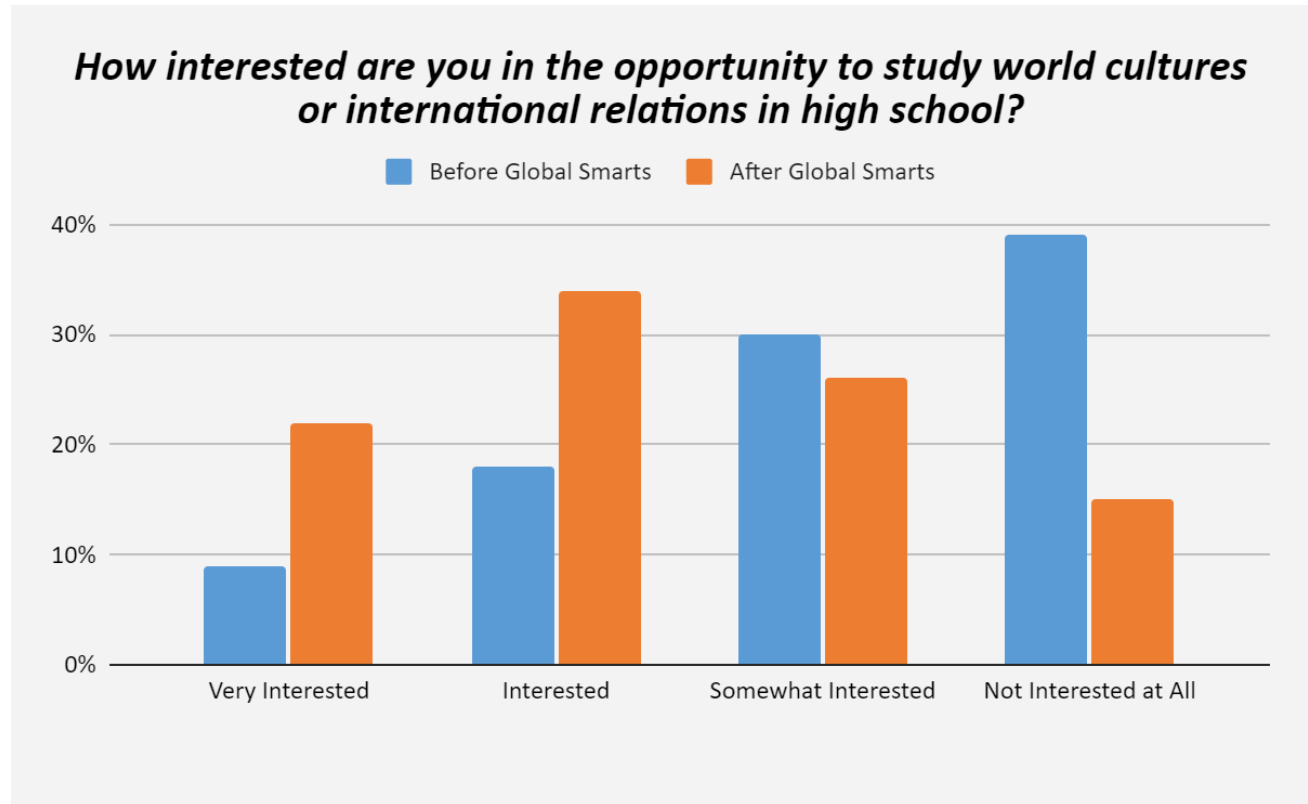


Over the course of the program, students in Global Smarts **became more aware as citizens, building a desire through studying world affairs at a formative age to become more civically engaged within their own community.** 73% of students agreed or strongly agreed that it is important to work with students from other schools to improve their communities; the number of students who strongly agreed with this statement increased by more than 400% upon completion of Global Smarts. The program also gave students more confidence in themselves as changemakers, with the number of students who strongly agree that they can come up with creative ideas to improve their communities increasing by 300%.





Finally, participation in the Global Smarts Program **sparked an interest in students to continue studying global affairs in future years**. When asked how interested they were in studying world cultures or international relations in high school following completion of the Global Smarts program, participants who answered that they were very interested increased by 157%.



With respect to special recognition conferred on outstanding delegates at the close of the Jr. Model UN Conference, Global Smarts students garnered awards across multiple categories, committees, and topics. Global Smarts students accounted for 5 Outstanding Delegate awards, 1 Outstanding Delegation award, and 2 Outstanding Position Paper awards. Global Smarts also accounted for six out of twenty-three schools (1/4) whose proposed resolutions were selected for debate at the final Model UN Conference.



## STUDENT TESTIMONIALS

---

*"This program was 100% my favorite middle school experience. It was fun, educational, and it truly taught me so much. I absolutely loved the Final Conference and the weekly meetings too! I also became more culturally aware and educated on cultural diplomacy."*

- 8<sup>th</sup> Grade Cook Wissahickon Global Smarts Student

*"These past few months have given me the experience to meet new people. I would describe Model UN as 'saving the world before bedtime.' My mentor was amazing. She taught us new things and stepped us through the process to prepare us."*

- New Foundations Global Smarts Student

*"I liked going to the Final Conference because it was a great way to use all of our skills in one Conference. After this program, I became more interested in what diplomats do at the UN. The mentors were really nice and helpful when it came to writing our resolutions."*

- 6<sup>th</sup> Grade St. Mary's Global Smarts Student

*"I really liked working with our mentors and found them very helpful. They both were very kind and helped us prepare for the conferences. Our mentors aided us and provided helpful insight without making it seem stressful or scary, especially since it was the first time in the program for most of us."*

- 8<sup>th</sup> Grade Cook Wissahickon Global Smarts Student

*"Through the years that I have participated in Global Smarts, I have learned so much. Before, I was extremely shy and didn't talk as much as I do now. Through the years, I have been able to gain social skills, public speaking skills, and even researching skills. I have learned much more and appreciate this program for helping me."*

- 8<sup>th</sup> Grade New Foundations Global Smarts Student

*"I had a good experience, I also had fun going to the UN and the Final Conference. I really had fun researching South Africa, and it was nice talking to other classmates and think of ideas."*

- Hope Partnership Global Smarts Student



*“Something that had an impact on me was the mentors who helped me/ prepared me for the Conferences. They made me feel more confident in who I was, and in being able to ask for help....”*  
 - 8<sup>th</sup> Grade Warren G. Harding Global Smarts Student

## MENTOR TESTIMONIALS

---

*“This program embodies core values of diversity, equity and inclusion. My students had only seen people coming into their school as having ulterior motives, asking repeatedly, ‘What are you guys getting out of this?’ It is incredible to have a mentorship program that builds trust with students who have learned to distrust institutions.”*

- Morgan D., St. Joseph’s University Global Smarts Mentor

*“I saw tremendous growth in students’ care and respect for other cultures as well as their debate and public speaking skills over the course of the program.”*

– Gabrielle O., St. Joseph’s University Global Smarts Mentor



*Global Smarts Mentor from St. Joseph’s University (left, back) serves in his capacity as a reporter intern at the United Nations*

Global Smarts has also deeply impacted mentors and their career paths. After completing his time as a mentor, the above St. Joseph’s University student secured an internship at the United Nations, and reflects on how Global Smarts has influenced his professional journey:

*“The Global Smarts program is invaluable because of the real-world experiences it teaches to interns, both in the classroom and on the international stage. Due to the knowledge I attained*



*and taught my mentees in Global Smarts, I was able to successfully secure an internship at the United Nations as a reporter. It was this UN internship that made me truly appreciate Global Smarts. When I was on the Security Council, I knew exactly how it functioned because I learned about it in Global Smarts. When the General Assembly had their annual meeting on the Responsibility to Protect, I recognized all the SDGs countries discussed because I learned about them in Global Smarts. Global Smarts gave me a head start in UN knowledge that a lot of the other interns didn't have. This program doesn't just teach you about current events – it helps you to experience them. I am grateful to Global Smarts for helping me to secure this amazing opportunity at the UN, and for helping me to realize my love of international affairs.”*

- St. Joseph's University Global Smarts Intern

## FACULTY ADVISOR REFLECTION & TESTIMONIALS

---

One hundred percent (100%) of faculty advisors “strongly agreed” with the following statement: “After Global Smarts, I believe that my students are more capable of communicating ideas with a diverse audience.”

One hundred percent (100%) “agreed” with the following statement: “After Global Smarts, I believe that my students are better able to recognize that they have a particular perspective, and that others may or may not share that perspective.”

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.”

*“Through the Global Smarts Mentoring Program, there are now 15 more humans in the world who are more open-minded, confident in public speaking, geography, and diplomacy, and committed to changing the world for good!”*

- Rachel Fox-Serra, New Foundations Charter School Faculty Advisor

*“The global smarts programming really helped with making the competition accessible. Without the program, we would not have been able to afford the bus rides to competition at all. It allowed us to build intrigue with students in an activity for which they had no frame of reference.”*

- Amanda Chandler, Warren G. Harding Faculty Advisor



*"Most of our students did not think much about the world outside their door. Now they have a greater understanding of how wide and complicated the world is."*

- Jacob Bridy, St. Mary's Interparochial Faculty Advisor

*"This program gave my students confidence in public speaking, and more self-confidence."*

- Bernadette Banaszak, Shawmont Faculty Advisor

## KEY TAKEAWAYS

---

In its first year fully in person since the Covid-19 pandemic, Global Smarts continues to adapt in order to most effectively serve student needs and cultivate global citizens in Philadelphia. A key takeaway from this year's program was the great success we had with our very first adult mentor, who brought rich experiences to her Global Smarts classroom. Expanding our mentor pool allows the Council greater scheduling flexibility and fosters valuable inter-generational learning for mentees and mentors alike. This year also emphasized the importance of making lessons as interactive as possible for a generation that learns best through a variety of modalities, especially those that are digital.

By the end of the Final Jr. Model UN Conference in June, Global Smarts students had resolutions chosen for debate, won Final Conference awards across multiple categories, increased their understanding of different cultures and perspectives, practiced new ways to collaborate with others, and developed a genuine interest in global affairs. Most importantly, our students learned the power of using their voice, and now see themselves as changemakers in their own communities and beyond!



## PHOTOS



*Cook Wissahickon students pose with their mentors and awards at the Jr. Model UN Final Conference*



*St. Mary's students pose with their faculty advisor and Model UN flag*



*Warren G. Harding student poses with her Outstanding Delegate award*



*Gesu students debate resolutions at the Final Conference*



*Hope Partnership students enjoy a lunch with foods from their Model UN countries, South Africa & Jordan*



*Global Smarts students pose for a photo at the United Nations*



## SPONSOR RECOGNITION

---

Connelly Foundation
Fox School of Business and CIBER at Temple University
Hamilton Family Charitable Trust
Henrietta Tower Wurts Memorial
Patricia Kind Family Foundation
Pennsylvania Department of Education
Penn Museum
St. Joseph's University

***Thank you for the support that makes our impact with Philadelphia students possible!***