



Destination and Department Planning:

Exploring Emerging Destinations and the Global Issues of our Age

Andrew Potter
Chief Academic Officer, Envision

Exploring Emerging Destinations and Global Issues of Our Age



Latin America

- Andrew Schneider, Math Chair, Ursuline Academy, DE
- Hannah Davies, Programs Manager, Camps International, UK

Asia

- James Sennette, Assistant Director, Hyde Center for Global Education, Boston College High School
- Jeehye Lee, Geographic Oversight Manager – Asia, International Studies Abroad, TX

Africa

- Melissa Terry, Director of Partnerships - Mid-Atlantic, WorldStrides
- Mike Massingham, Founder/Director, EDUAfrica, South Africa



The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all.

They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice.

The Goals interconnect and in order to leave no one behind, it is important that we achieve each Goal and target by 2030.



SUSTAINABLE DEVELOPMENT GOALS





Exploring Emerging Destinations and the Global Issues of our Age

Latin America

Andrew Schneider, Math Chair
Ursuline Academy, DE

A Commitment to Global Education

- Global Education as a strategic initiative began 5 years ago as a part of our strategic plan and that commitment to experiential learning is a pillar of our current 4-year strategic plan
- Our Ursuline network is the foundation of our Global Education Program and continues to be at the center of most of our programming
- Experiential Learning Experiences at Ursuline have grown to be a balance of cultural immersion, sister-school exchange, and service learning

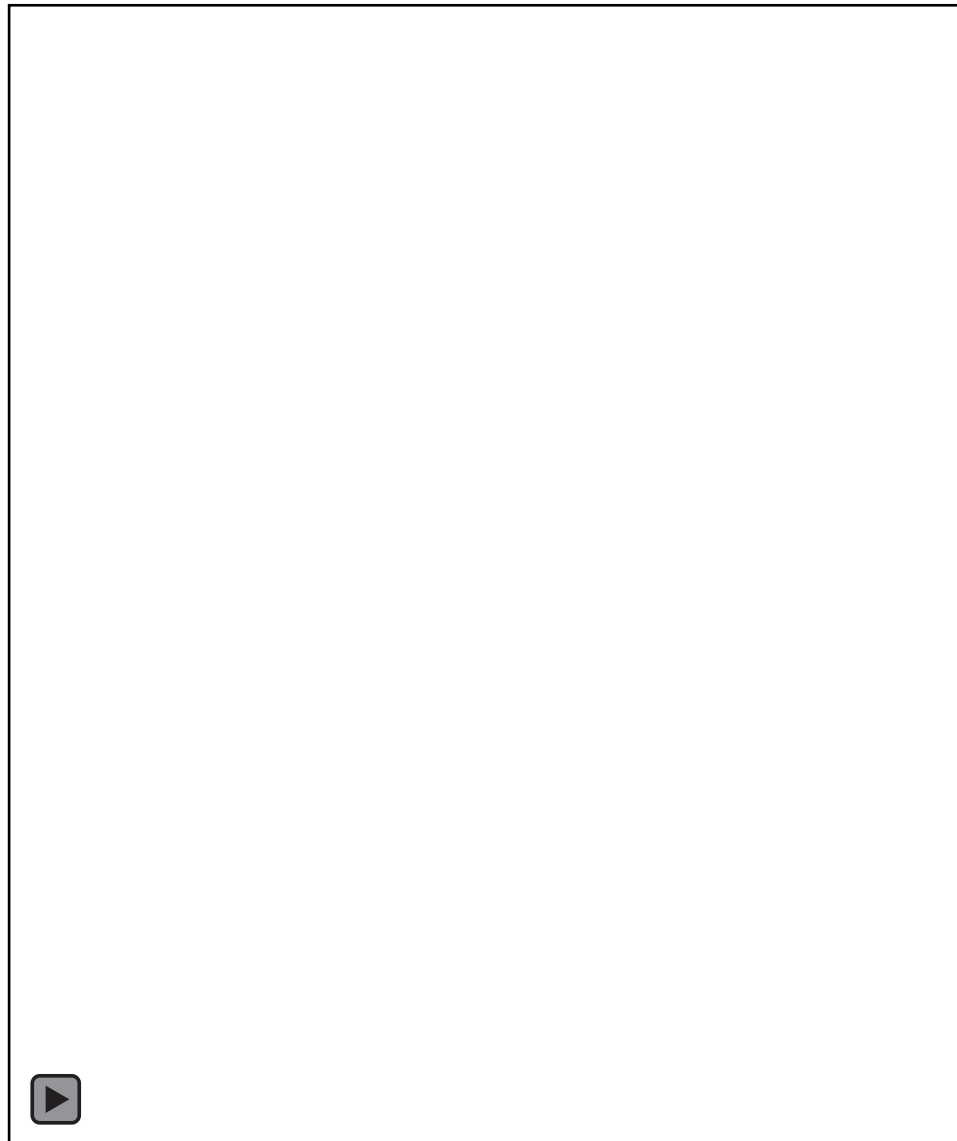


Ecuador: Serviam in Action



Ecuador: Connecting Service to the UN Global Goals

Ursuline Academy has adopted the UN Global Goals for Sustainable Development as touchpoints for our efforts in building global citizens.





Exploring Emerging Destinations and the Global Issues of our Age

Latin America

Hannah Davies
Manager of Program Development
WorldStrides Camps International

Informing Students on the Global Issues of their Generation

The Camps approach is structured to make a difference

- Listen to the locals
- Build locally, employ locally
- Create real Impact
- Ongoing commitment



Pressing Global Issues in South America

South America Key Issues

Many children in full time employment as opposed to education

1/3 of the population are malnourished

Area the size of Spain lost to deforestation every year



High school age kids. Locations include UK, Europe (not Paris), South America, Iceland, China. Some with just destinations, some w kids

Promoting Health and Sanitation Efforts at Camp Moray

High school age kids. Locations include UK, Europe (not Paris), South America, Iceland, China. Some with just destinations, some w kids



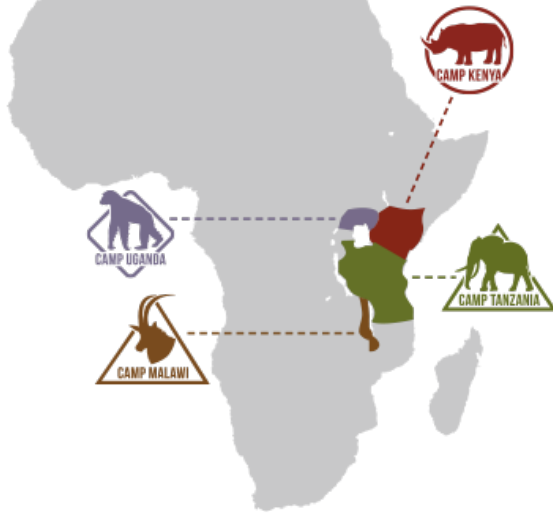
Pressing Global Issues in East Africa

East Africa Challenges

40% of the population living in poverty

Over 20 million people without clean water access

Average life expectancy 55 years old



High school age kids. Locations include UK, Europe (not Paris), South America, Iceland, China. Some with just destinations, some w kids

Engaged in Tackling Poverty at Camp Tsavo, Kenya



High school age kids. Locations include UK, Europe (not Paris), South America, Iceland, China. Some with just destinations, some w kids

Pressing Global Issues in South East Asia

South East Asia Challenges

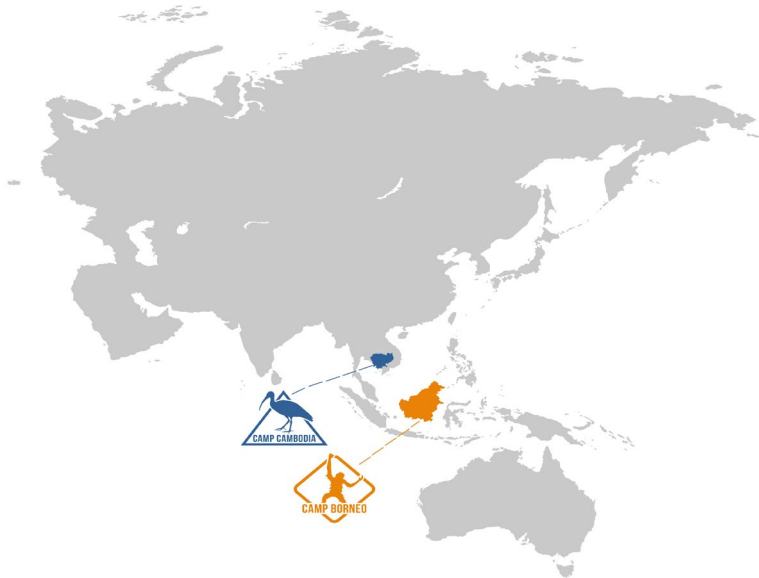
50% of children don't receive a good standard of education

Only 30% of children go onto secondary education

Highest deforestation rates in the world

30% of population have no access to fresh drinking water

WorldStrides students will be focused on improving education infrastructure and combating deforestation.



High school age kids. Locations include UK, Europe (not Paris), South America, Iceland, China. Some with just destinations, some w kids

Understanding Deforestation at Camp Batu Puteh, Borneo



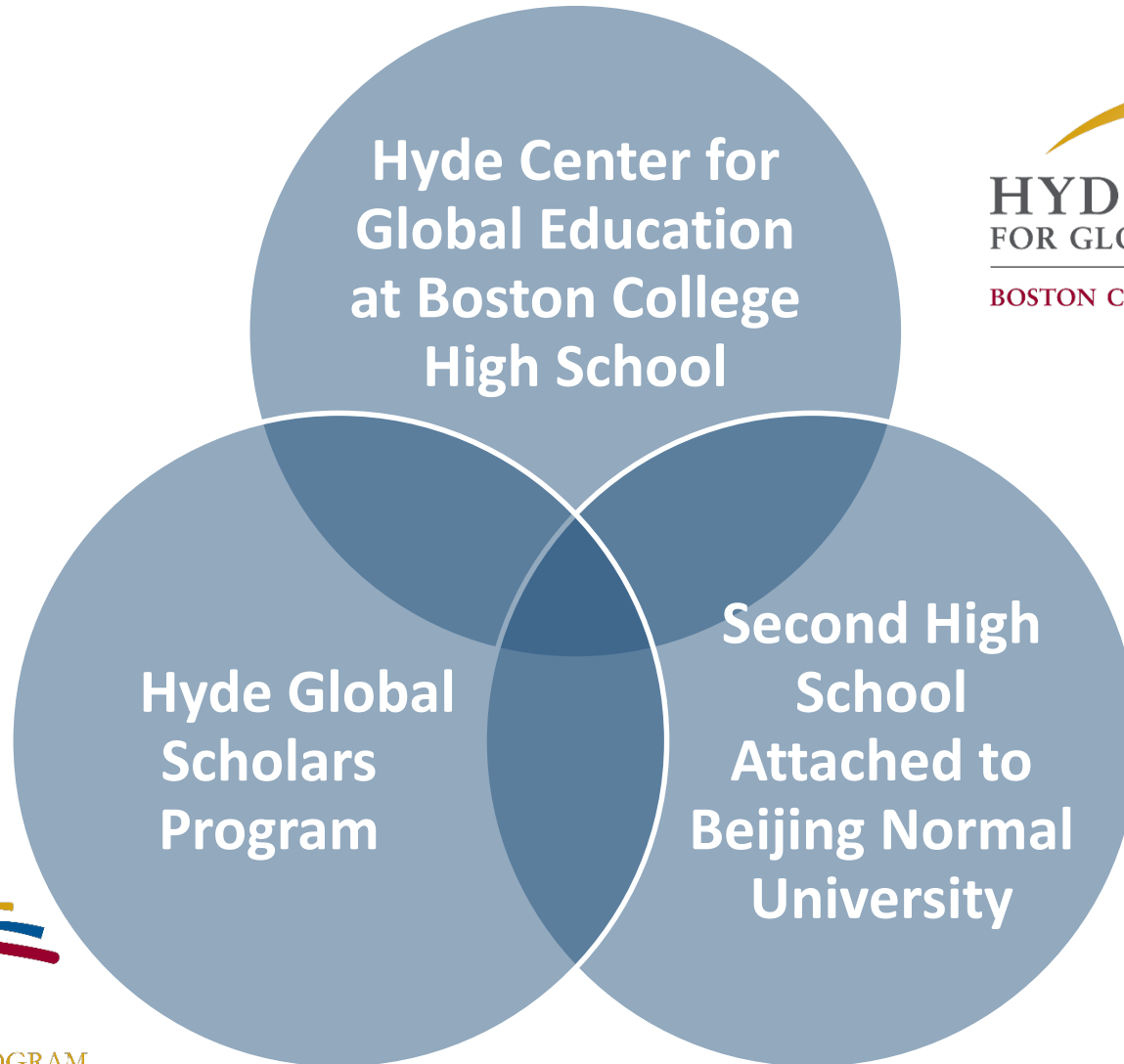
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Exploring Emerging Destinations and the Global Issues of our Age

Asia

James Sennette, Assistant Director
Hyde Center for Global Education
Boston College High School



HYDE CENTER
FOR GLOBAL EDUCATION
BOSTON COLLEGE HIGH SCHOOL



BC HIGH
HYDE SCHOLARS PROGRAM





Hyde Global Scholars
Speakers Series



Specific Speakers Based
on Destination



Junior Year Cohorts
Choose an SDG for Focus

Students exposed to SDGs/country-specific global issues prior to departure

Students spend 3 weeks living with a Chinese family and attending intensive courses at High School #2

45-min/day are used for reflection, journaling and interpreting what students are witnessing on the ground

Hyde Global Scholars submit and present findings of their chosen SDG based on research and in-country reflection

Solutions

- In order to repair the water problem in China.
 - Stop the current pollution.
 - Use more clean energy.
 - Consolidate Power.
 - Redistribute Water.



Redistribute Water

- North South Water Transfer Project
 - Take water from Yangtze River in South to Yellow River Basin In North
 - Costs \$62 Billion Dollars
 - 330,000 people are forced to leave



"South-North Water Transfer Project." *International Rivers*,
www.internationalrivers.org/campaigns/south-north-water-transfer-project

Consolidate Power

- China's pollution laws are enforced by Ministries of Environmental Pollution, Water Resources, Housing and Urban-Rural Development, Agriculture, and Land and Resources- 5 Ministries.



Webber, Michael. "Tackling China's Water Pollution." *Global Water Forum*, 17 Oct. 2017.
www.globalwaterforum.org/2017/10/09/tackling-chinas-water-pollution/.

Stop Pollution

- China must create stricter laws and enforce them.
 - - Luliang Chemical Company waste
 - 5000 tons into a river
 - Tingting, Deng, and Toxics campaigners at Greenpeace East Asia. "In China, the Water You Drink Is as Dangerous as the Air You Breathe | Deng Tingting." *The Guardian*, Guardian News and Media, 2 June 2017, www.theguardian.com/global-development-professionals-network/2017/jun/02/china-water-dangerous-pollution-greenpeace.





13 CLIMATE ACTION



11 SUSTAINABLE CITIES AND COMMUNITIES



The Hyde Center is currently working to establish a new experience in Vietnam.

While in the early stages, the ultimate goal will be to create a new and innovative service immersion opportunity for students that generates a collaborative effort between Junior year ethics curriculum and an explicit focus on the UN SDGs!



Exploring Emerging Destinations and the Global Issues of our Age

Asia

Jeehye Lee
Geographic Oversight Manager – Asia
International Studies Abroad, TX



THAILAND – Violence against women in SE Asia

Program Dates

- 25 days during summer
- Heavy rainy season in SE Asia

Locations

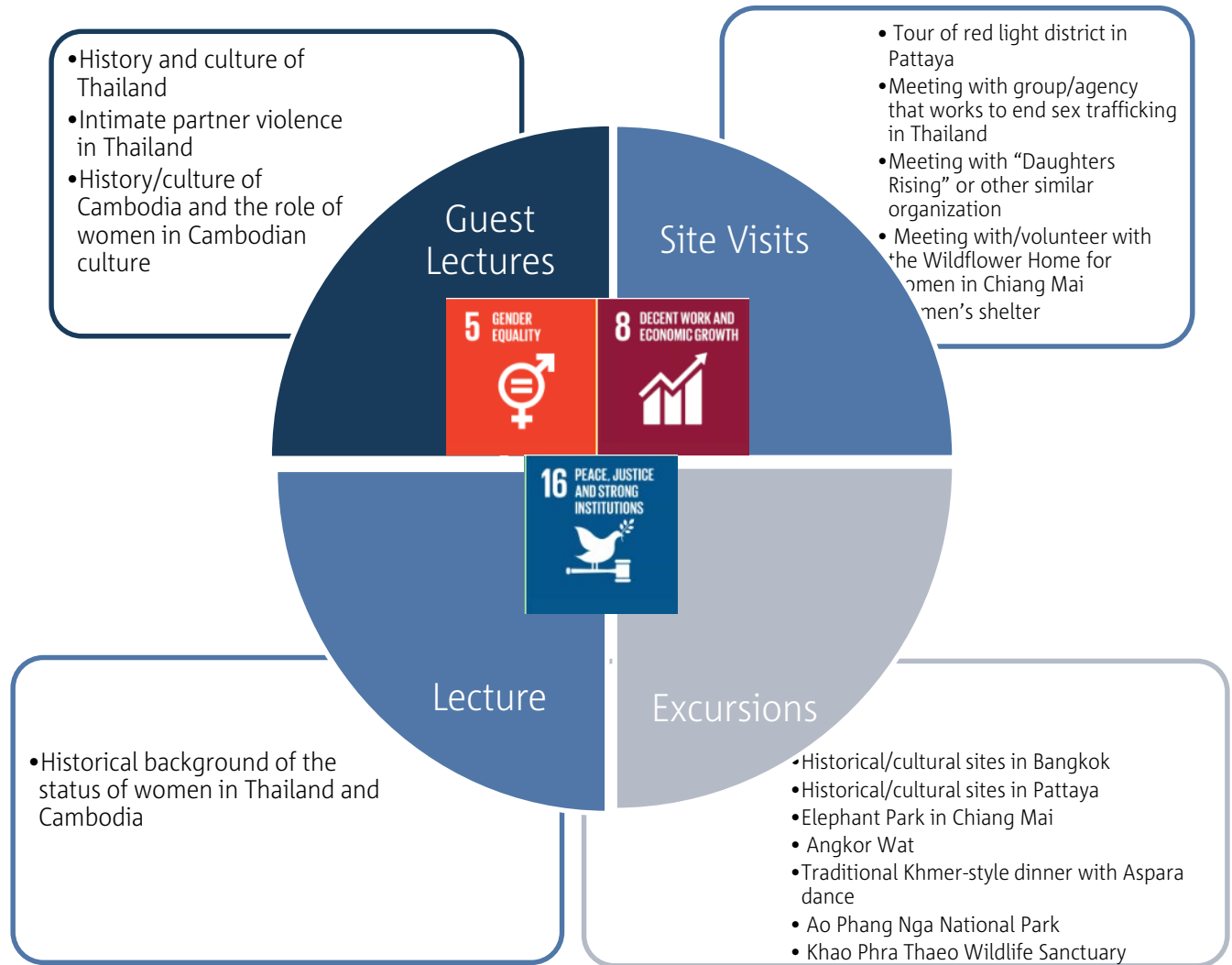
- Thailand and Cambodia
- Two cities in Thailand

Number of Students

- 20 students, max

Housing

- Hotel
- Travel heavy
- Budget friendly



SOUTH KOREA and JAPAN – Sustainability in Big Cities

Seoul

Program Dates

— 14 days during summer

Locations

— Seoul, South Korea

Number of Students

— 20 students, max

Housing

— Hotel

— Travel heavy

— 24 hours of lecture prior to the trip

Scavenger hunt in Seoul
Walking tour of Songdo
Tour of Nami Island
Company visits to Parsons
Brinckerhoff

Guest lecture at a startup
Guest lectures and tour at
Samsung innovation center and
Kia

Tokyo

Scavenger hunt in Tokyo

Social hour with local Japanese
students

Company visits to NTT Docomo
HQ, Minato Incineration Plant and
NEC Showroom.

Guest lecture by Dr. Okada on
corporate social responsibility

“As someone who has visited Korea and Japan before, I learned even more about these two countries through this program”

“Learning about the importance of CSR and sustainability in business is valuable knowledge that I will take with me throughout my career.”

Global Sustainability: Challenges and Prospects in East Asia” that takes a close look at what’s happening in business strategy today through the ‘lens’ of sustainability.

SOUTH KOREA and JAPAN – Sustainability in Seoul



May 11
Arrival

May 12
Orientation & City Tour

May 13
Corporate Visit

May 14
Nami Island

May 15
Free Day

May 16
Corporate Visit

May 17
Last Day in Seoul



SOUTH KOREA and JAPAN – Sustainability in Tokyo



May 18
Arrive to Tokyo

May 19
Corporate Visit

May 20
Corporate Visit

May 21
Free Day

May 22
Yokohama

May 23
Corporate Visit

May 24
Last Day in Tokyo





How globalization and global cultures impact their professional social work and personal lives.



Korea University Social Service Organization's Entrepreneurship Program for North Korean defectors

War & Human Rights' museum



Diversity in Korea

Changing of Cultural Landscape & Effects on Social Welfare

DMZ

Korean War Museum

Kimchi Making and Donation

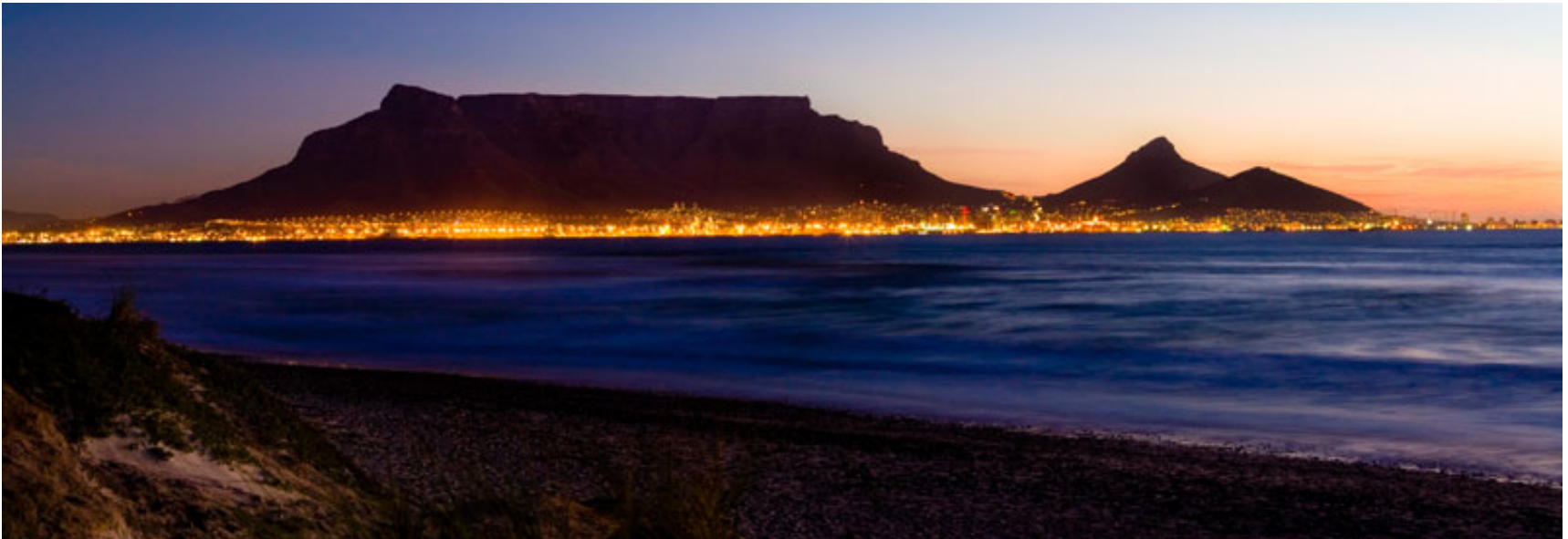


Exploring Emerging Destinations and the Global Issues of our Age

Africa

Melissa Terry
Director of Partnerships – Mid-Atlantic
WorldStrides

- Engage students interested in science and health, as well as those wishing to learn about new cultures.
- Expose them to important global health topics, particularly HIV/AIDS, and to the interaction between politics and medicine, with the goal of expanding the social consciousness of boys who may wish to pursue further education or careers in science and medicine.



Learning Objectives



- Students who participate should be able to:
- Describe the pathophysiology of HIV disease.
 - Describe the virology of HIV and explain the development and mechanism of action of antiretroviral drugs.
 - Understand the challenges of lifelong HIV treatment, particularly in resource-limited settings.
 - Explain research efforts focusing on retention of HIV patients in care and the importance of community-based care models.
 - Describe the politics and history surrounding the advent and end of the apartheid government in South Africa.
 - Analyze how the political and social climate of the ANC's rule affected the HIV epidemic in South Africa.



DAY 1 DEPARTURE FROM NORTH AMERICA

DAY 2 ARRIVE CAPE TOWN (6 NIGHTS)

- Orientation Session

DAY 3 CAPE TOWN (APARTHEID IN SOUTH AFRICA)

- Apartheid themed walking tour of Cape Town, District Six Museum, Cape Malay Cooking Experience

DAY 4 CAPE TOWN (HIV IN SOUTH AFRICA)

- Visit Doctors Without Borders HIV Clinic, Table Mountain

DAY 5 CAPE TOWN (HIV SUPPORT IN SOUTH AFRICA)

- Meeting with HIV Support Group, Robben Island tour, Dinner with a former Robben Island prison warden

DAY 6 CAPE TOWN (HIV EDUCATION IN SOUTH AFRICA)

- Visit with University of Cape town School of Medicine or the Western Cape College of Nursing, HOPE Africa

DAY 7 CAPE TOWN (PENINSULA DAY TOUR)

- Chapman's Peak Drive, Cape Point, Boulders Beach

DAY 8 CAPE TOWN - HERMANUS (4 NIGHTS)

- Peregrine Stall, free time to explore

DAY 9 HERMANUS

- Activities at the groups own arrangement

DAY 10 HERMANUS

- Activities at the groups own arrangement

DAY 11 HERMANUS

- Activities at the groups own arrangement

DAY 12 DEPARTURE FROM CAPE TOWN

DAY 13 ARRIVE HOME



Program Contributors & SDG Contributions

- **Medecins Sans Frontiere (Doctors Without Borders) and The Khayelitsha Project**
Doctors Without Borders (MSF) operate worldwide, helping people where the need is greatest. The Khayelitsha Project near Cape Town continues to develop and implement treatment regimens for MDR-TB and innovative models of care for patients living with HIV and TB and works closely with MSF.
- **Living Hope**
Living Hope is an NPO that helps needy communities impacted by HIV/AIDS. Living Hope seeks to impact South Africa's Southern Cape Peninsula with a holistic approach that works to support those both affected and infected by HIV/ AIDS and other chronic diseases – as well as several other contributing factors.
- **Fikelela AIDS Project**
Fikelela means 'reach out' in Xhosa and is the HIV&AIDS outreach program of the Anglican Diocese of Cape Town. It was founded in 2000 with the vision of providing an active response to the HIV&AIDS pandemic in South Africa.



Cultural Exploration in Senegal



DAY 1 DEPARTURE FROM NORTH AMERICA

DAY 2 ARRIVE DAKAR – LAC ROSE (1 NIGHT)

- Service activity at TalibouDabo Center

DAY 3 LAC ROSE – SAINT-LOUIS (2 NIGHTS)

- Open Jeep drive, afternoon activity with salt collectors

DAY 4 SAINT-LOUIS

- Djoudj Park Bird Sanctuary, Watch World Cup at Talibés children center

DAY 5 SAINT LOUIS – SOS VILLAGE KAOLACK (1 NIGHT)

- Touba Mosque and recreational afternoon at SOS Village

DAY 6 SOS VILLAGE KAOLACK – SALY (2 NIGHTS)

- Boat tour of the Sine-Saloum Delta River Nature Reserve, Joal-Fadiouth Shell Island Village

DAY 7 SALY – SERVICE AT MBOUR ORPHANAGE

- Game drive at Badia Park, Cultural Exchange at Demba Diop High School

DAY 8 SALY – GOREE ISLAND – TRANSFER TO AIRPORT

- Ferry to Goree Island

DAY 9 DEPARTURE FROM SENEGAL



Student Takeaways

6 CLEAN WATER AND SANITATION



5 GENDER EQUALITY



16 PEACE, JUSTICE AND STRONG INSTITUTIONS

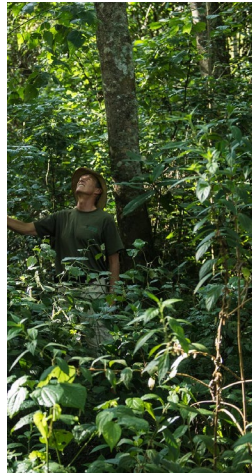




Exploring Emerging Destinations and the Global Issues of our Age

Africa

Mike Massingham
Founder/Director EDU Africa, South
Africa



WHY AFRICA?

Global issues
Itinerary planning & safety
Authentic community engagement
Immersive experiences

Global Technology & Innovation



Community Public Health



Human-Wildlife Conflict & Conservation



Water & Sustainability





Human-Wildlife Conflict & Conservation

- Entomology & Arachnology – KENYA
- Forest Restoration Ecology – KENYA
- Raptor Biology & Conservation – KENYA
- Savanna Ecology & Community Based Conservation – KENYA
- Wildlife Conservation – SOUTH AFRICA
- Cape Biodiversity and Conservation – SOUTH AFRICA
- Endangered Species Conservation – ZIMBABWE
- Human Wildlife Conflict - TANZANIA

The above programs contribute to some or all of the following Sustainable Development Goals:





How Do We Get Students to Engage with Themes around Human-Wildlife Conflict & Conservation?

- Handling and feeding of raptors
- Observation of veterinary surgeries
- Development of vital research skills such as observation, recording, storage and analysis of data.
- Understanding historical and current threats to African tropical forest ecosystems.
- Big cat tracking
- Participatory rural appraisal

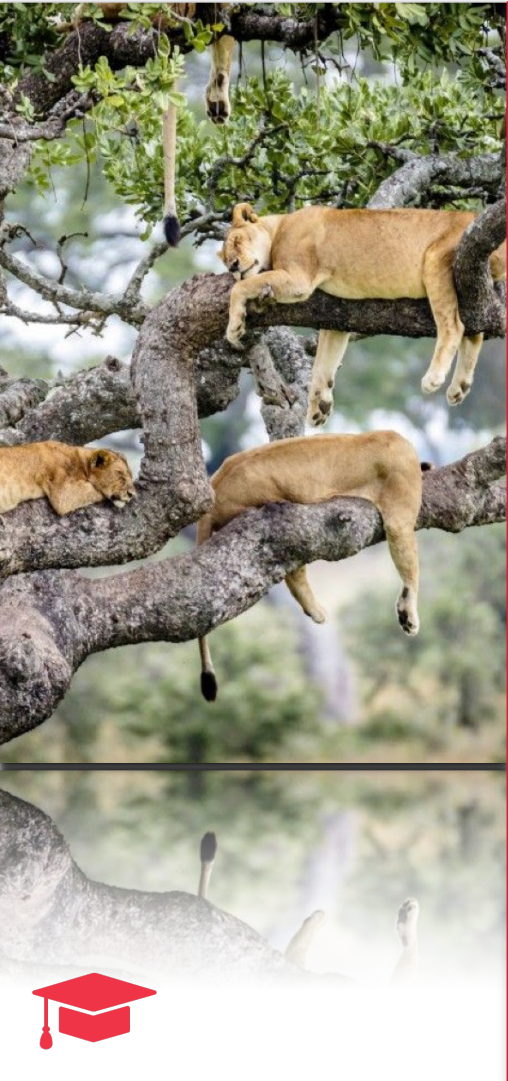


Water and Sustainability

- Renewable Energy - SOUTH AFRICA
- Farming and Agribusiness – ZIMBABWE
- Regenerative Permaculture – KENYA
- Sustainable Engineering in the Built Environment – KENYA

The above programs contribute to some or all of the following Sustainable Development Goals:





How Do We Get Students to Engage with Themes around Water and Sustainability?

- Conducting research on renewable energies and technologies
- Waste water treatment systems
- Regenerative agroforestry and forestry systems
- Develop innovative, transnationally relevant designs and building practices
- Understand the technical and practical aspects of renewable energy utilization, and methods of minimizing the environmental impacts of energy use
- Develop and apply general project management skills
- Developing an appreciation of the successful execution of renewable energy projects, from initial exploration to implementation and utilization



Global Technology and Innovation

- Global Technology Innovation – KENYA
- Developing Economies and Social Entrepreneurship- KENYA
- Market Resilience – KENYA
- Educational Technology- KENYA
- Education Technology – SOUTH AFRICA

The above programs contribute to some or all of the following Sustainable Development Goals:





How Do We Get Students to Engage with Themes around Global Technology and Innovation?

- Lectures from CEOs and Directors from top tech companies in Africa;
- Working in a 3-week tech consulting internship with a local organization
- Sharpening of software development skills
- Lectures and training at iHub technical institute with BRCK programmers
- Field-based implementation of the Kio Kit and analysis in a rural school alongside BRCK Education professionals



Community Public Health

- Nursing & Midwifery – TANZANIA
- Medical Support – KENYA
- Public Health – ZIMBABWE
- Rural & Global Healthcare – SOUTH AFRICA
- Primary Community Healthcare - ZAMBIA

The above programs contribute to some or all of the following Sustainable Development Goals:





How Do We Get Students to Engage with Themes around Community Public Health?

- Observation in urban and rural paediatric and maternity medical facilities including hospitals, clinics and dispensaries
- Creating and delivering healthcare workshops in urban and rural communities
- Interaction with an organization dedicated to reducing infant mortality due to obstetric fistula
- Support hospitals and clinics through observing and assisting under supervision
- Raising awareness through health education
- Lectures by healthcare professionals



Social Justice: Overnight on Robben Island

A Big Thank You to Our Panelists

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“Never doubt that a small group
of thoughtful committed citizens can....
CHANGE THE WORLD;

Indeed, it is the only thing that ever has!