



GLOBAL VILLAGE PROJECT

A SCHOOL FOR REFUGEE GIRLS

YEAR END REPORT

2022

*Reactivating the education of refugee girls so they can
access all the benefits of a holistic education*

www.globalvillageproject.org



Message from the CEO and Head of School



"I see magic in our students everyday: in their ability to learn and navigate a new language and culture, their ability to make friends even when language barriers exist, their ability to overcome difficulty and their ability to find joy in simple things."

There is never a dull moment at GVP. There are highs and there are moments. Some days, these moments follow each other in rapid succession. I walked out my office one day to find a small group of girls standing in the hallway. "They have a surprise for you," said Ms. Elise, the music teacher, who was standing with them. The girls broke into song: "You Are Superwoman," they sang to me sweetly while I clutched my chest trying to hold in my heart and the tears that were trying to leave my body. I had not felt particularly super that day, so their voices were exactly the affirmation and elevation I needed in that moment.

Just as the song was wrapping up another group of girls came running down the hall, grabbed me by my arm and begged me to come with them. They led me to their classroom to talk to their teacher. The girls were scheduled to go on a field trip that week, and they wanted me to tell their teacher to reverse her decision not to let them have their cell phones. Despite my many attempts to teach them that I don't overrule the teachers' decisions, they were undeterred. Their growing capacity for self-advocacy, while admirable, can also become a challenge. But despite the challenges of appeasing the never-ending requests of teenage girls, I was proud of every moment in which we can see their growth in confidence, in language and in leadership.

This year, we did a lot of stock-taking. We had students from Auburn University survey our alumni and report on the impact of their time at GVP. We reviewed the way we measure success to ensure we are using the right metrics and indicators; we more deeply examined the profiles and backgrounds of our students to understand how we can better serve them; and we measured our progress towards our strategic plan. This report gives you a glimpse into what we are learning.

I am a big believer in protecting the magic of childhood. I see that magic in our students everyday: their ability to learn and navigate a new language and culture, their ability to make friends even when language barriers exist, their ability to overcome difficulty and their ability to find joy in simple things. I hope that in this report you learn more about our students, our school, our plans, and our progress and I thank you for staying on this journey with us and supporting us.

Sincerely,

A handwritten signature in black ink, appearing to read "Elise".



A New Chapter

Blandine, '21

I was born in the Central African Republic. I lived with my mother, older brother, and older sister. Our father lived in the neighboring country of Cameroon. We moved to Cameroon when I was very little to join my father. I don't remember anything from living in the Central African Republic, but my mother tells me that we moved due to war. I wasn't even born during the time it started, but people were running away from the war.

By the time me, my mother, brother, and sister moved to Cameroon, leaving extended family behind, my father had already been living there for two years. He worked long hours as a housekeeper; my siblings and I would often not see him for days at a time because his work would take him too far from home to be able to come back each night. My mother worked as a maid. A native Sangho and Kaba speaker, she had to learn French in order to adapt to life in Cameroon.

In Cameroon, my family lived in an apartment that we rented just outside the capital of Yaoundé. It was not an ideal living situation. Our apartment was not structurally sound, and we often did not have access to potable water. My siblings and I had to walk over a mile away to collect clean water, which we carried back on foot. At my school, classes ranged from 50 to 60 students each, with some as large as 100 students. I did not like school much in those years. I was sometimes bullied by my classmates, and it was normal for students at my school to receive strict discipline for misbehaving.

Attending school also put a big strain on my family financially. In order to afford tuition fees, me, my sister, and my mother spent hours selling corn and other produce in order to make extra money. I didn't have time to study. I often went straight from school to selling food on the street. My family didn't know if we would be able to afford having all four of us children continue our education. If we couldn't, it was likely only my younger brother and my older sister would have continued, since my sister was already in high school. We lived in Cameroon for over a decade. We initially applied for entry to the United States when I was eight years old, but our application was denied due to my sister's health. Finally, after four years and three applications, we were granted entry to the US as refugees when I was 12 years old. My parents told me that they wanted to come to the USA, so we could all have a chance at a better life. My dad wanted us to have a good education, a good career, a good future.

I was very excited to move. I looked forward to being able to make friends, go to school, and learn English in the US. At the time, I was a French speaker and could understand Kabba, and I could speak my family's native languages. When the time came, my family flew from Cameroon to France, then to New York, and finally arrived in Atlanta on February 20, 2018. It was me and my siblings' first time traveling on an airplane, so the experience was scary, but we found the airports exciting. At the Atlanta Airport, Mr. Crispin, Global Village Project's Family and Student Engagement Manager, was there to welcome us. He was working as a case worker at the time. He took us to our new apartment in Clarkston, GA. Being a refugee is hard. It's a lot of experiences, a lot of new things, new change, new country, new friends.



Blandine is currently a sophomore at Clarkston High School.

I soon began attending Freedom Middle School in Stone Mountain. It was a scary experience: I didn't speak or understand English, and I had to be moved to a different class so I could receive help from another student who spoke French. At Freedom, I struggled with the language barrier while trying to learn middle-school level academic material from a teacher who only spoke English. I experienced bullying from some of my classmates. In the fall of 2018, I began attending Global Village Project after hearing about the school from Mr. Crispin. Some differences that immediately stood out to me were GVP's smaller class sizes and the all-female student body. I was also struck by the kindness of GVP's teachers.

In my three years as a student at GVP, I learned English alongside subject matter content and the arts. I graduated from GVP in May 2021, and I am currently attending Clarkston High School.

After high school, I dream of going to college. I am interested in becoming a doctor or otherwise working in healthcare. If I could change something about the world if given the chance, I would eliminate hunger and pollution, because both issues impact people's health. However, I am also eager to learn more about programming, cooking, business, and economics. I look forward to exploring the possibilities for wherever my future might take me.

2022 - 2023 Student Body



Languages Spoken		Countries of Birth	
Kiswahili	Dari	Afghanistan	25
Karen	Arabic	DR Congo	9
Afar	Masalit	Syria	2
Kunama	Kinyarwana	Myanmar	1
Tigrinya	Malay	Eritrea	1
Pashto		Thailand	1
		Ethiopia	1
		Burma	1
		Central African Republic	1

AGE

11 - 17 Years

9

Countries



11

Languages



13

Sets of Sisters



Measuring Student Success

At GVP, success is measured on an individual basis. We recognize that our students come to GVP at different ages, with varying levels of literacy and experiences in formal education. As a strengths-based program, we don't compare our students to peers their age. We aim to build their capacity to learn and grow in an academic setting. We believe that capacity building is a process and product. We believe that change and learning is a dynamic process. We aim to support students in “mastering school” in preparation for high school. A mastery climate refers to performance structures that revolve around supporting effort, cooperation, and emphasis on individual student development and learning. This is in contrast to a performative climate that fosters comparison and competition with peers. Some of the ways we measure success are through:

Literacy Grade Level and Academic English Growth

Our Intensive English Language & Literacy program consists of English Language Arts for English Language Learners, Guided Reading, Playmaking for Girls Drama class, Literacy Workshop, and a literacy focus in all content areas. We assess students' literacy levels three times a year using Fountas & Pinnell Benchmark assessment. Additionally, we measure Academic English Growth using WIDA Consortium's ACCESS for ELLs test, a standardized assessment that measures academic English skills in Speaking, Listening, Reading, and Writing.

Math Grade Level Growth

We use the IXL Math program at GVP. The program is an online, adaptive curriculum that allows students to learn at their own pace using technology. IXL provides diagnostic tests and growth quizzes that demonstrate the grade level students are performing in six areas: operations, algebra, fractions, geometry, measurement, and statistics.

Performance-Based Measures

Our curriculum is based on integrated units of study that culminate in our Authors' Teas, a time for students to share the culminating and multifaceted projects they've worked on each quarter. We use criterion based performance rubrics to allow students and their teachers to assess themselves at Authors' Teas.

Social and Emotional Growth

We provide Social Emotional Learning classes, and integrate these lessons and skills into every classroom. Through these lessons, we strive to increase capacity for Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. This helps the students to feel empowered to advocate for themselves and excel in classroom and social settings.

Completion of Rising Scholars Leadership & 21st Century Skills Course

This semester-long course is a part of our mentoring program for Form 3 students. The course focuses on interpersonal and intercultural communication, strength assessments, and the planning and execution of a group service project, the Passion Project. Students work together to gain 21st century skills and end the semester by sharing their endeavours in presentation form. RSS is a class that combines all four pillars of GVP.



A student enjoys a moment at the beach on a field trip to Tybee island - her first time seeing the ocean.

2022 Graduates



Dorcas Uwajeneza



Georgette Waso



Grace Kabakidi



Soe Ner



Vanessa Ibarguen



Yvonne
Nyiramutuzo

Not Pictured: Neeloofar Karimi

2021-2022 Student Outcomes

2021-2022 Enrolled Students

Total Student Body 32

Graduated 7

Mentor and Alumni Program

Total # of Mentors	56
2022 High School Graduates	13
Total Number of High School Graduations	78
Total Enrolled in Local High Schools	57
Number Enrolled in College	34
Number of College Graduates	15

Highlights

Average Grade Level Growth in Reading	1.4
Average Grade Level Growth in Math	1.0
Percentage of students acquiring more than 1 grade levels of growth in reading	60%
Percentage of students acquiring more than 1 grade levels of growth in math	37%
Number of Music Classes	37
Number of Drama Classes	30
Number of field trips	11

Field Trips

- City of Decatur Fire Department
- DeKalb County Court Proceedings
- Decatur Maker Space
- Len Foote Hike Inn
- Marta Transit to Downtown Atlanta
- Michael C Carlos Museum and Emory Tour
- Synchronicity Theatre (2x)
- Tybee Island
- Woodland Gardens Decatur
- Zoo Atlanta
- 7 Stages Theatre



A student takes in the views during the annual hiking trip to the north Georgia mountains.

Alumni Success



56 Enrolled in high school

12 Graduated from high school

43 Enrolled in college

2 Attending college

7 Graduated from college



Form Three Students with GVP staff and teachers at their graduation ceremony in Clarkston, GA, May 2022

Adopting Growth Mindsets through Art

Every Thursday, Forms One and Two, our first and second year students, can be found drawing, painting, or otherwise creating in visual arts class. The air is filled with chatter: "I need that green color," "How do I do this?," "Yours is so good!" Led by STEAM Coordinator, Danielle Ereddia, each lesson brings a new opportunity to increase students' self-confidence and belief in their ability to be an artist.

Art class is unique because students are not only graded on the completion or accuracy of their work, but also in their ability to try new things, learn from their mistakes, and not give up — their growth mindset. In class, students express small frustrations, such as an uneven line or a drip of paint that fell in an unintended spot. In response, Ms. Danielle creates comfort and reassures students that nothing is perfect. The goal is for students to be proud of themselves and of their growth as artists.

In order to underscore this lesson even further, conversations about having a growth mindset occur daily. During one class, students wrote affirming and encouraging statements to practice being kind to themselves and being proud of their work. A Form One student wrote "learning is life" as her words of encouragement alongside an illustration of her favorite emoji.

Visiting art class to spend time with the students is an exercise in examining our tendencies toward self-criticism and self-doubt. It also creates a space for students to also become teachers themselves: "I think you should draw it like this," they would say to the struggling learner, guiding them with the confident lines of a pencil on a page. One of GVP's core values is lifelong learning. We are all students and we are all teachers. While there will always be challenges, students learn that with a growth mindset, it is possible to accomplish anything.



"Never in my entire life had I felt so welcomed and loved anywhere, being a refugee felt like I belonged there!"
- GVP Alum

Alumni Readiness and Satisfaction Survey



GVP Alumni attend the 2022 Tribute to Education Gala

Alumni Success

GVP alumni are not only achieving incredible success in high school and beyond, but are also empowering their families and local communities. 96% per cent of alumni who were enrolled in GVP's academic program for at least two years and then matched with a mentor have continued their formal education, compared to an estimated 75% dropout rate among refugee students.

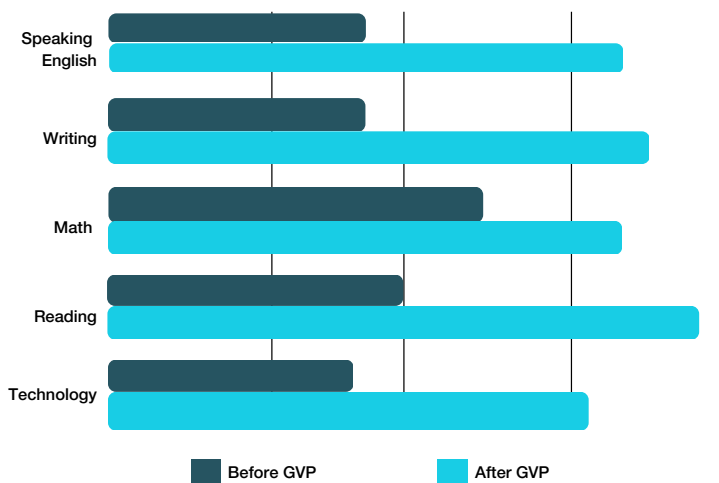
More than 10 GVP alumni have graduated from college, and 40 more are currently enrolled. This statistic stands in sharp contrast to the reality that only 3% of refugee students globally access tertiary education.

Over 80 alumni and current students are participating in GVP's Mentoring Program, mentored by people who are supporting their transitions to high school and college (Auburn University Study, 2022).



Students' Academic Skills

Students rated their skills in the following categories before they attended GVP versus after.



Source: Survey of GVP Alumni by Auburn University Students, Spring 2022

Alumni Snapshot



Eh Soe Moo
Furman University
Asian Studies and
Education



Khatera Barati
Georgia State University
Psychology



Meh Sod Paw
University of North
Colorado
Education



Mu Ku
Berry College
Early Childhood
Education



Nastehe Ibrahim
George Washington
University
Posse Scholar



Bertha Nibigira
George Washington
University



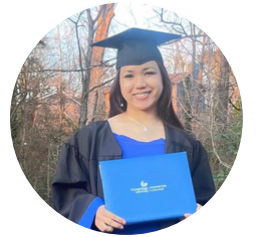
Tirhas Tewolday
Georgia Tech
Computer Sciences



Asma Ibrahim



Crespo Moudilou



Linda Dawt Sung



Mbabazi Mukeshimana



Zil Bok



Aya Araj
Fugees Academy



Ayat Salameh
Peachtree Ridge
High School



Bayan Alareed
Clarkston High School



Nor
Tucker High School



Blandine Alah-Tassem
Clarkston High School



Suzan Alareed
Clarkston High
School



**Sufia Binti Mohammed
Salim**

Not Pictured

- Aeley Paw
- Akin Yaqub
- Aline Lubala
- Bathsheba Par Mawi
- Dawt Zi Sung
- Dhuha Abu Mahmood
- En Kawli
- Farzana Barati
- Foziya Adam
- Gaelia Moudilou
- Immaculate Nyirabunan
- Jennifer Par
- Karees Ibrahim
- Lin Lin
- Mariam Soumaine
- Nawl Bell
- Rachel Tuyambaze
- Sam Tsegay
- Shamimah Sharif
- Sui Hnem Par (Katherine)
- Waw Kyew
- Zik Da

Strategic Plan Progress

1. Tell Our Powerful Story

- Refined the brand, mission, and vision statements
- Engage new social media marketing and increased visibility by 73% across all platforms combined
- Optimized the newsletter messaging and distribution and utilized print media opportunities

2. Build a Stronger Village

- Audited and enhanced staff compensation packages
- Co-led the Georgia Coalition for Refugee Stakeholders
- Increased participation in the Coalition for Refugee-Serving Agencies
- Convened a GVP Parent Council
- Built stronger relationships with refugee resettlement agencies
- Deepened scope of DEI investment in staff, volunteers and Board
- Built diversity of GVP Board and Staff

“[At GVP] we sympathized with each other, cared about each other, we learned, played, and studied together. I felt like I belonged at GVP.”

-GVP alum

3. Expand Funding Resources and Results

- Achieved positive revenue growth year on year
- Grew GVP's operational reserve from nine months to 10 months
- Met and exceeded budgetary needs for program
- Began initial exploration of capacity for capital campaign

4. Plan and Scale to a New Home

- Visited five schools as sites for inspiration and visioning
- Engaged commercial realtor for space search
- Conducted initial scoping and needs assessment
- Secured architectural firm for capital project and site redesign

5. Enhance Model for Replication

- Developed and articulated GVP's Theory of Change
- Grew student body from 32 to 43
- Conducted preliminary documentation of student outcomes and long-term impact



Students sing at the 2022 Welcome Unit Authors' Tea - a showcase of the work students learn in class.



I'm so proud of the growth of the Global Village Project. It is an exciting time to be chairing the Board as we envision and navigate this growth. This year, the school has grown by most measures. The number of students enrolled has grown to reach its maximum capacity, and we've increased the number of teachers to meet this student body growth.

With the worst of COVID now mostly behind us, the school is open again and we are so happy our volunteers have returned to the school, filling the classrooms, supporting teachers and serving the students' various needs. Our strong and diverse board continues to lead and guide the strategic direction of the school. And we could not do all this without the tremendous generosity of our donors. Thanks to you, we are able to raise the funding we need every year to carry out this mission.

Thank you to all of our supporters and our community for all that you do. Because of you we can truly be a global village.

Han Pham, Board Chair

Board of Directors

Han Pham - Chair
Sonya Ko - Vice Chair
Beth Graham - Secretary
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Linda Kay McGowan
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Gautam Huded
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Rebecca Hoelting



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