GLOBAL NOMADS GROUP PROGRAMS
REACH & IMPACT

[Image description: collage of individual photos of over two dozen young women and men standing and sitting in settings including nature, in front of buildings, inside buildings and on a bridge.]

July 2021

GNG PROGRAMS
2020-2021

This year Global Nomads implemented our Student to World and Seat at the Table programs.

Student to World invites youth to explore global issues via activities, media resources, and stories created by their peers from around the world, on their computer, tablet, or smartphone. At the end of their journey, students create an action plan to benefit their local and global communities.

The four new themes from our new Content Creation Lab internship program (interns pictured on the cover page of this report) saw great success: Human Rights, Women's Rights, Sports and Mental Health. This youth-driven content joins our existing offerings: Overcoming Bias, Ocean Health, Global Hunger, Pandemic, and Art in Action (9 in total).
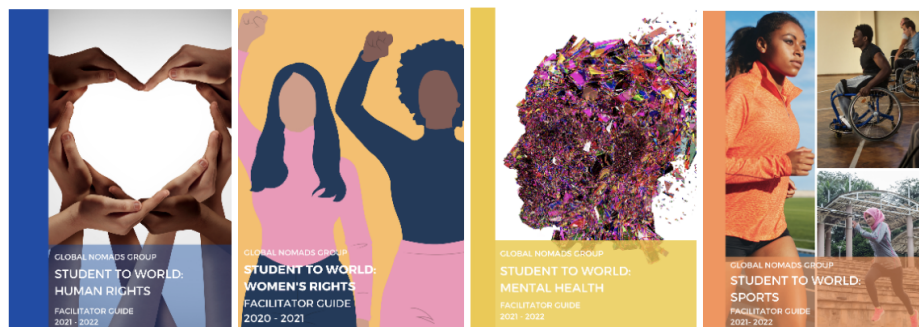
Seat at the Table is an existing global community of teens who come together to meaningfully connect across difference and distance. Through video conversations and a virtual community, youth explore the cultures, perspectives, and lived experiences of other people while challenging the assumptions and stereotypes that divide our world. The table mobile app is now available to download.
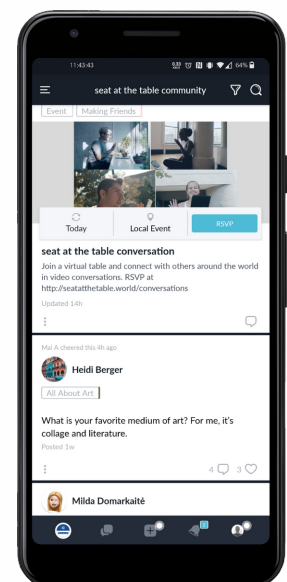
Overall in the 2020-2021 program year, Global Nomads Group enrolled **3,535 youth participants** in our two core programs. We grew from having a program presence in 7 countries to reaching youth in a total of **64 countries**.

Top 5 Countries - Student to World

Country	% youth
United States	65%
Jordan	14%
Morocco	4%
Turkey	3%
Bangladesh	3%

Top 5 Countries - Seat at the Table

| Country	% youth
United States	19%
India	9%
Pakistan	6%
Jordan	5%
Morocco	5%
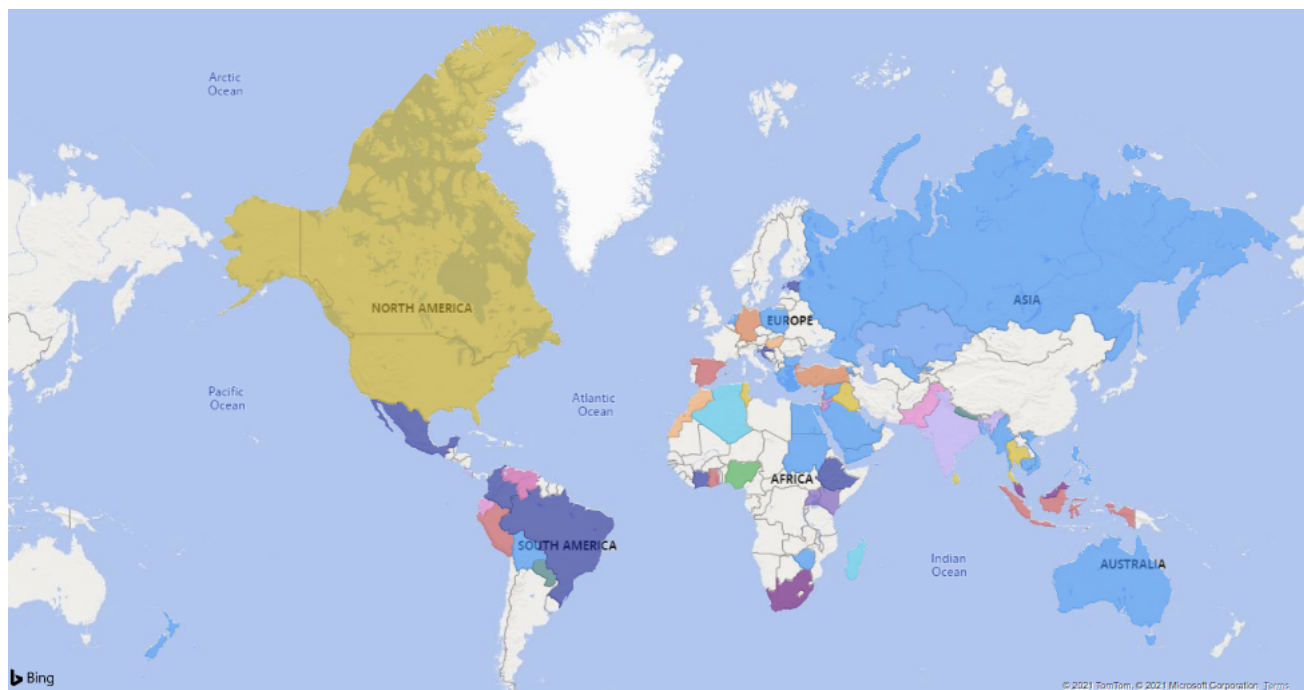
Within the United States, this year we had Student to World participants from 26 states – half of which were new additions in 2020-21 (13 new states are bolded): **New Jersey, Colorado, Michigan, Wisconsin, Florida, Tennessee, D.C., Idaho, Maryland, Minnesota, Mississippi, Nevada, West Virginia,** Connecticut, Kentucky, Massachusetts, Virginia, New York, California, Texas, Illinois, Georgia, Pennsylvania, Washington, Hawaii, and North Carolina.

Top 10 States

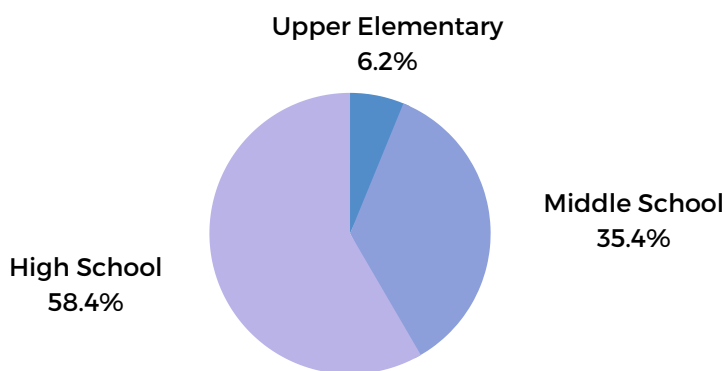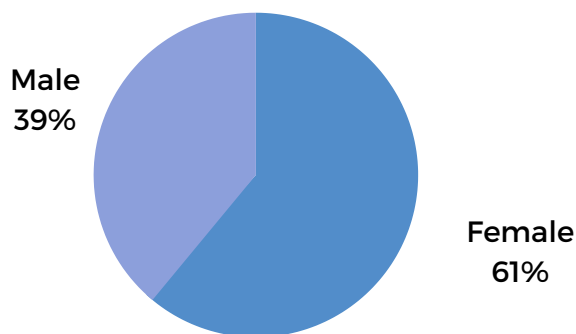| U.S. states	% youth
Connecticut	31%
Kentucky	15%
New Jersey	14%
Massachusetts	11%
Virginia	5%
New York	4%
California	3%
Colorado	3%
Michigan	3%
Texas	2%
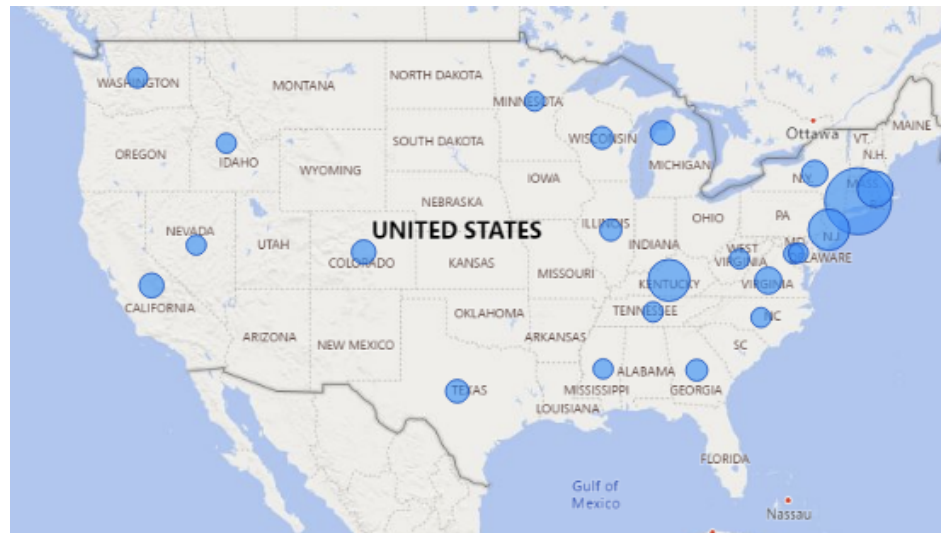
"Student to World changed me because I realized how easily [I] assumed things about people before I really got to know them."
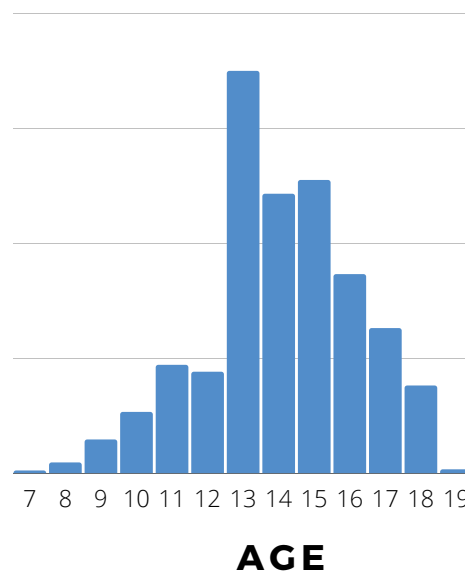- Aubrey, age 16, Colorado

The following details our youth participant demographics at the individual level. Across country contexts, 61% of the youth we serve are female; 39% are male. 58% of our youth are high-school aged students; 35% are middle-school aged students. Newly this year: 6% of our youth are in upper elementary school grades.

GENDER

Male
39%

Female
61%

Upper Elementary
6.2%

Middle School
35.4%

High School
58.4%

GRADE LEVEL

7 8 9 10 11 12 13 14 15 16 17 18 19

AGE

The following details our youth participant demographics at the school level. The data is based on 19 schools in the U.S. and 17 schools in other countries, namely Bangladesh, Jordan, Morocco, Qatar, Tunisia, and Turkey (we only have this data for school-based partnerships, representing approximately 70% of our Student to World program participants this year).

UNITED STATES

SCHOOL TYPE

Private
37%

Public
63%

OTHER COUNTRIES
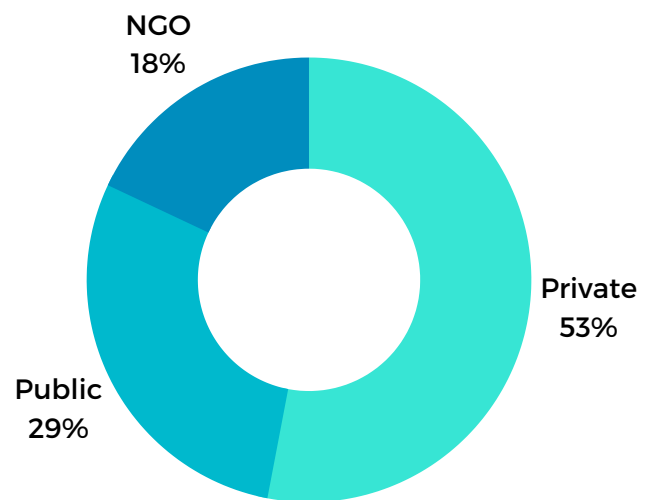
SCHOOL TYPE

NGO
18%

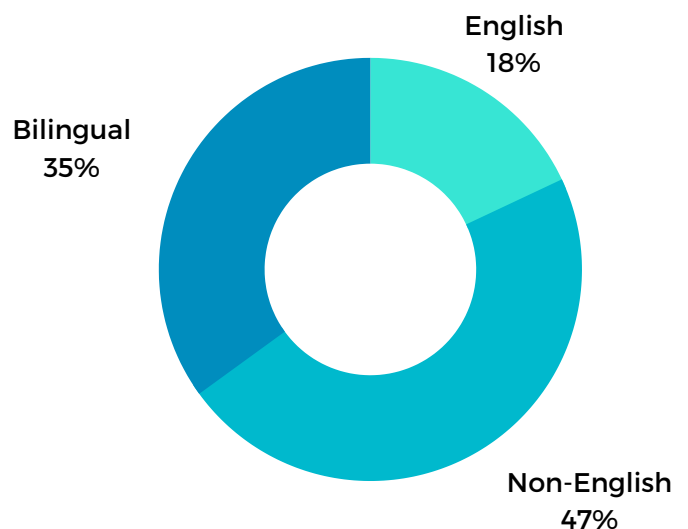Private
53%

Public
29%
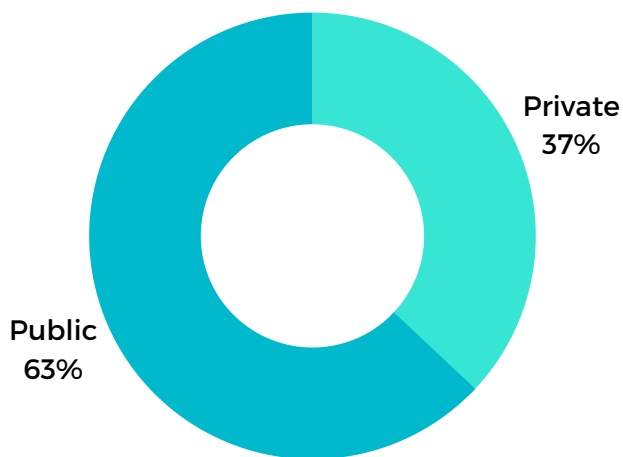
RACE/ETHNICITY & SES

- 45% of schools [n=11] have majority of their students from low-income families
- 37% of schools [n=19] have Title I Status
- 22% of schools [n=18] have majority BIPOC students
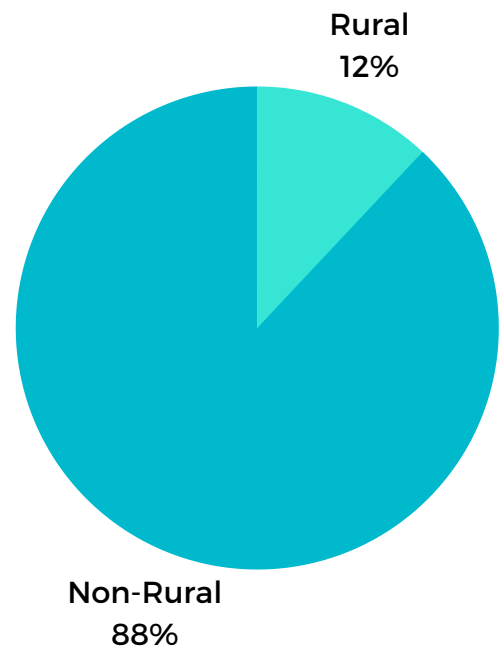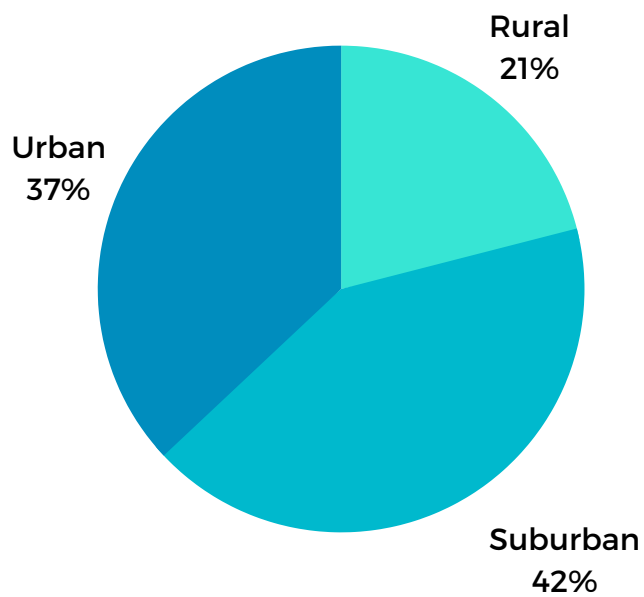
PRIMARY LANGUAGE OF INSTRUCTION

English
18%

Bilingual
35%

Non-English
47%

UNITED STATES

OTHER COUNTRIES

SCHOOL LOCALE

Rural
21%

Urban
37%

Suburban
42%

Rural
12%

Non-Rural
88%

Cogent Evaluation's preliminary results from Spring 2021 Student to World demonstrate improvements in student learning outcomes as measured by post-program and retrospectively pre-program participation.

Notably, the evaluation found statistically significant improvements in:

- **perspective taking**, with both US and MENA participants reporting gains.

- **self-other overlap among U.S. students** with regard to "people from MENA" (while MENA students' self-other overlap with "people from the US" improved but not by a statistically significant margin).

- **action-orientation**, with **91%** of students reporting that they will use what they learned during the program to **make positive contributions to their communities**.

Plus, according to Cogent Evaluation, **82% of survey respondents say they would recommend the Student to World program to other students.**

In addition, GNG evaluates Seat at the Table outcomes through post-program participant surveys. Results to date demonstrate the following positive youth outcomes and satisfaction:

100% said their conversation helped them **appreciate the cultural differences of other people**.

98% report they feel an increased **sense of belonging**.

97% say they would definitely **recommend the experience to a friend**.

Furthermore, in an internal formative assessment, we explored open-ended survey responses and generated some categories with exemplary responses to illustrate impact:

Participant Impact	Illustrative Quote
Improved communication	"It made me more sociable with others in my community and outside my community. It made me trust myself and express my opinion freely."
Valuing difference and diversity	"I feel like my eyes are more open to other's beliefs/rituals. I have realized that there are more similarities to people from other countries than I thought. I still feel different to them, but can identify similarities I was unable to identify before."
Knowledge of self	"Student to World changed me because I realised how easily [I] assumed things about people before I really got to know them."
Increased confidence	"I used to be scared to share my opinion with others. But after this experience I learnt to be strong enough to say it."
Action orientation	"It definitely [a]ffected me as now i know more about human rights after all the articles I read and I'm definitely looking forward to more lessons to educate myself about it."