



scholas

SCHOLAS USA 2024

Bringing youth from diverse backgrounds to develop education, civic engagement, and sport curriculums in high schools



REPORT

COMMUNITIES IN MOTION by Scholas



NEW YORK - March 2024

Scholas Communities in Motion offers a comprehensive 3-day educational experience, bringing together **200 students** ranging **from 10th to 12th grades**. These students represent diverse beliefs and cultural, social, and economic backgrounds. A total of **26 high schools** participated in this initiative.



REPORT COMMUNITIES IN MOTION by Scholas

The youth undergo a transformative journey, empowered to identify and actively address pressing social issues within their communities. Guided by the principles of Scholas' humanistic message, participants select a social concern, fostering active participation and positive change.

THE PROGRAM IN NEW YORK!

Nearly **190 students from 26 public and private schools** participated, representing diverse backgrounds including Catholics, Jews, and Muslims.

The young participants identified **the educational system and mental health** as significant social issues to address. For three days, they engaged in various educational activities, fostering safe environments for sharing opinions and generating new collective ideas.



Some of their conclusions...



EDUCATIONAL SYSTEM

- The need of the students to reconnect after the pandemic.
- The importance of supporting teachers (not only emotionally but also economically).
- What is education in an AI World? How can students be part of that discussion?
- The importance of creating a safe space to dialogue struggles and differences, to build new ways to being and understand collectively.



MENTAL HEALTH

- Youth feel isolated, especially after the pandemic
- The youth feel too much pressure from college and their future
- There is no “real” conversation with the students about Mental Health
- Need for space where youth feel listened to and supported.





25 High Schools

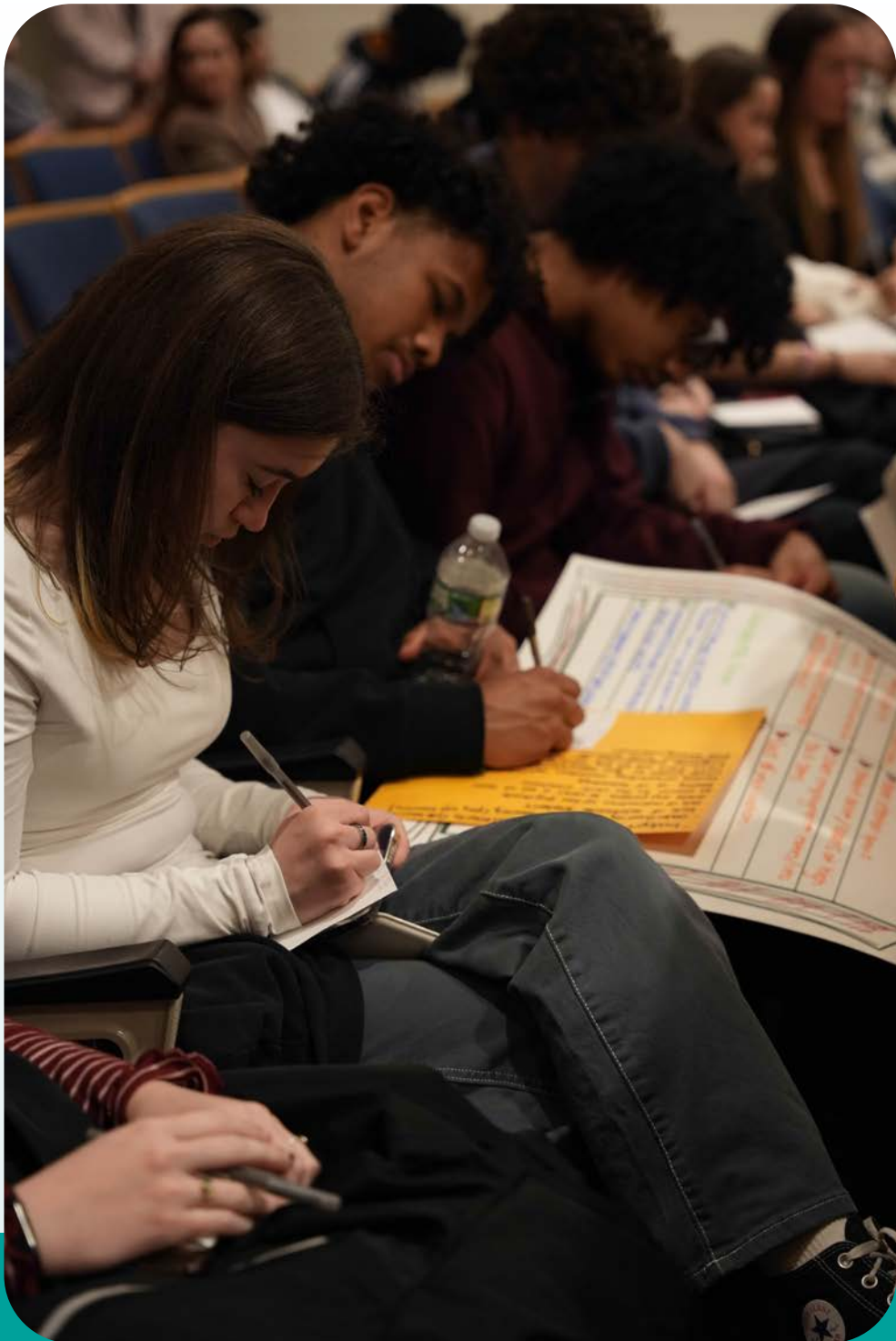
- Archbishop Stepinac
- Abraham Joshua Heschel School
- Academy of Mount St. Ursula
- All Hallows High School
- BCC High School
- Brooklyn Amity School
- Cardinal Hayes High School
- Carol Borchert Cadou
- Cathedral High School
- Inwood Academy for Leadership
- Jessica Levin
- La Salle Academy
- Maria Regina High School
- Monsignor Scanlan High School
- Nazareth Regional High School
- Notre Dame Academy
- Notre Dame School of Manhattan
- Pelham Lab High School
- Preston High School
- Sacred Heart High School
- Saint Barnabas High School
- St Raymond High School for Boys
- The Leffell School
- Xavier High School

AGE GROUP

Students between the **10th and the 12th grade.**

- 67% 17-year-old students
- 33% 15 & 16-year old students





Our qualitative evaluation: *Que Te Pa?*

This methodology invites freewriting on a white paper narrating and re-signifying the lived experience.

The Que Te Pa? methodology is not about what we do, but about **what happened to us with what we experienced.**

What have we learned? What was created in me?

It is the question of my existence, of meaning. This question keeps being in harmony with being and acting. It allows us to express the meaning created in the meeting, discover who I am, and celebrate it by sharing it.

All the young people are given a blank piece of paper.

They are asked to write their "What's on your mind", telling them about it. The difference between data and meaning is pointed out between action and passion.

"We don't want to know what they did, but what happened to them with what they did."

If we learn to pause in our day-to-day lives to ask ourselves what happened to the things we have been doing, with the encounters we have been having, maybe we will learn to feel the perhaps we will learn to feel life, to open ourselves to the other and the other, and to know who we are becoming. to know who we are.

The writing can be anonymous, and it will be collected as they finish.

collected.

Finally, the young readers are invited to randomly share some "Qué te Pá", and those who dare to read their own are invited to do so.



Some *Que Te Pa?*

“My experience in Scholas has been amazing. In Scholas I had the chance to meet new people who are also interested in making change. Leaving an impact on the world. The staff also made sure we did that while having fun. I am thankful and wish to return next year”

“Scholas has been an experience of a lifetime. Being able to interact with those in my generation, and hearing what is on their mind despite my views being contrarian to the majority opinion. My convictions still stand and hearing everyone out has done that. I truly pray that all of you, including familiars and new faces, students, staff and volunteers have a blessed and faithful life, we are all loved”

“Something personal that I experienced. My learning is how some people want to listen to the youth’s ideas. As well as the youth that are willing to talk about concrete issues that are hitting nowadays”

“I really enjoyed working with so many youths of different backgrounds and being part of something bigger than myself”



Some *Que Te Pa?*

“Through the experience of conflict resolutions in groups, collaborating was so challenging because we were doing it with people we just knew. This experience of accomplishing diverse tasks has helped me improve my ability to communicate. Not only this, but experiencing different cultures in such an immersive space has informed me and better prepared me to meet new people. The comfortable environment Scholas creates for us has helped me to get over anxiety about talking in front of people. I would surely participate in a Scholas program in the future “

“Before coming to Scholas I was very apprehensive, as I was unaware of what the days would really entail. With this, I felt welcomed into my groups and felt a This experience has allowed me to find my voice and vocalize any of my concerns in my community to help others around me. I am glad, I had the opportunity to experience Scholas US”

“Scholas had made me open up to random people from around the city. It made me feel safe and excited every time I returned. This program is great for all youth, but you will be sad when you leave for sure. Thank you, guys, Gracias“

“I have been able to advocate and voice my experience as a Jewish student in times of conflict in the Middle East”



OUR METRICS & our results



Development of Mindfulness & Spirituality

From the spirituality index of well-being, students have been tested before and after to evaluate their Self-efficacy - the ability to exert control over one's own motivation, behavior, and social environment- and Life Scheme -capacity of goal setting and major dream achievement-

Self-Efficacy - 47% of the students tested higher scores on self-efficacy after the Scholas program.

Life Scheme - 69% of the students tested higher scores on the Life Scheme after the Scholas Program.

Also, there is a **51%** increase in the item about **“feeling of meaning and purpose in life”** which is notable in the test results.

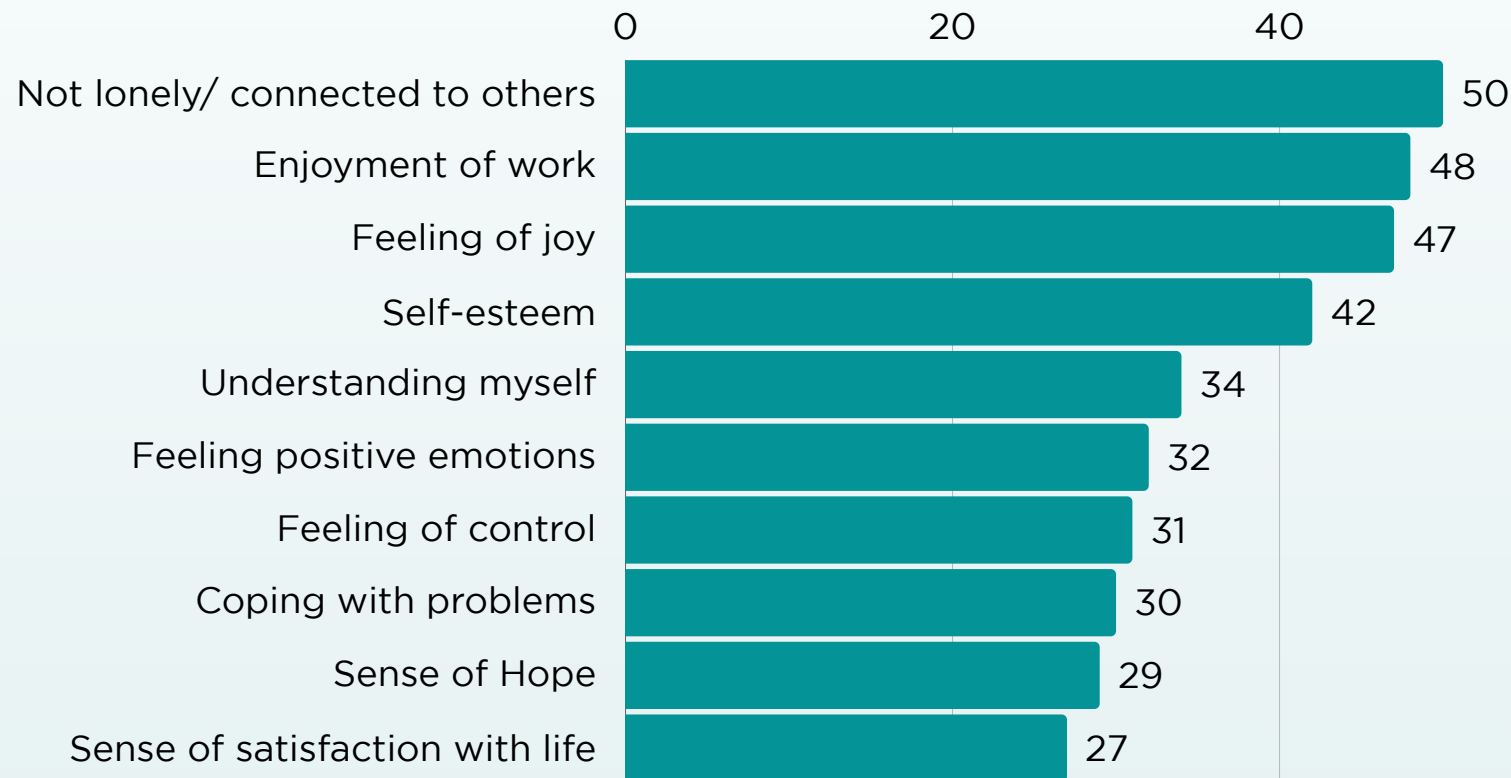
Spirituality is the ‘awareness that there is something Other, something greater than the course of everyday events’ (Hay & Nye, 2006, p. 60).

As a guide to transpersonal and transcendent experiences that help enrich awareness of life and others (Kristjánsson, 2016).

Increase of Youth Well-Being



From the well-being survey provided to the students before the program to evaluate their status:



The overall well-being of the students is rated high, as it can be seen **more than 60%** of the time they feel that they are doing well in their social, personal, spiritual, and emotional life.

However, **97% of the students** stated that Scholas increases their well-being specifically on the following items that the program encourages:

- Amount of contact with others
- Interacting with people who are kind and respectful
- Feeling appreciated by others
- Sense of belonging
- Freedom to express my opinion
- People who listen to me
- Caring for others

Well-being is the quality of one's personal subjective state across the physical, mental, social, and spiritual dimensions of existence, as recognized by the World Happiness Report. (Lomas & VanderWeele, 2022)

Encourage Human Flourishing



From the Flourishing Network assessment for teenagers, after experiencing the Scholas program:

- **40.9%** of the students increased in **life satisfaction**.
- **48.4%** of the students declared that were more connected to **an overall sense of meaning in life**.
- **49.5%** feel now the things they do in **their life are worthwhile**.
- **54.8%** of the students felt **an increase in goal-achieving skills**

Flourishing means the person and their context—the tree and the garden—both doing well. Thus, human well-being is intrinsically connected to the environment in which people are situated

Develop Leadership & Civic Engagement Skills



Scholas stands as a beacon for civic education, engaging participants in activities that not only enhance community involvement but also promote individual development.

Higher Engagement Scores:

Approximately **37.5%** of respondents who completed both surveys reported increased engagement scores, **illustrating the program's capacity to inspire and motivate.**

The Scholas program significantly enhances civic engagement, not only by increasing participation rates but also by encouraging profound personal reflection among its participants.

This dual impact highlights the **program's effectiveness** in not only fostering community involvement but also in enriching participants' civic identity.

Mean and Medium Score:

A positive trend emerges post-program, with the median engagement score increasing, indicating a heightened level of involvement among participants.

After the Scholas program, the mean score increased slightly to **5.25**, and the median score increased more notably to 6. This increase in the median score is particularly significant, suggesting that the program may have had a positive impact on a substantial number of participants.

VOICES OF IMPACT

What have you learned in Scholas?

I learned about **hope and connecting** with others

How to work **with others** to address a common problem and work through disagreements

Self-confidence and understanding others' point of view

The **importance of community** and solving issues with different perspectives.

I've learned to communicate with all types of different people and effectively discuss ideas that can **help our community**.

How to be **more active** in my community

I've learned about the **power of community** and when we share a goal we can get a lot done. I also learned that we CAN make a difference.

That I can **change the world**

Youth connection and empowering, engaging with diverse backgrounds for the greater good and active leaders of social change!



What is Scholas for you?

It is a way for me to express my concerns about society and as a creative outlet

A place that allows myself and others to care for and express ourselves.

Scholas is an opportunity for the youth to come together to learn, grow, and critically think about issues that affect them.

For me, Scholas is a place where you get to learn and value others' perspectives.

a way to grow my connections and help the community

An **experience to work together** with others to address problems in our society

Scholas is new for me it is a place where I belong and where **my voice matters.**

A **judge-free place to be yourself and be open** about your opinions and experiences in a way that helps find and better the issues in our community!



Your **voices** are also essential for us!

Principals, teachers, Chaperones & Educational community.

Please, click [here](#) and share your perspective about Scholas' experience!

We would also like to share a [video](#) featuring valuable perspectives from some of you.



SHALL WE FOLLOW THIS PATH TOGETHER?

SCHOLAS EDUCATES

STEP 1



Communtiiies in Motion Pogram

March

SCHOLAS ACTS

STEP 2



Scholas Club in each school.
Scholas workshops.

From April to June

SCHOLAS IMPACT

STEP 3



Scholas Service program

June



If you want a **Scholas Workshop** in your school, don't hesitate to get in touch with major.mariano@scholasusa.org

How to create a Scholas Club?

- Have a **teacher and at least one student** as a space facilitator.
- We provide the **curriculum** of each meeting and the **certificate** to all those who took part. While we provide the material, it is flexible to accommodate each school's schedule.
- The Scholas Club is a **safe space** where every voice matters and where the key is to build together new actions that improve the reality of young people in their schools.
- The Scholas team will provide **workshops** to support and strengthen each Scholas Club.



SCHOLAS SERVICE

Step 3 | Summer Program

June 26th,
27th & 28th

[I Register here!](#)





A different world is possible and requires that we learn to build it, and this involves all of our humanity, both personal and communal.

Pope Francis



www.scholasusa.org

www.scholasoccurrentes.org