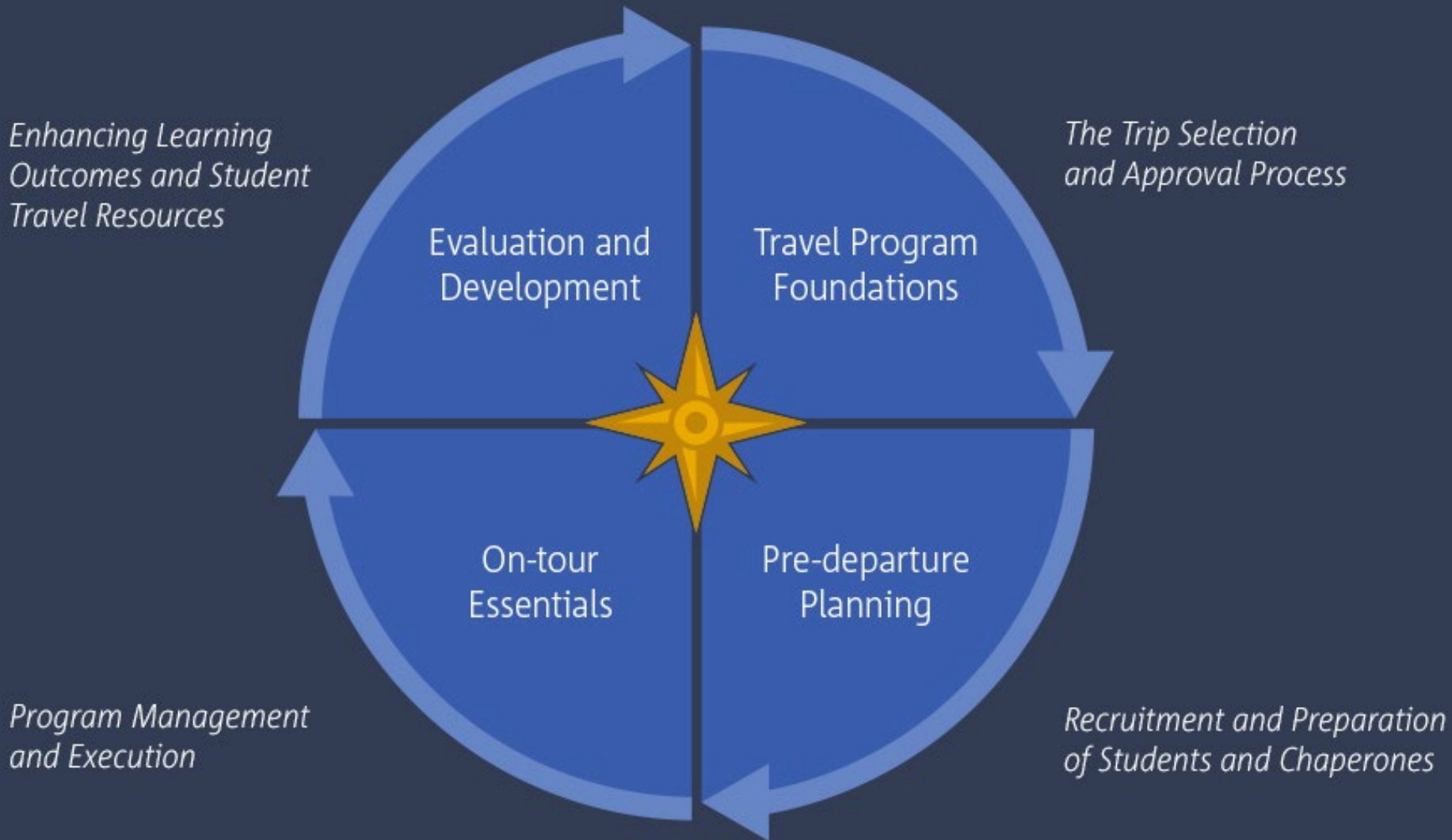




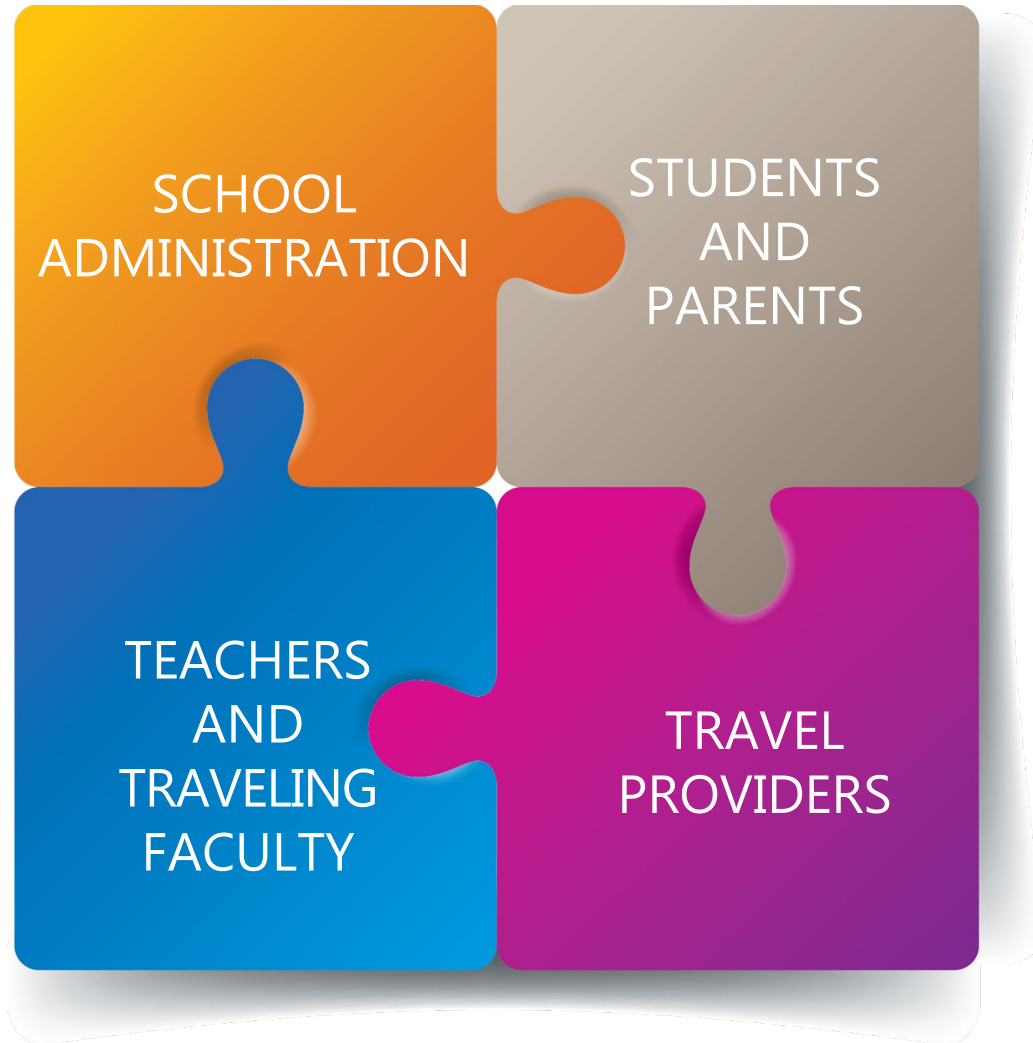
Pre-Conference Workshop:  
*Creating a Global Education Roadmap*



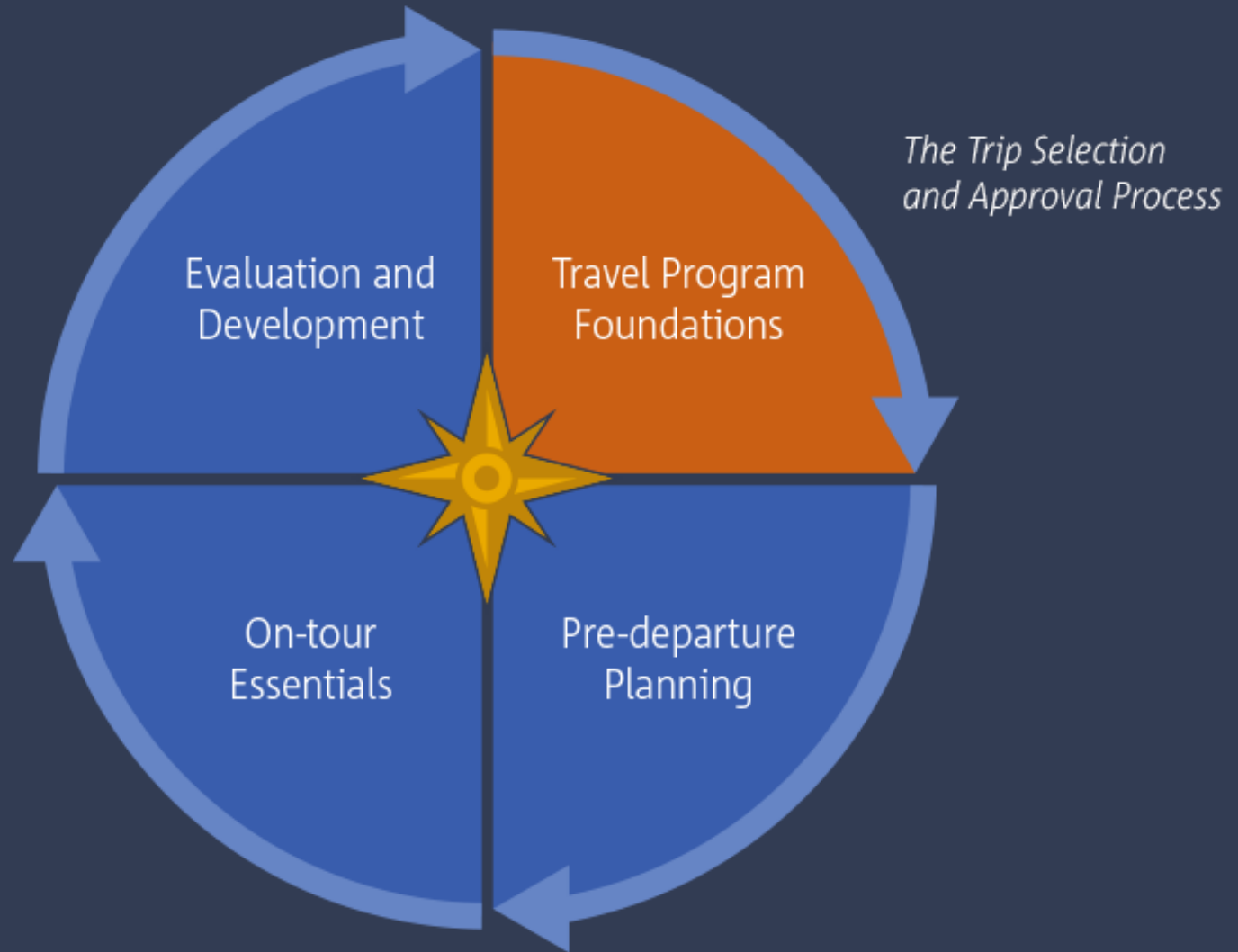
# Creating a Global Education Roadmap



# Global Education Stakeholder Communities



# Creating a Global Education Roadmap





# A Landscape for Your Global Education Roadmap

## GEBG GLOBAL EDUCATION STANDARDS

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Stakeholder Communications and Relationships
- Program Management
- Risk Management

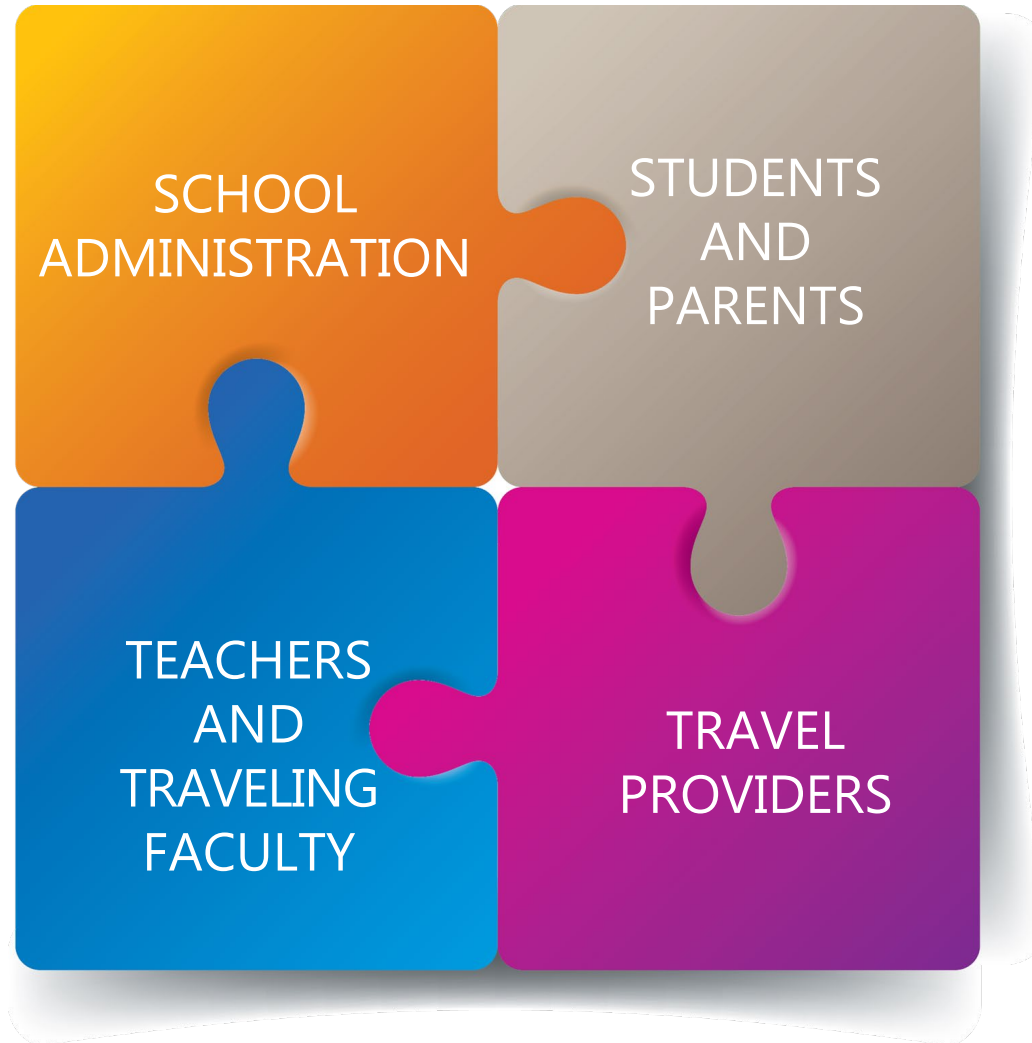
## COMPONENTS OF A COMPREHENSIVE GLOBAL PROGRAM

- Global Mission and Administrative Leadership
- Curriculum infused with Global Competencies
- Globally-Focused Professional Development
- Global Travel Program for Students
- Global and Local Partnerships

## GEBG Model Practices



# The Four Stakeholders in Global Educational Travel



# The Trip Selection and Approval Process

## Primary Considerations for Each Stakeholder Community

School Administration:

Top Priorities in 2 Words:

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Teachers and Traveling Faculty

Top Priorities in 2 Words:

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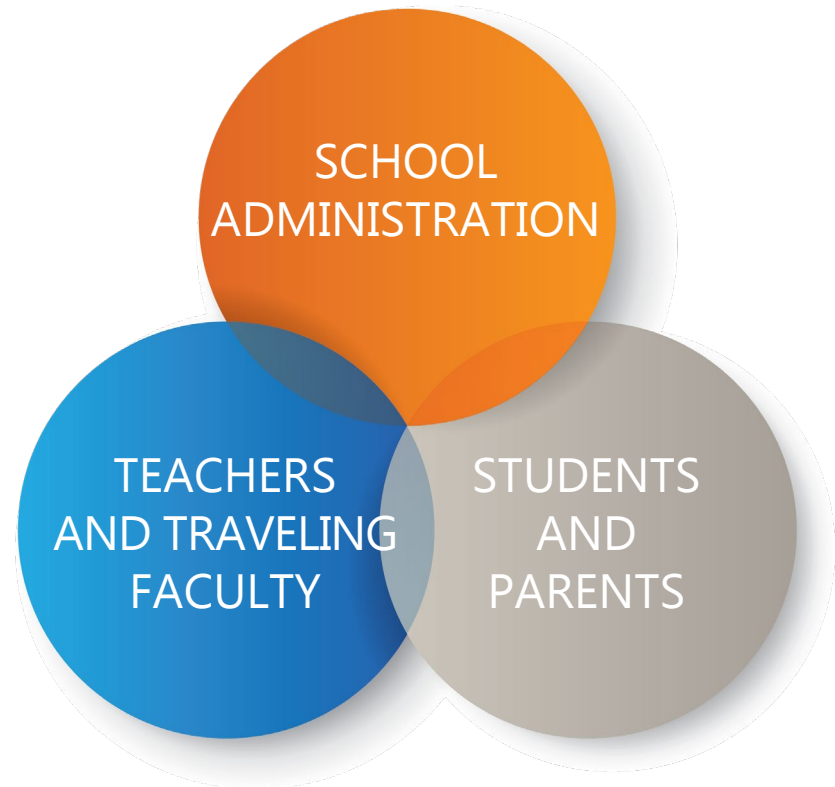
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Students and Parents:

Top Priorities in 2 Words:

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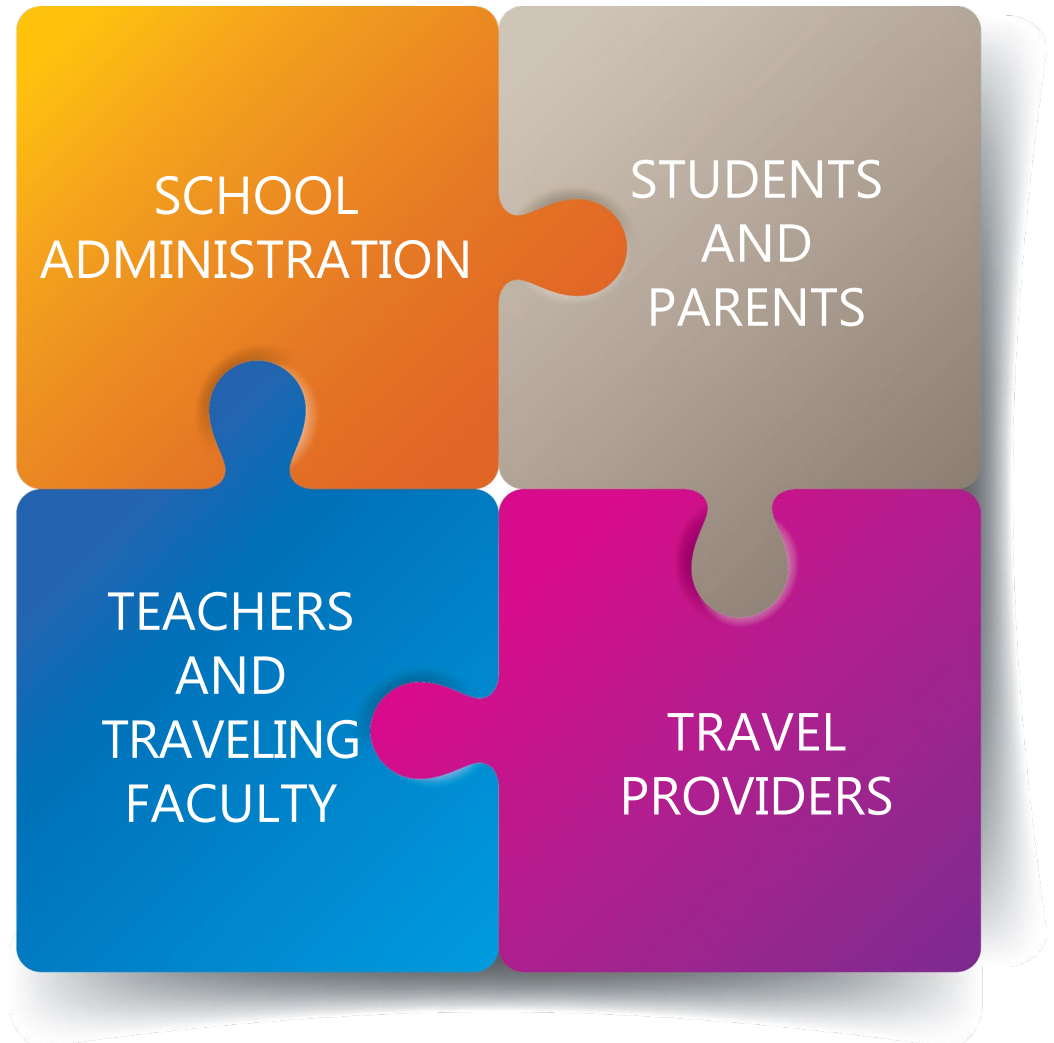
# What do We Mean by “Travel Providers”?

## — 4 Categories of Travel Providers

- US-Based travel provider
- Overseas Ground Handler
- Local Travel Agent
- Faculty - Independently Booked Travel Components

## — Top Priorities:

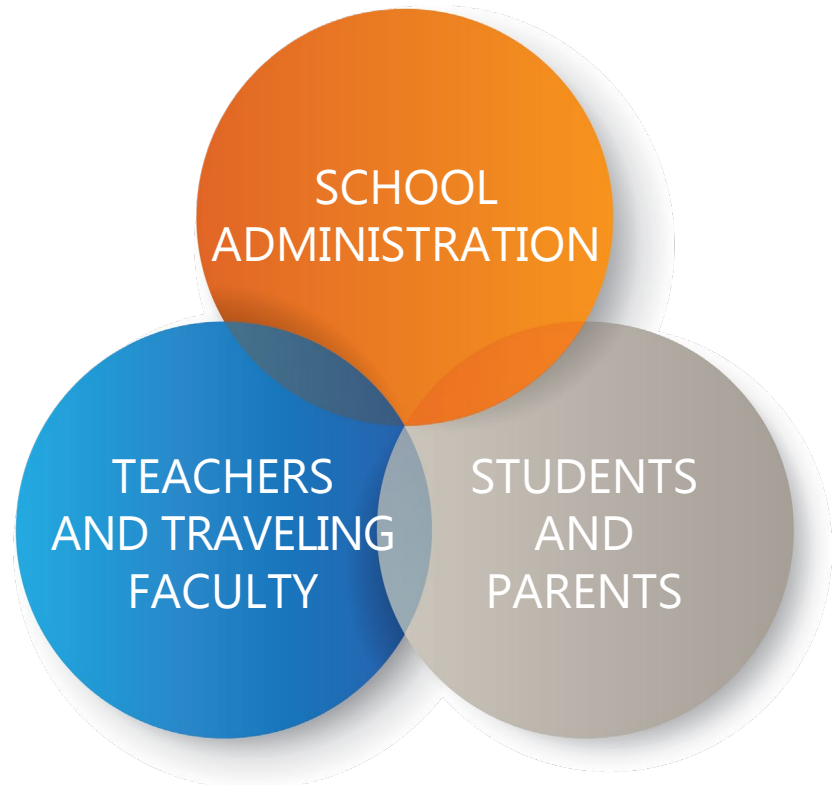
- Strong Results
- Strong Relationships
- Fulfill a Meaningful Mission



# The Trip Selection and Approval Process

## Primary Considerations for Key Stakeholders

- School Administration:
  - Top Priorities:  
“Safe and Sound”
- Teachers and Traveling Faculty:
  - Top Priorities:  
“Ease and (Educational) Expertise”
- Students and Parents:
  - Top Priorities:  
“Affordable and Valuable”





# Discussion Topics

- First Aid Kit =  
School Administration: *Safety*
  - Name 8 services or assurances that you want to have in place for an enhanced degree of safety and security.
- Piggy Bank =  
Students and Parents: *Affordability*
  - Name 8 decisions you could make to impact the cost of any travel program.
- Easy Button =  
Teachers and Traveling Faculty: *Ease*
  - Name 8 items that make arranging a travel program easier or more valuable for traveling faculty.

**The Goal of the Exercise:**  
To Refine your Safety Checklist and Inform Your Travel Approval Process

**The Goal of the Exercise:**  
To Enhance your Purchasing Skills and Support Your Trip Selection Process

**The Goal of the Exercise:**  
To Save Time and Minimize Distractions from Your Educational Focus



WorldStrides<sup>®</sup>

Explore. Discover. Become.

A large, bold black number '4' is centered within three concentric white circles. The circles are set against a light gray background. The number '4' is a simple, sans-serif font. The overall composition is centered and balanced.

4

**FAMILY FEUD FAMILY FEUD FAMILY FEUD FAMILY FEUD FAMILY FEUD**



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# Round 1- Affordability

**XXX**

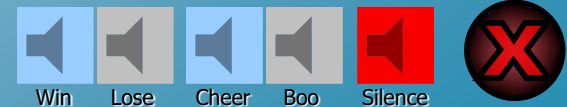


<b>Destination</b>	<b>24</b>	<b>Accommodations</b>	<b>8</b>
<b>Length of Program</b>	<b>18</b>	<b>Chaperone Ratio</b>	<b>6</b>
<b>Seasonality</b>	<b>12</b>	<b>Group Size</b>	<b>4</b>
<b>Planning lead time</b>	<b>10</b>	<b>Content- Admission costs/meals</b>	<b>2</b>



SHOW QUESTION

HIDE QUESTION





# Practical Pointers: Seasonality Roadmap

Destination	Low Season	Shoulder	High Season	Cautionary Dates
Europe	Nov 1 - March 31	April 1 - May 31 Sept 1 - Oct 31	June 1 - Aug 31	UK: Wimbledon; Chelsea Flower Show France: Paris Air Show; Bastille Day Italy and Spain: Easter period
South America/ Africa	April 1 – May 31 Aug 1 – Nov 30	Dec 1- Feb 28	March June 1 - July 31	Peru: Winter Solstice June 24, Independence July 28 Argentina: Independence Day July 9 ALL: Easter, 3 Wise Men Day, Jan 6 <sup>th</sup>
Asia	Nov 1 - March 31	April 1 - May 31 Sept 1 - Oct 31	June 1 - Aug 31	Chinese New Year



## Planning Foundations

- ⑩ Tour Length – add or drop a day?
- ⑩ Timing – when to start planning?
- ⑩ Air gateways and routing?



## Group Size

- ⑩ The More the Merrier!
- ⑩ Free Place Ratio - flexibility
- ⑩ Transport – Public or Private?



## Accommodations

- ⑩ Quality – 3 or 4 star equivalent or other options (1-2 star hotel, homestay/halls of residence)?
- ⑩ Location – Central or Remote?
- ⑩ Rooming – Triples, Quads?

Practical Pointers: Honing Your Purchasing Skills

# Round 2- Safety

**XXX**

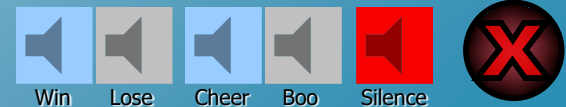


Historically Safe Country	24	Insurance	8
24/7 Local Escort	18	Vendor Selection	6
Hotels in safe locations	12	Offices on the ground	4
Emergency Call Center	10	Student/Faculty safety briefings	2



SHOW QUESTION

HIDE QUESTION



# State Department Advisory Listing

## Travel Advisory Levels

- 1** Exercise normal precautions
- 2** Exercise increased caution
- 3** Reconsider travel
- 4** Do not travel

U.S. Government Sources:  
Dept of State, OSAC

Other Government Sources:  
Australia, Canada, UK

Health Agencies:  
CDC, WHO

Pay-for-Service Organizations:  
ISOS, WorldAware

Advisory	Level	Date Updated
<a href="#">Afghanistan Travel Advisory</a>	Level 4: Do Not Travel	9-Jul-18
<a href="#">South Sudan Travel Advisory</a>	Level 4: Do Not Travel	28-Jun-18
<a href="#">Iran Travel Advisory</a>	Level 4: Do Not Travel	10-Jan-18
<a href="#">Iraq Travel Advisory</a>	Level 4: Do Not Travel	28-Sep-18
<a href="#">North Korea (Democratic People's Republic of Korea) Travel Advisory</a>	Level 4: Do Not Travel	31-Aug-18
<a href="#">Libya Travel Advisory</a>	Level 4: Do Not Travel	8-Aug-18
<a href="#">Mali Travel Advisory</a>	Level 4: Do Not Travel	13-Aug-18
<a href="#">Somalia Travel Advisory</a>	Level 4: Do Not Travel	9-Jul-18
<a href="#">Syria Travel Advisory</a>	Level 4: Do Not Travel	10-Sep-18
<a href="#">Yemen Travel Advisory</a>	Level 4: Do Not Travel	5-Jul-18
<a href="#">Central African Republic Travel Advisory</a>	Level 4: Do Not Travel	24-May-18
<a href="#">Haiti Travel Advisory</a>	Level 3: Reconsider Travel	27-Jul-18
<a href="#">Honduras Travel Advisory</a>	Level 3: Reconsider Travel	20-Sep-18
<a href="#">Lebanon Travel Advisory</a>	Level 3: Reconsider Travel	4-Sep-18
<a href="#">Mauritania Travel Advisory</a>	Level 3: Reconsider Travel	22-Feb-18
<a href="#">Nicaragua Travel Advisory</a>	Level 3: Reconsider Travel	12-Sep-18
<a href="#">Niger Travel Advisory</a>	Level 3: Reconsider Travel	10-Jan-18
<a href="#">Nigeria Travel Advisory</a>	Level 3: Reconsider Travel	10-Jan-18
<a href="#">Pakistan Travel Advisory</a>	Level 3: Reconsider Travel	1-Aug-18
<a href="#">Russia Travel Advisory</a>	Level 3: Reconsider Travel	15-Jun-18
<a href="#">Sudan Travel Advisory</a>	Level 3: Reconsider Travel	2-Jul-18
<a href="#">Turkey Travel Advisory</a>	Level 3: Reconsider Travel	28-Jun-18
<a href="#">Venezuela Travel Advisory</a>	Level 3: Reconsider Travel	29-May-18
<a href="#">Burkina Faso Travel Advisory</a>	Level 3: Reconsider Travel	2-Mar-18
<a href="#">Burundi Travel Advisory</a>	Level 3: Reconsider Travel	29-Aug-18
<a href="#">Chad Travel Advisory</a>	Level 3: Reconsider Travel	31-Jul-18
<a href="#">El Salvador Travel Advisory</a>	Level 3: Reconsider Travel	13-Jul-18
<a href="#">Democratic Republic of the Congo Travel Advisory</a>	Level 3: Reconsider Travel	19-Sep-18
<a href="#">Guinea-Bissau Travel Advisory</a>	Level 3: Reconsider Travel	2-Aug-18

## Practical Pointers: NSBA Report Checklist

1. Travel provider's prior experience operating in the destination.
2. Safety history of the travel provider.
3. Amount and coverage of liability insurance.
4. Safety guidelines employed by the travel provider.
5. Selection of chaperones, training, and ratio.
6. Provider procedures for selecting, monitoring and training hosts, tour guides, and supervisory staff.
7. Medical emergency procedures and the competence of the staff if called upon in case of a medical emergency.
8. Crisis management procedures and the extent to which the provider maintains procedures to be to respond to developing situations of all kinds in the localities where travel is planned.





# Practical Pointers: Refining Your Safety Checklist



## Prevention and Preparedness

- \$50 million in liability insurance
- On-site staff fully trained in all practical and medical procedures.

## Incident Management

- On tour support call center open 24/7/365
- Primary medical/accident insurance and medical evacuation insurance.

## Emergency Response

- Oversight from a dedicated Risk Management team
- Partnerships that provide security intelligence and response services.



## Credentials

- ⑩ Experience
- ⑩ Insurance Provisions
- ⑩ 24/7/365 Call Center
- ⑩ Local staff



## Specific References

- ⑩ Schools in your vicinity
- ⑩ Groups to your destination
- ⑩ Programs for your academic theme
- ⑩ Experience with your age bracket
- ⑩ Specific Services - Tour Director/Hotels/Restaurants

Practical Pointers: Vendor Selection

# Round 3 - Ease

**XXX**

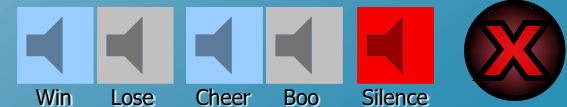


No Paperwork/ Payment Handling	24	Flexible Customization	8
No price or date changes	18	Recruitment Assistance	6
24/7 Tour Guide	12	Timely Info/ Reputable Provider	4
Responsive Service	10	Educational Materials/Resources	2



SHOW QUESTION

HIDE QUESTION





## Full-time Tour Director

- ⑩ Easy connectivity with the main office of the travel provider
- ⑩ Trained by same provider – knows emergency protocols, numbers and insurance contacts
- ⑩ Introductions made ahead of the trip?



## Online Registration and Payment Benefits

- ⑩ Transfers responsibility onto participants to provide accurate information
- ⑩ Ensures consent on cancellation terms and insurance options
- ⑩ Release forms are covered



## Materials and Support Resources

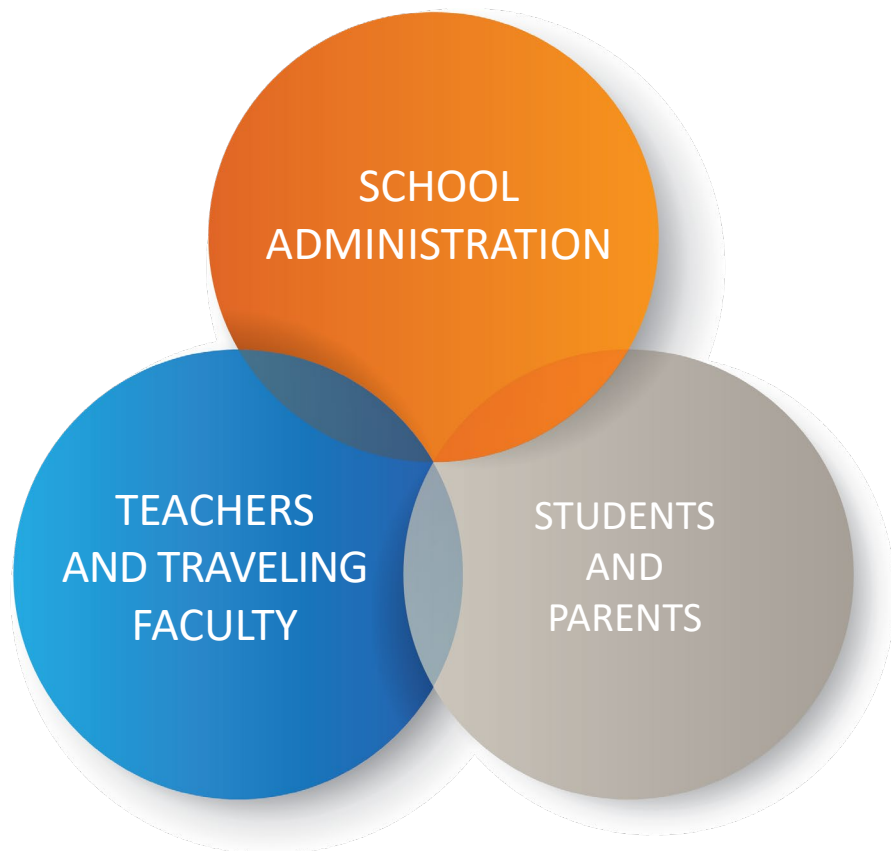
The “Science of Group Recruitment”

- ⑩ Itineraries and promotional materials
- ⑩ Parent Meeting Attendance
- ⑩ Reminder flyers – pre-parent meeting and deposit deadlines

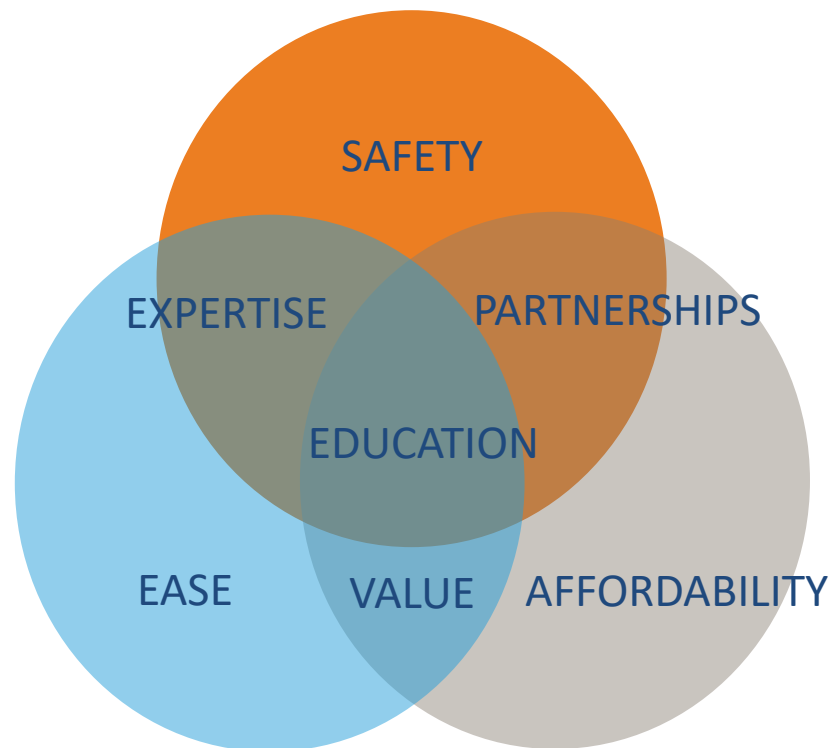
Practical Pointers – Leverage Travel Provider Services

# Elevating the Trip Selection and Approval Process

Apply The “3 lenses”

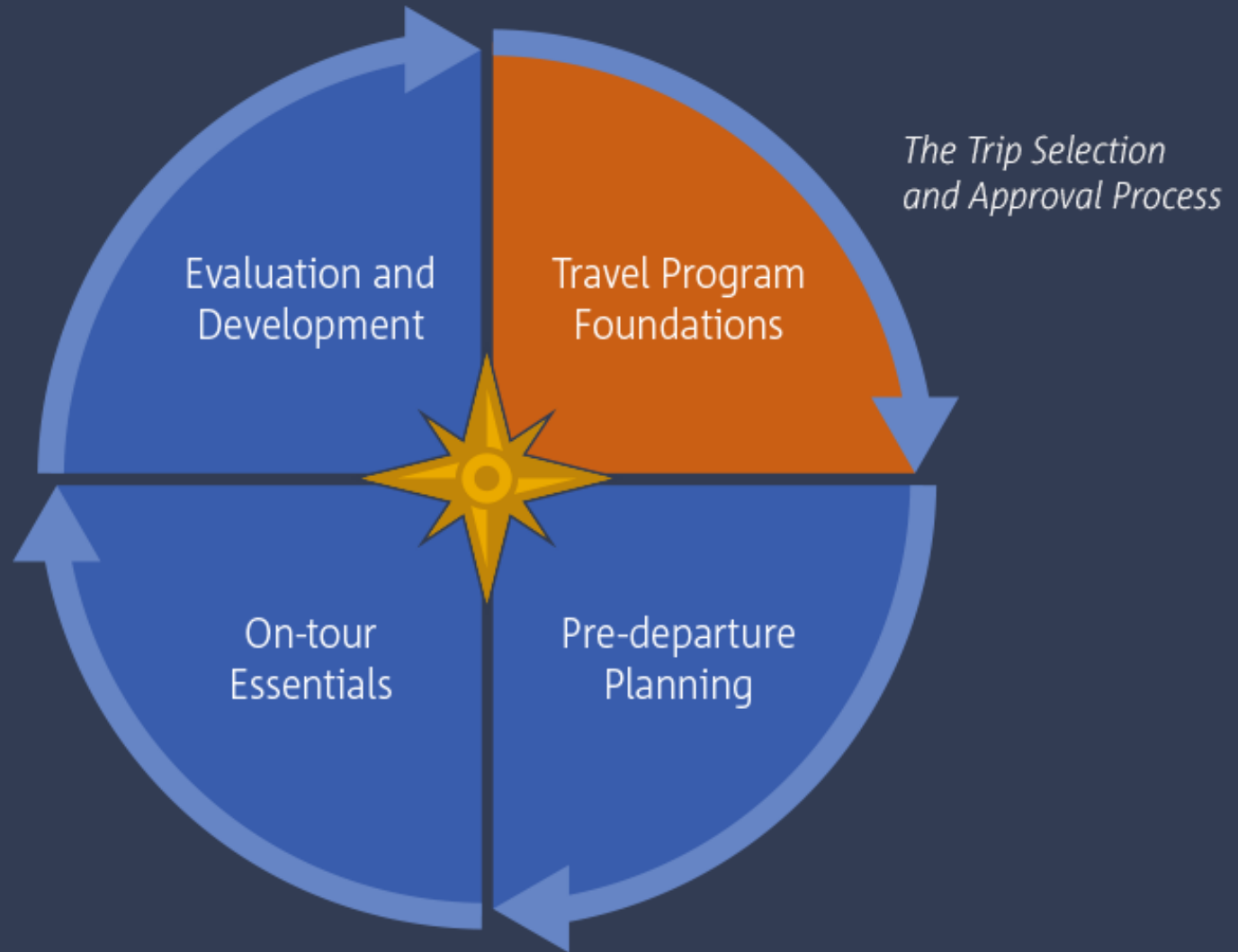


Bring the “7 Key Criteria” into Focus





# Creating a Global Education Roadmap

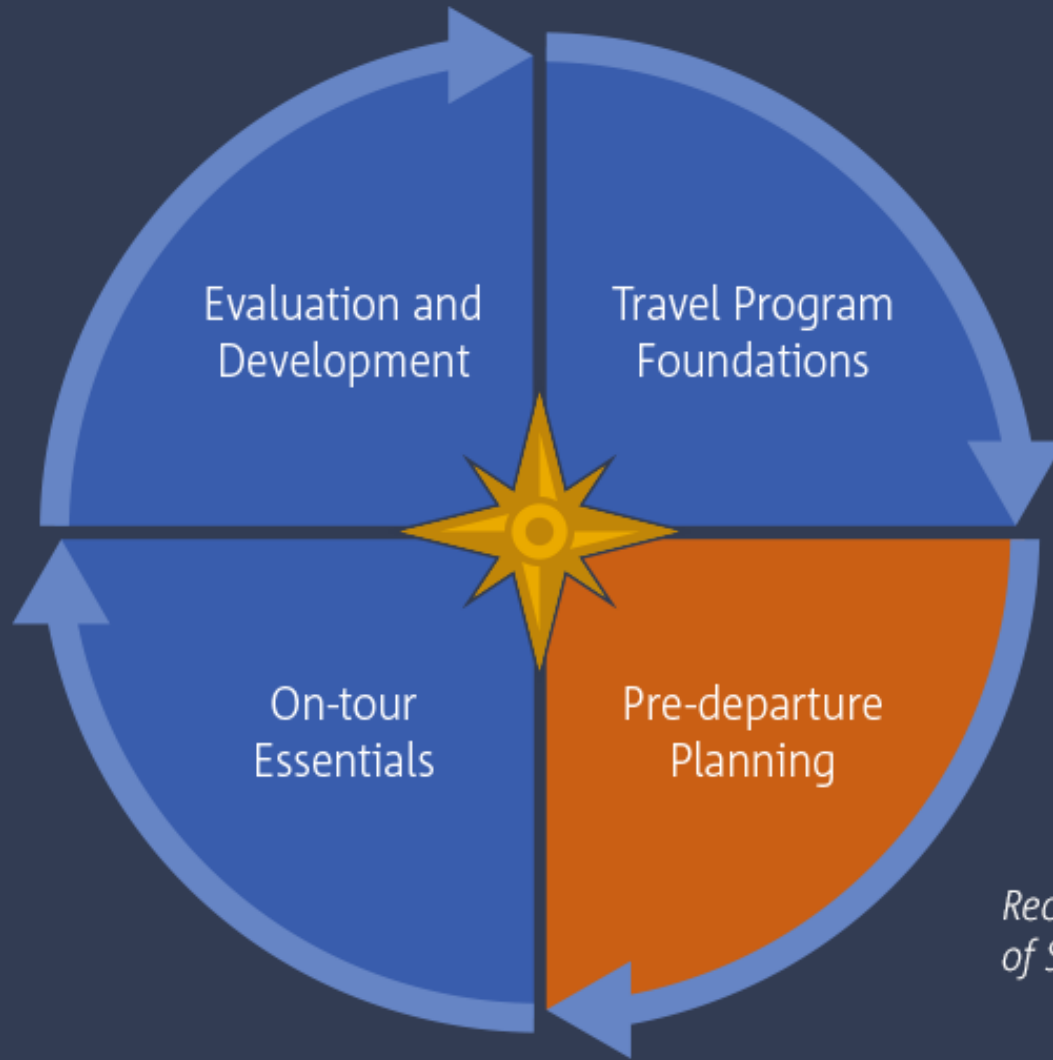




Pre-Conference Workshop:  
*Creating a Global Education Roadmap*



# Creating a Global Education Roadmap

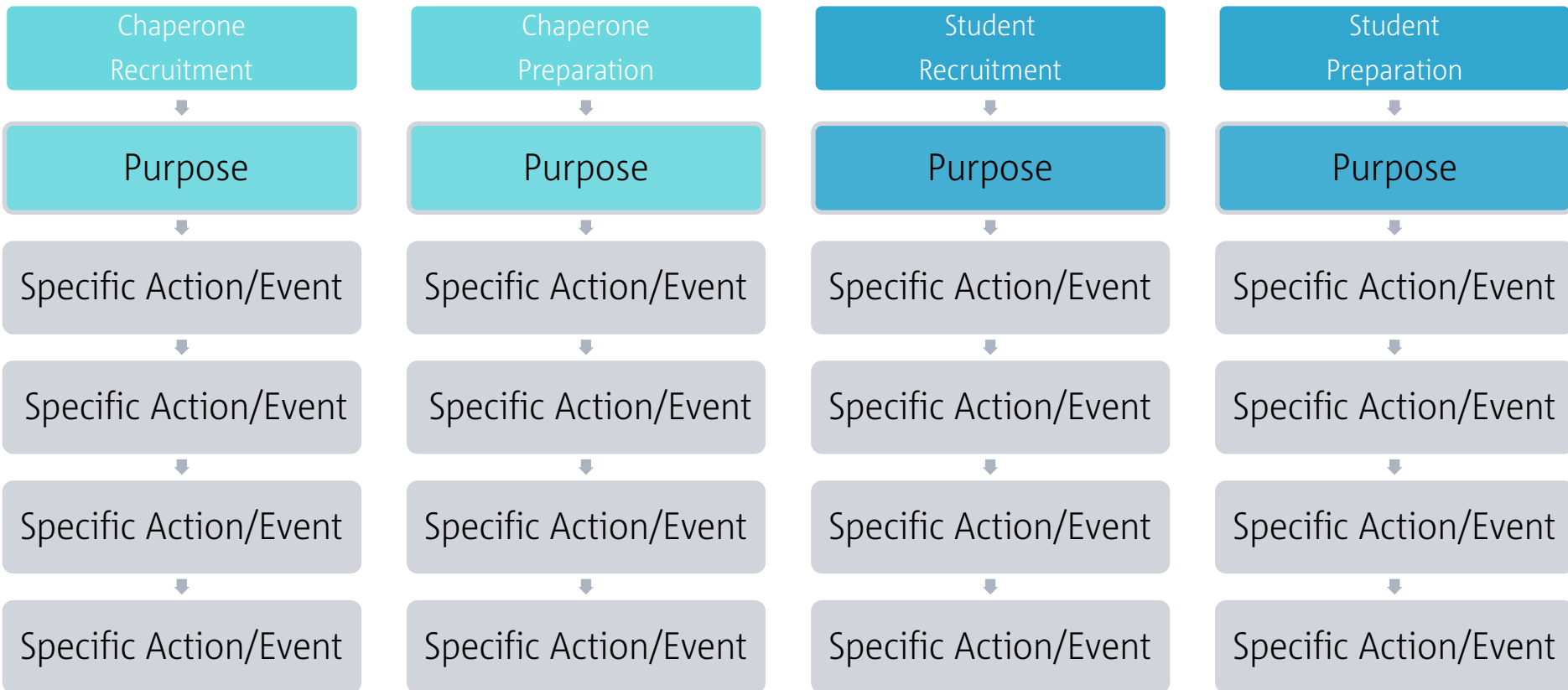


*Recruitment and Preparation  
of Students and Chaperones*

# Pre-Departure Planning Inventory

Consider your program.

Make notes about the specific actions and events that are currently in place for each category. If one has been established by your program, write the statement of purpose for each category.





# Intentionality



What questions are you inspired to ask now that you have drafted your pre-departure planning inventory?





# PANELISTS



Amanda Neill



Erin Butler



Kelly Ponte



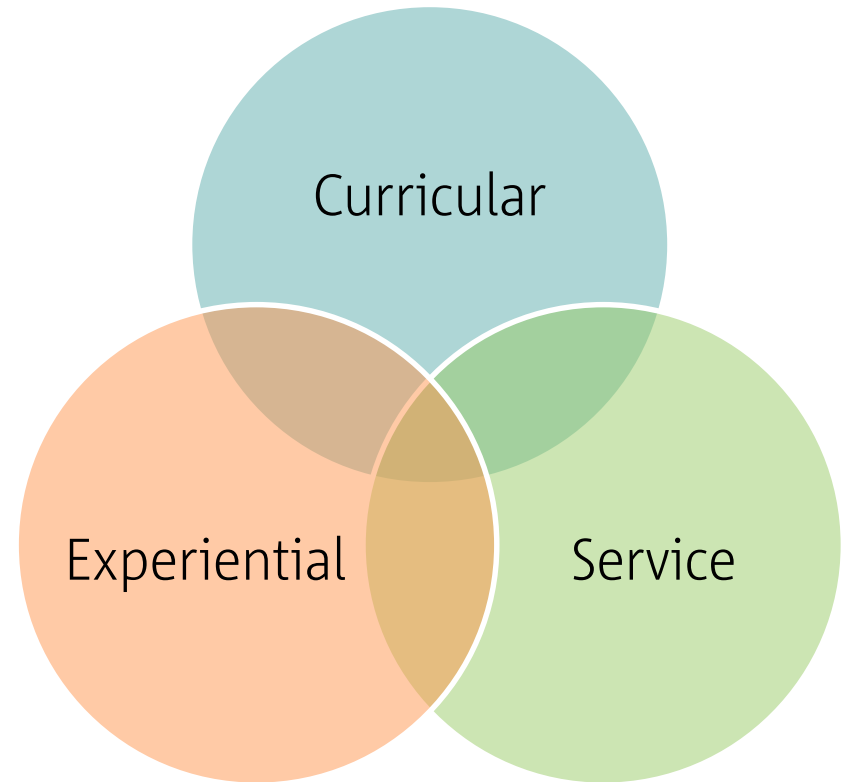
Andrew Schneider



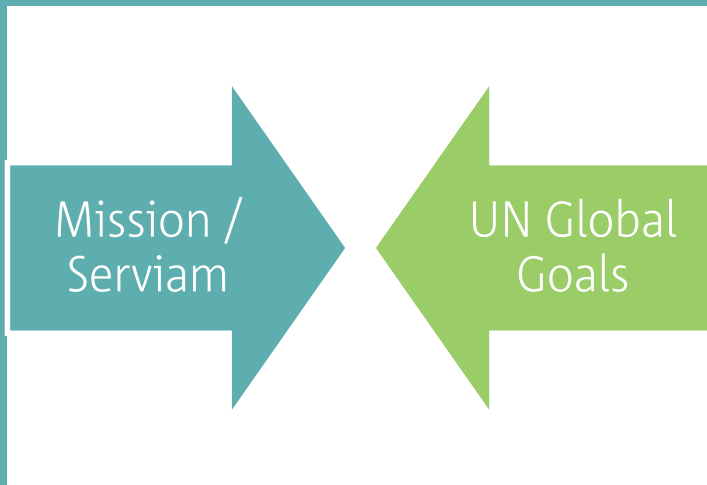
## WHO ARE WE?

- Mission-Driven independent, Catholic school in Wilmington, Delaware
- Co-educational from age 3 through Grade 5; all girls in Grades 6-12
- Established in 1893 – celebrating 125 years this year
  
- Network of more than 105 Ursuline schools around the globe established through the Ursuline order of sisters and the foundation of St. Angela Merici
- Ursuline values of Serviam: service to selves, others, and our global community
  
- Strategic Vision in 2013 to officially establish a Global Education Program
- Focus on growing global citizens & leaders in each of our students through a variety of methods

# URSULINE ACADEMY GLOBAL EDUCATION PROGRAM



# CURRICULAR



## CURRICULAR INITIATIVES:

- Curricular shifts through our mission
- Connected curriculum through UN Global Goals
- Virtual Learning opportunities

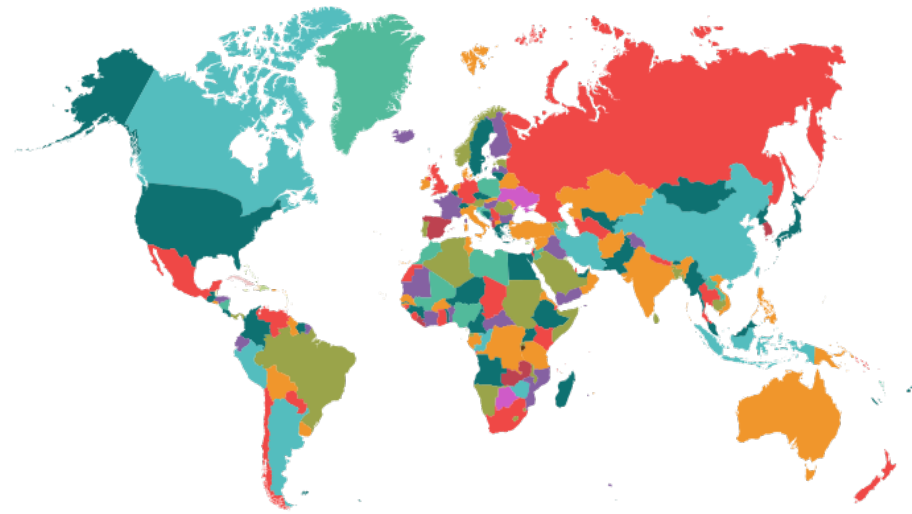


# EXPERIENTIAL



## EXPERIENTIAL LEARNING:

- Ursuline network exchange travel
- Curricular travel experiences
- In-house field trips





# SERVICE

## SERVICE LEARNING:

- Mission-focused work
- Authentic relationships with communities we serve
- Gender equality in experiences



# Pre-trip Planning

## PROGRAM INITIATION

- Administration selected destinations
- 1 international/1 domestic trip per year
- \$2000 max cost
- Announcements to students
- Intensive recruitment to fill trips
- “Lunch & Learn” meetings to get ready
- Parent/Student Orientation

## CURRENT PRACTICES

- Global Team works with students to select destinations
- Several trips per year
- Cost ranges from ~\$2000 - \$5000
- Annual Global Launch for experiences
- Cultural & Curricular preparation is student-led
- Parent/Student Orientation with travel partner

# Risk Management Preparation

## PROGRAM INITIATION

- Permission Slip reviewed by attorney
- Reliance on travel agency to support safety
- Travel insurance

## CURRENT PRACTICE

- Risk Management Manual as part of Global Learning Leader training
- Extensive Permission Packet
- Travel Insurance designed for student travel
- Regional Forecasting
- Guidance through outside agencies



# PANELISTS



Amanda Neill



Erin Butler



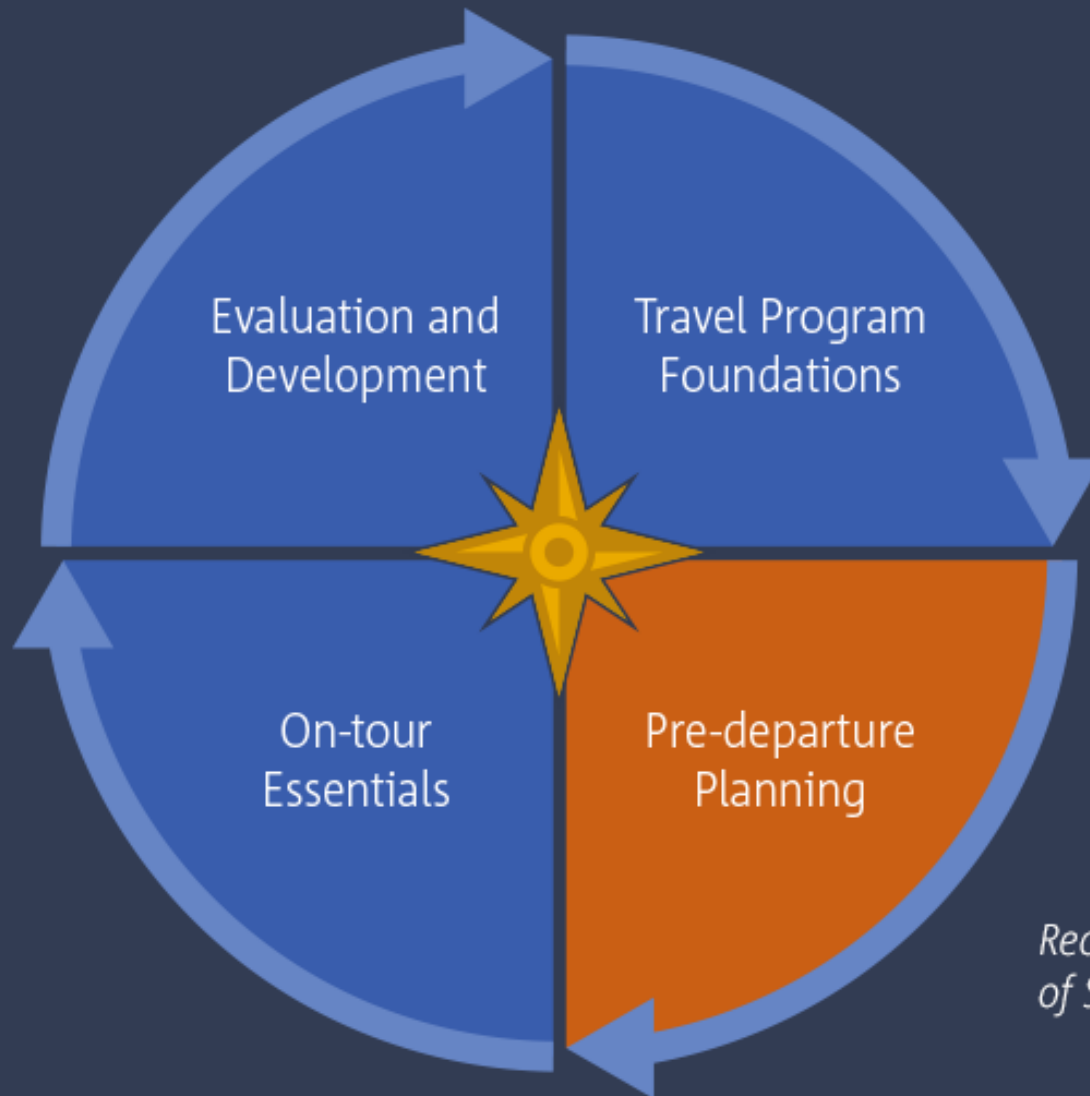
Kelly Ponte



Andrew Schneider



# Creating a Global Education Roadmap



*Recruitment and Preparation  
of Students and Chaperones*



Pre-Conference Workshop:  
*Creating a Global Education Roadmap*





# Creating a Global Education Roadmap



*Program Management  
and Execution*

# Program Management and Trip Execution



## DEPARTURES

TIME	DESTINATION	FLIGHT	GATE	REMARKS
12:39	LONDON	CL 903	31	CANCELLED
12:57	SYDNEY	UQ5723	27	CANCELLED
13:08	TORONTO	IC5984	22	CANCELLED
13:21	TOKYO	AM 608	41	DELAYED
13:37	HONG KONG	IC5471	29	CANCELLED
13:48	MADRID	EK3941	30	DELAYED
14:19	BERLIN	AM5021	28	CANCELLED
14:35	NEW YORK	ON 997	11	CANCELLED
14:54	PARIS	MG5870	23	DELAYED
15:10	ROME	RI5324	43	CANCELLED



# On Tour Essentials: Incident Management

- Stage 1:
- Establish the Facts and Determine Options
- Have you have **identified all available resources** for providing support or assistance?
  
- A). Name all Your Available Resources.
  
- Stage 2:
- Prioritize your Courses of Action
- Have your considered what you can **delegate** and what you need to **communicate**?
  
- B). List Your Top 5 Courses of Action



## Practical Pointers: Airline Delay or Cancellation

- Resources – You, colleague(s), travel provider, airline, website, tour director, school travel office
- Timing is everything, so go to check-in desk asap as control of the booking will have “passed to the gate”. Group leaders often need to work with the airline to rebook, as on the day of departure, the tickets are “locked” by the airport, so most success occurs at the airport in person with the airline.
- Alert travel provider 24 hour emergency call number asap as the provider may be able to assist in rebooking or advise of options to be considered by the airline or the desk agent at the airport.
- If possible your co-chaperone can call 24/7 number of the airline while you are in line (queue in UK!)

Continued...

## Practical Pointers: Airline Delay or Cancellation

- Once at the desk, do not leave until you are content with a resolution. If there is no space on your ticketed airline, insist that the agent looks to re-protect a group on a different carrier if necessary
- Rerouting is typically possible on the same day or within 24 hours. If in extreme circumstances, you are advised it could be days to get home or to your destination, definitely insist the airline checks with all partner airlines and be prepared to suggest the option of splitting the group if possible.
- If delayed until the next day, airlines normally honor accommodation if you have departed from origin. If not, accommodation is only provided in the case of mechanical issues, but not weather.
- Once all specifics are known, ensure travel provider has full details so that ground team address any alternate arrangements that need to be made (airport pickup, bussing, meals, activities).
- Communicate and delegate to assigned contact at the school/phone chain of revised plans.



## Practical Pointers – Pre-departure Airline Preparations

### Prevention and Preparedness

- Flight Aware
- Make sure there is a travel provider 24/7/365 emergency number to call
- Know 24/7 Number
- Airline Number
- What's App?
- Have sub-groups planned and pre-assigned for each chaperone

### Travel Provider Knowledge

- Leverage travel provider resources and relationships with airline
- Thru-ticketed not separate tickets

Let's Rewind the Clock!

# On Tour Essentials: Trip Management and Execution

## Prevention and Preparedness

Eric Harley  
Senior Client Manager  
Marsh Inc.

The Importance of Clearly  
Defined Roles and Responsibilities

- Understanding Hotchkiss
- Guarding Against Negligence
- Securing Global Protections!

## Incident Management

Warren Buford  
Associate Head of School for Advancement,  
St. Anne's-Belfield School, VA

One Year of Travel Programs - The Importance of  
Due Diligence, Collaboration and Communication

- China
- Spanish Exchange
- Nicaragua/Dominican Republic



## Insider Insights: Guarding Against Negligence

- Hotchkiss - what happened?
- Could the school/trip leaders prevented the situation?
- Definition of negligence and ordinary care...who decides...what should I be doing and thinking about as we prepare for global classroom situations?
- Faculty led versus a third party vendor?



# Insider Insights: Securing Global Protections

- General Liability
- Workers Compensation
- Educator's legal liability
- Sexual Molestation
- International Travel
- Travel agent coverages
- Medical and Evacuation



# Combat Negligence with Sound Due Diligence

---

## Student 1: March 2018 Program to France

- Has a special medical diet due to a rare gastrointestinal disease called EoE. He must avoid over 25 foods, and he has medical food (liquid shakes) to consume for his nutrition. Though we are able to cook more non-avoided foods here at home, he and the doctors believe that the best approach is to rely on the medical shakes for nutrition while on the trip. Student is well practiced at avoiding foods. He is also comfortable carrying an Epi-Pen (some foods cause anaphylactic reaction, most notably nuts).

## Student 2: June 2018 Program to China

- Has a peanut allergy. Parent confirms that the student is quite savvy and eats nothing that resembles or contain peanut ingredients. She will have her EpiPen Jr. and Benadryl. Would ask that those eating peanut product consider others may have allergies—contact and ingestational. Her allergy is severe with anaphylactic symptoms (immediate swelling with urticaria).



# Power of Collaborative Solutions

- Original plan - work with airline/restaurants on specially-prepared meals (to supplement shakes). However, student had a bad reaction just before departure, so decided to plan for a shake-only diet.
- Parents mailed a box (about 20lbs) containing all of his food for the week to our office in Paris. Tour Director liaised with French Customs to make sure it passed through successfully and also collected in advance to make sure it had survived and was edible.
- Student carried some food in transit, so liaison undertaken with TSA to make sure he could bring liquids through security. Student also carried food with him in a backpack during the program, so Tour Director had to liaise with attractions (Versailles etc.) to make sure he could also bring these with him.
- Family consult at every stage with Doctor's on Call team at GWU Department of Emergency Medicine. Student carried a letter in French from nutritionist and doctor, advising of condition and treatment.

# Power of Collaborative Solutions

ENTER NAME OF STUDENT HERE XXX

Date of Birth: XXX

Male/Female

## **FOOD ALLERGY ALERT**

### **ENGLISH - Important Information**

I have a severe allergy to eggs / egg derivatives & egg products. I cannot eat anything that has eggs in it. No egg derivatives. No egg products. No egg yolks. No egg whites. Please ensure that there are no eggs in any of my food & that there has been no cross contamination with eggs in my food & drink.

---

### **GERMAN - Wichtige Informationen**

Ich habe eine schwere Allergie gegen Eier / Ei-Derivate und Ei-Produkte. Ich kann nichts essen, das Eier enthält.  
Keine Ei-Derivate. Keine Eiprodukte. Kein Eigelb. Kein Eiweiß.  
Bitte stellen Sie sicher, dass es keine Eier in meinem Essen gibt und dass es keine Kreuzkontamination mit Eiern in meinem Essen und Trinken gegeben hat.

---

### **FRENCH - Une Information Important**

J'ai une allergie grave aux œufs / dérivés d'œuf Je ne peux rien manger qui contient des œufs.  
Aucun dérivé d'œuf. Pas de produits d'œufs. Pas de jaunes d'œufs. Pas de blancs d'œufs.  
Veuillez vous assurer qu'il n'y a pas d'œufs dans mes aliments et qu'il n'y a pas eu de contamination croisée avec des œufs dans mes aliments et boissons.

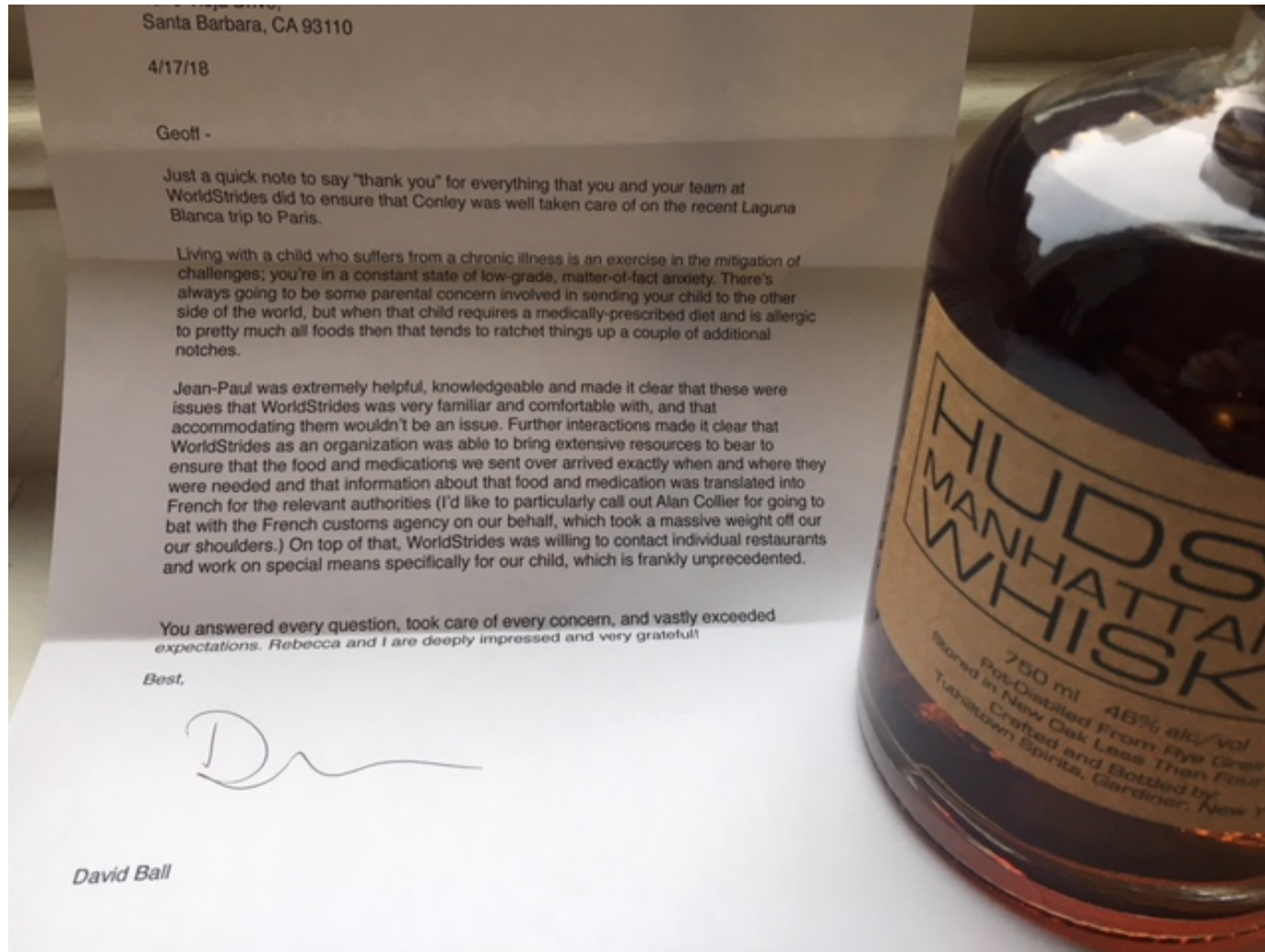
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### **ITALIAN - Informazioni Importanti**

Ho una grave allergia alle uova / derivati dell'uovo e prodotti a base di uova. Non posso mangiare nulla che abbia uova in esso.  
Nessun derivato dell'uovo. Nessun prodotto a base di uova. Nessun tuorlo d'uovo. Nessun album d'uovo.  
Assicurati che non ci siano uova in nessuno dei miei alimenti e che non ci sia stata alcuna contaminazione incrociata con le uova nel mio cibo e bevanda.



# Power of Collaborative Solutions



Santa Barbara, CA 93110

4/17/18

Geoff -

Just a quick note to say "thank you" for everything that you and your team at WorldStrides did to ensure that Conley was well taken care of on the recent Laguna Blanca trip to Paris.

Living with a child who suffers from a chronic illness is an exercise in the mitigation of challenges; you're in a constant state of low-grade, matter-of-fact anxiety. There's always going to be some parental concern involved in sending your child to the other side of the world, but when that child requires a medically-prescribed diet and is allergic to pretty much all foods then that tends to ratchet things up a couple of additional notches.

Jean-Paul was extremely helpful, knowledgeable and made it clear that these were issues that WorldStrides was very familiar and comfortable with, and that accommodating them wouldn't be an issue. Further interactions made it clear that WorldStrides as an organization was able to bring extensive resources to bear to ensure that the food and medications we sent over arrived exactly when and where they were needed and that information about that food and medication was translated into French for the relevant authorities (I'd like to particularly call out Alan Collier for going to bat with the French customs agency on our behalf, which took a massive weight off our shoulders.) On top of that, WorldStrides was willing to contact individual restaurants and work on special means specifically for our child, which is frankly unprecedented.

You answered every question, took care of every concern, and vastly exceeded expectations. Rebecca and I are deeply impressed and very grateful!

Best,

David Ball

## Practical Pointers – Managing Dietary Concerns

- Ensure the Airline is informed well in advance. When the food is given to the student on the plane, check with the air crew that the food does not contain any egg derivative item. Suggest student take their own trusted snacks for the flight.
- Check all labels for eggs / egg derivatives / egg products / egg white & egg yoke on pre-packaged food.
- Carry a laminated card to show at all food outlets/ shops.
- Advise the Tour Director on arrival of this allergy & what should be done if the student has an allergic reaction. Ask the Tour Director to check at every food destination upon arrival that the hotel/restaurant are aware of this allergy & highlight the student to the waiter/waitress.

Continued



## Practical Pointers – Managing Dietary Concerns

- If the student carries an Epi-pen, ensure the student carries enough spare medication with them.
- Keep any medication in the original box with all personal names and labels. This will assist in the replacement of medication should it be needed.
- Bring extra copies of your Food Allergy & Anaphylaxis Emergency Care Plan if you have one. Possibly have a letter or prescription from the doctor for replacement medication.
- Here is a useful link: <https://www.foodallergy.org/life-with-food-allergies/managing-lifes-milestones/traveling>



St. Anne's-Belfield School

## *Incident Management - The Importance of Due Diligence, Collaboration and Communication:*

One Year of Travel Programs: Cultural Explorations in China, A Spanish Exchange, and Service-Learning in Nicaragua/Dominican Republic


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Warren Buford

St. Anne's-Belfield School

Charlottesville, VA

October 26, 2018



*“We wish our students to become  
strong in body, broad of mind, tender of heart,  
responsive in soul.”*

- Mary Hyde DuVal, *Headmistress* (1910 - 1920)

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*“To prepare and inspire the next generation of  
visionary leaders and exemplary citizens.”*

- Core Purpose, Strategic Plan 2017 - 2022

# around the world in 29 days

In June, 39 students traveled to China, Dominican Republic, and Spain for cultural exchange, language instruction, and community engagement.



**DOMINICAN REPUBLIC**  
11 students, 8 days, 2 houses built



Eleven students and two faculty and alumni chaperones traveled to the Dominican Republic in June as a part of an international engagement trip with a focus on service. They helped to rebuild two homes of local residents.

**SPAIN**  
12 students, 10 days, 11 host families



From touring Madrid and Toledo to spending the day in the mountains in Buitrago de Lozaya, no two days were alike for the 12 students who traveled to Spain in June. Students and two faculty chaperones also bonded with their host families during their 10-day trip.

**CHINA**  
16 students, 11 days, 5 cities



Sixteen Upper School students and two faculty chaperones visited China for 11 days in June. They saw five cities, as well as interacted with boarding students, alumni, and newly enrolled students living in China.

# Considerations in Planning

- Program Quality and Mission-aligned Purpose
- Risk Management and Third Party Partners
- Affordability/Access to Experience
- Donor Interest
- Internal Collaboration
- Alumni and Family Partnership
- Communication – External and Internal
- Continuation





# Our Team Approach

- Beth Miller, Associate Head for Academics (Global Programs Lead)
- Diane Schmidt, Associate Head for Operations and CFO
- Peter Quagliaroli, Upper School Head
- Warren Buford, Associate Head for Advancement
  
- World Strides Team (Lead Travel Partner)
- Bridges International
  
- Alumni, Donors and Families





# Three Trips, Three Unique Challenges



# CHINA: A Balancing Act

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- Key Issues
- Homestays
- Interactions with Current Students
- Alumni and Family Engagement
- Donor Interests
- Food allergies







# SPAIN: Managing Expectations

- Key Issues
- Homestays
- School to school exchange
- Limited travel partner support
- Expectations of faculty

# NICARAGUA/ DOMINICAN REPUBLIC: A Quick Pivot

- 
- Key Issues
  - Legacy and Donor Interest
  - Political Unrest and Need for Change
  - Risk Management
  - Hurried communication
  - Multiple Third Party Partners





# Concluding thoughts

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- Keys to Success:
- Strong internal collaboration
- Involving alumni, families and donors added value
- Travel partners were essential
- Keeping our focus on mission and students
- Extensive preparation and research
- School leadership





# Insider Insights: Homestays and School Exchanges

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- Advantages of Homestays
- Exposures created with Homestays
- Proper training and education surrounding Homestays

## D.C. Public Schools Homestay Safety Requirements

### Insider Insights: DCPS Rigorous Criteria for Homestays

- A minimum of two DCPS students of the same gender should be placed with each family
- All homestay sites must be within 5 minutes' of the DCPS Travel Ambassadors' accommodations.
- All student housing accommodations must be physically inspected and evaluated in terms of the overall environment, security, safety of the accommodation and location by a third party vendor or the trip sponsor, if possible;
- No other guests will be a resident in the student housing accommodations other than Program/Provider students;
- All student housing accommodations will be inspected for fire safety. The appropriate number of fire extinguishers, smoke detectors and CO2 detectors will either be installed, or will be provided to individual students. Instructions on what to do in case of fire will be clearly explained to students and/or posted in students' individual rooms;
- Every individual over the age of 18 living in the student housing accommodations will undergo a background check and/or at least two references from members of the community in good standing will be obtained and checked.



### Support in Planning, Registration and Payments

- Group airfares and initial bus transfers
- Personal details captured online for accuracy
- All payments handled directly online



### Prevention and Preparedness

- Insurance - \$7,500 primary medical/accident insurance and \$50,000 in medical evacuation insurance.
- Safe travel guidelines sent to travelers ahead of travel.
- Cancellation/liability insurance for provider secured services only



### Incident Management

- On tour support center open 24/7/365 and on-site staff fully trained in appropriate procedures.
- “Doctors on Call” medical support program with GWU Department of Emergency Medicine.

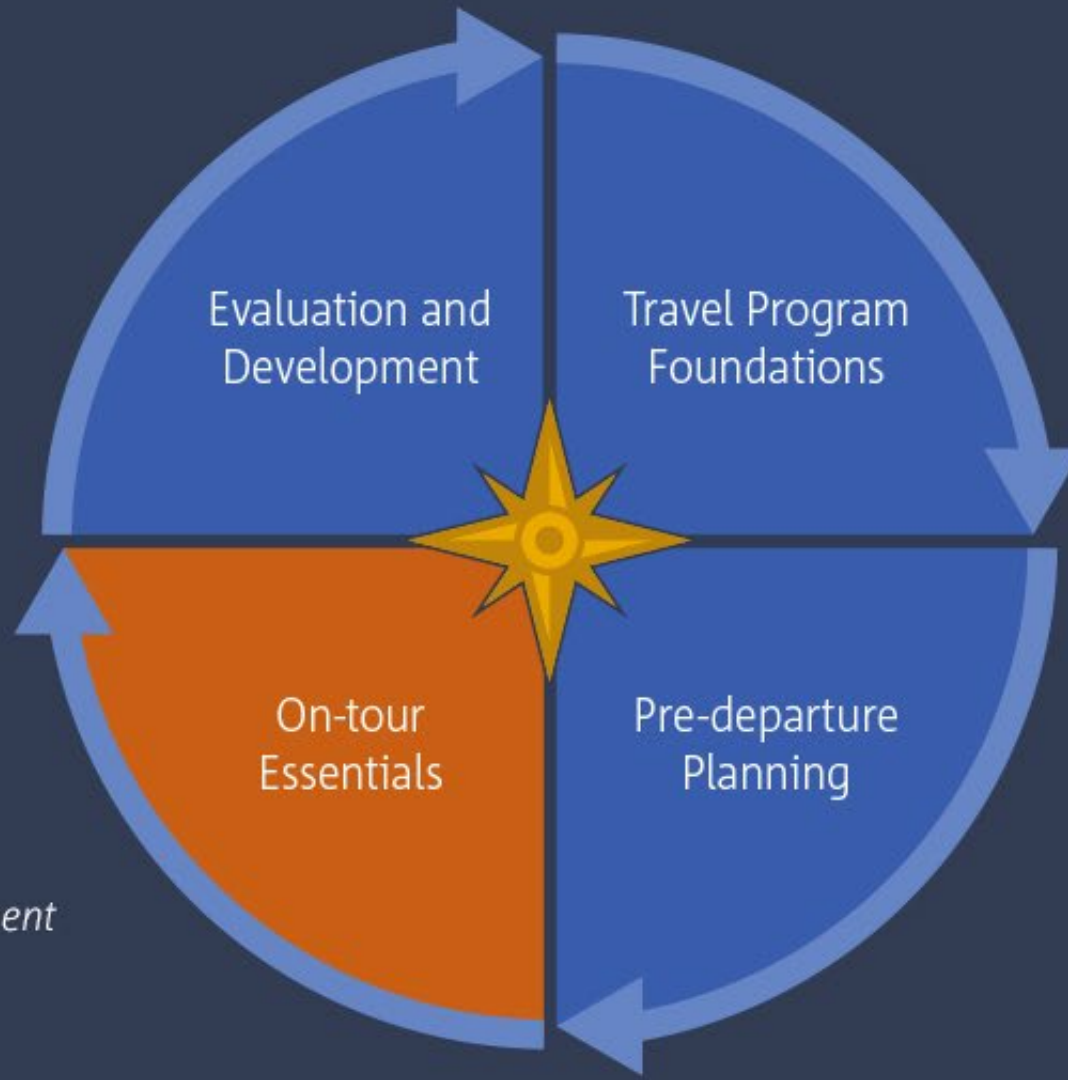


### Emergency Response

- Consultation with Risk Management team or WorldAware if needed in a severe incident

Practical Pointers: School Exchanges/Service Projects

# Creating a Global Education Roadmap



*Program Management  
and Execution*





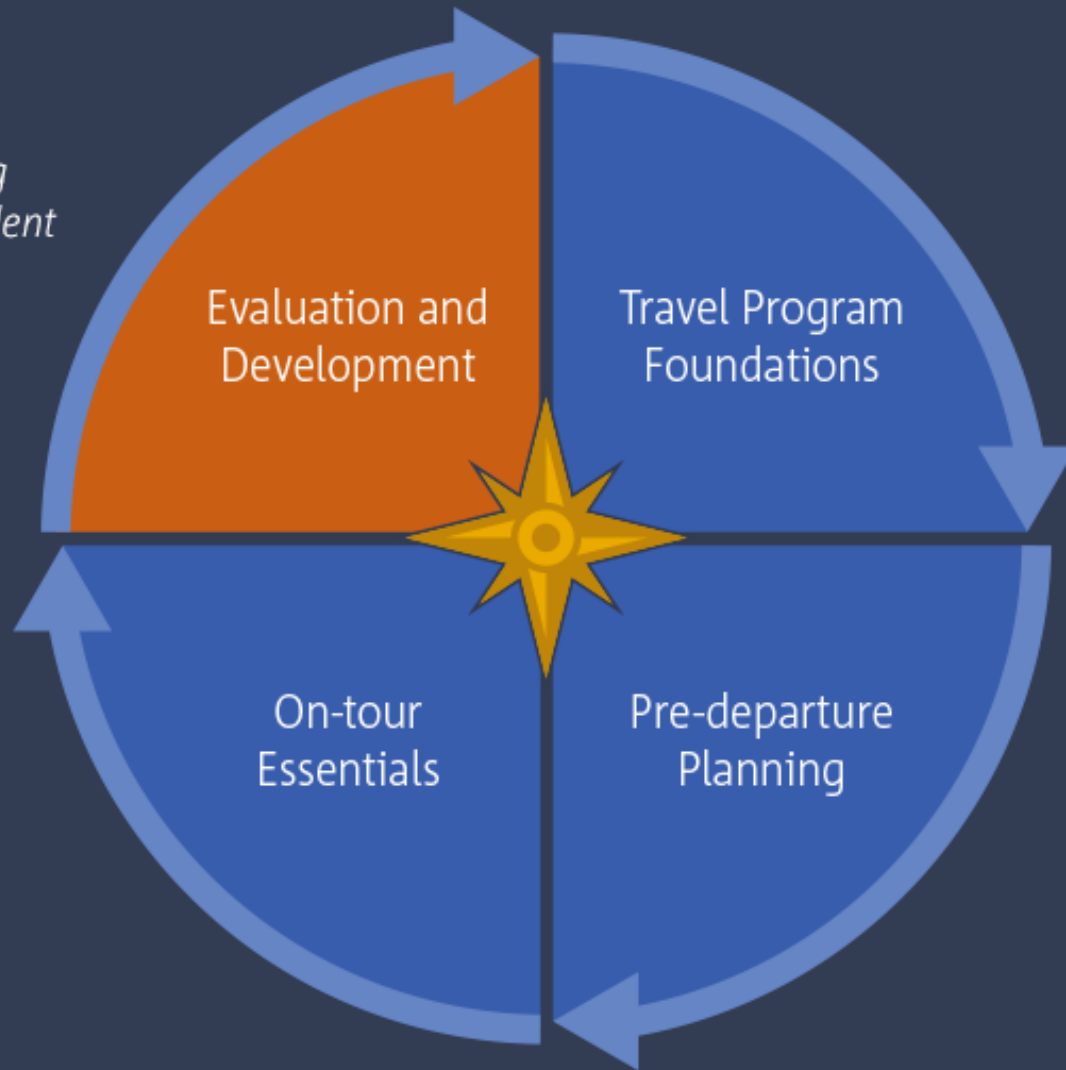
Pre-Conference Workshop:  
*Creating a Global Education Roadmap*



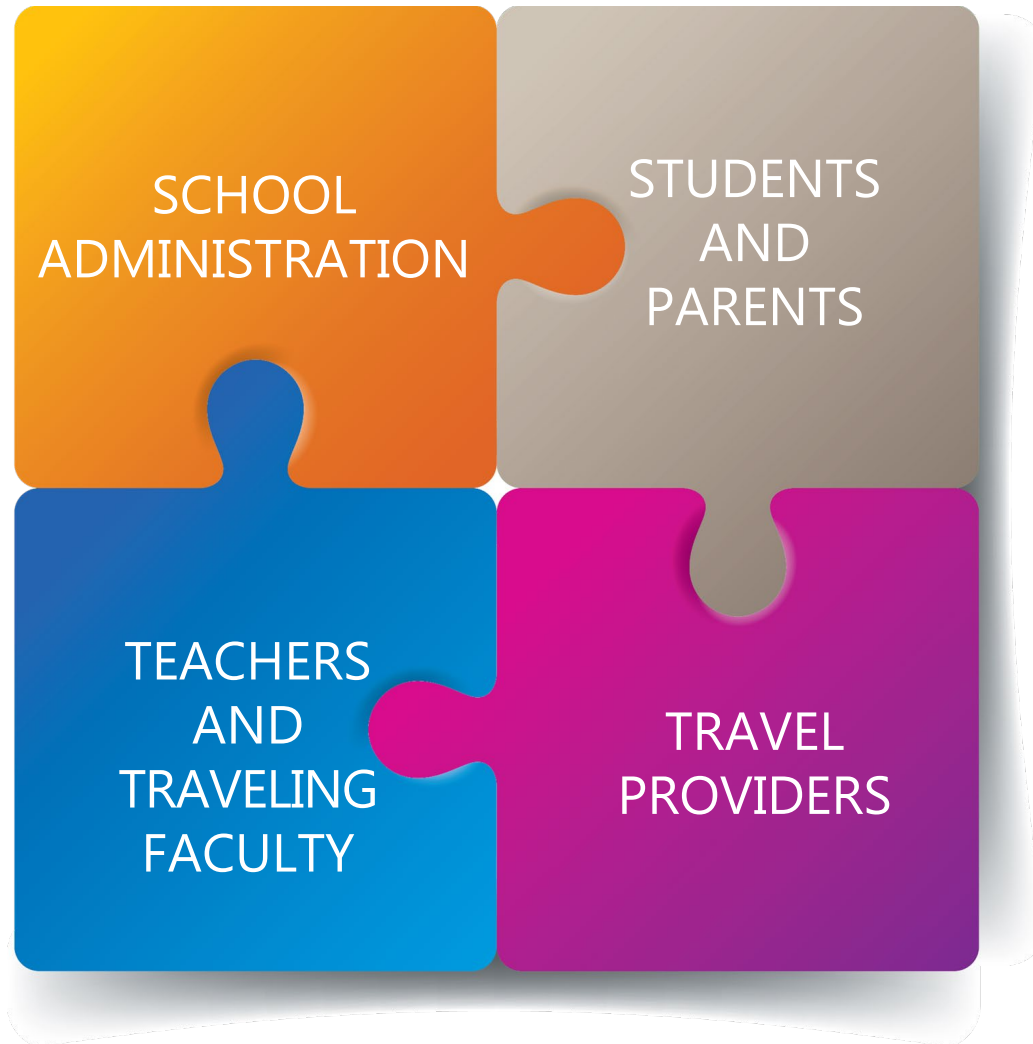


# Creating a Global Education Roadmap

*Enhancing Learning  
Outcomes and Student  
Travel Resources*



# Stakeholder Communities



# GEBG Model Practices for Global Travel Programs

How to Develop Global Travel Programs Over Time



Evaluation and Development  
Recommendations from GEBG

## GEBG GLOBAL EDUCATION STANDARDS

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Stakeholder Communications and Relationships
- Program Management
- Risk Management

## COMPONENTS OF A COMPREHENSIVE GLOBAL PROGRAM

- Global Mission and Administrative Leadership
- Curriculum infused with Global Competencies
- Globally-Focused Professional Development
- Global Travel Program for Students
- Global and Local Partnerships

## GEBG Model Practices

## YEAR ONE

- School leaders decide to make global travel program a formal part of the school's educational offerings
- School leadership approves and supports school-sponsored travel programs
- Faculty initiate and lead travel programs on an ad-hoc basis according to their interest and experience often with partners based on personal, individual relationships
- Individual faculty lead and coordinate all parts of their travel programs

## YEAR THREE

- School leaders create vision statement or strategic goals for global program, including global travel programs
- School appoints a person to coordinate all global travel programs
- Global travel program coordinator implements mission-based travel program approval process for all school sponsored travel programs, including pre-existing ones, using clear criteria that includes risk management assessment
- Only school sponsored travel programs are advertised and promoted via school communications
- School establishes policies and practices in risk management, faculty leader training, parent communication, and program oversight, including vetting process for all third-party partners
- Administration supports global travel coordinator in implementing these policies and practices consistently, including with pre-existing programs
- Faculty travel program leaders begin to create proposals that connect with curriculum, and to develop tools to guide student learning (e.g. journaling, reflection)

## GEBG Model Practices Over Time



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## GEBG Model Practices Over Time

## YEAR FIVE

- School leadership invests in the management of global travel programs by positioning the global travel program coordinator job with increasing seniority (and appropriate title such as “director”), time, and resources to establish program as a key part of the school’s education
- School has institutionalized policies and practices for program oversight, and global director evaluates all program elements every year including risk assessment and third-party partnerships
- School dedicates funding to ensure that global travel programs are financially in-line with other programs at the school, to include travel program leader compensation, financial aid, travel assistance (medical and security services) and insurance
- Global program has clearly defined student outcomes and curricular focus for each travel program that drive destination and itinerary, and prioritizes student learning over other factors (such as sight-seeing)
- School regularly features global travel programs in school communications with a focus on student learning outcomes

## YEAR TEN

- School integrates global travel program into curriculum and course requirements (e.g. offering for for-credit global travel programs, courses with embedded global travel, or required pre- and post-travel classes)
- School works with all stakeholders to ensure that global travel program is seen as part of the school’s identity
- Global director and faculty develop assessment tools to measure progress towards desired student outcomes on travel programs
- Travel program leaders, as well as global director, regularly participate in training and professional development focused on global education and staying current with model practices
- School engages in crisis-response training and simulations that feature global travel program incidents
- School engages in periodic assessment of global travel programs by outside evaluator

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## GEBG Model Practices Over Time



# GEBG Model Practices for Global Travel Programs

How to Develop Global Travel Programs Over Time



Evaluation and Development  
Recommendations from GEBG

A hiker with a large backpack is seen from the side, looking at a map. The background shows a vast, hazy mountain range under a soft, golden light, suggesting a sunrise or sunset. The hiker is wearing a red and black plaid shirt and light-colored pants. The backpack is black with blue accents and has a silver pot hanging from the bottom. The overall mood is one of adventure and exploration.

Evaluation and Development:  
*Creating a Global Education Roadmap*



## Assessing student growth

- Multiple perspectives
- Global awareness
- Content Knowledge
- Self Confidence



## Programmatic evidence

Authentic Experience  
Alignment to Mission  
Sustainability



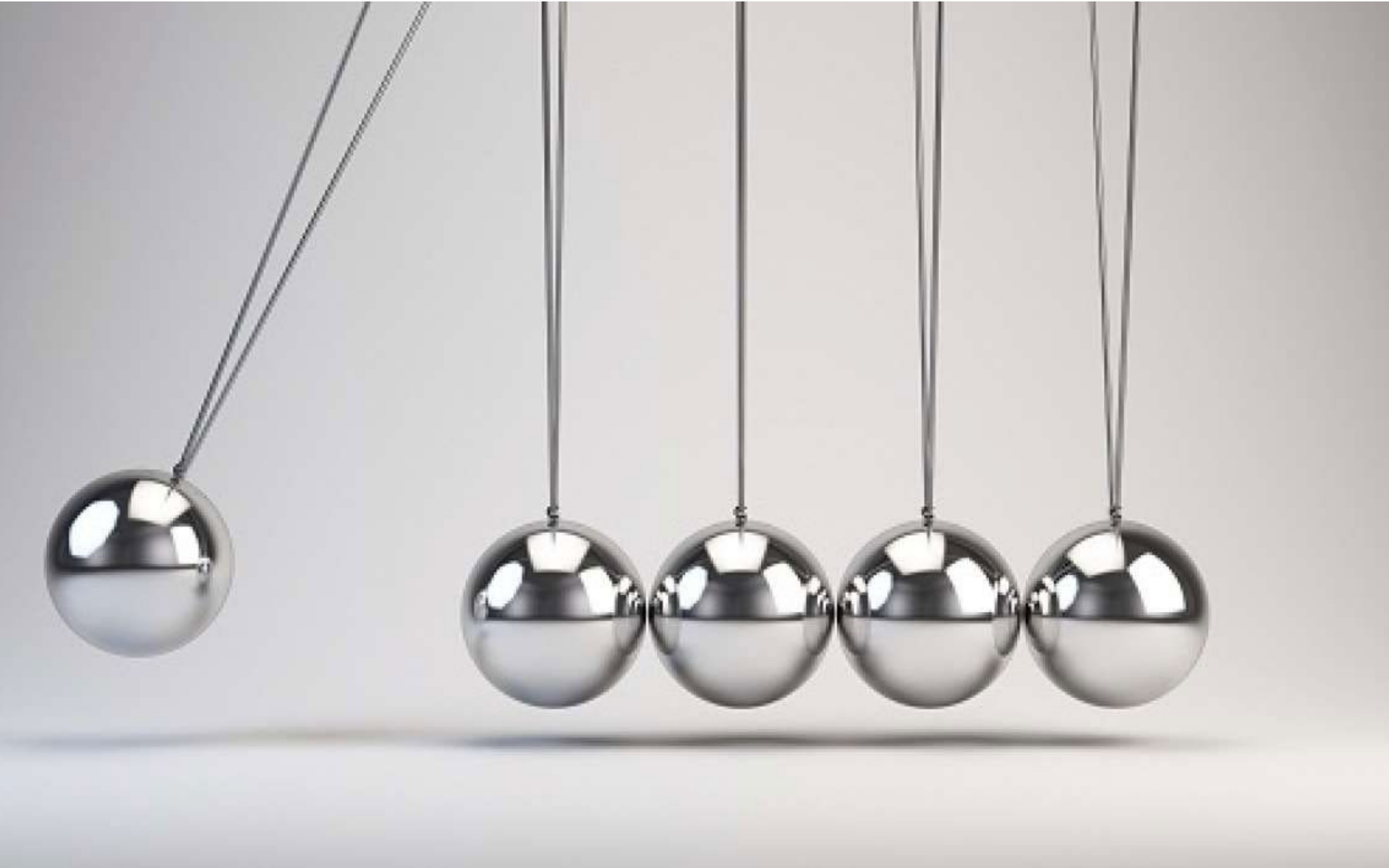
## Models for capturing impact

- IDI Intercultural Development Inventory
- Internal Surveys
- Traditional Assessments
- Professional Development and In-Service

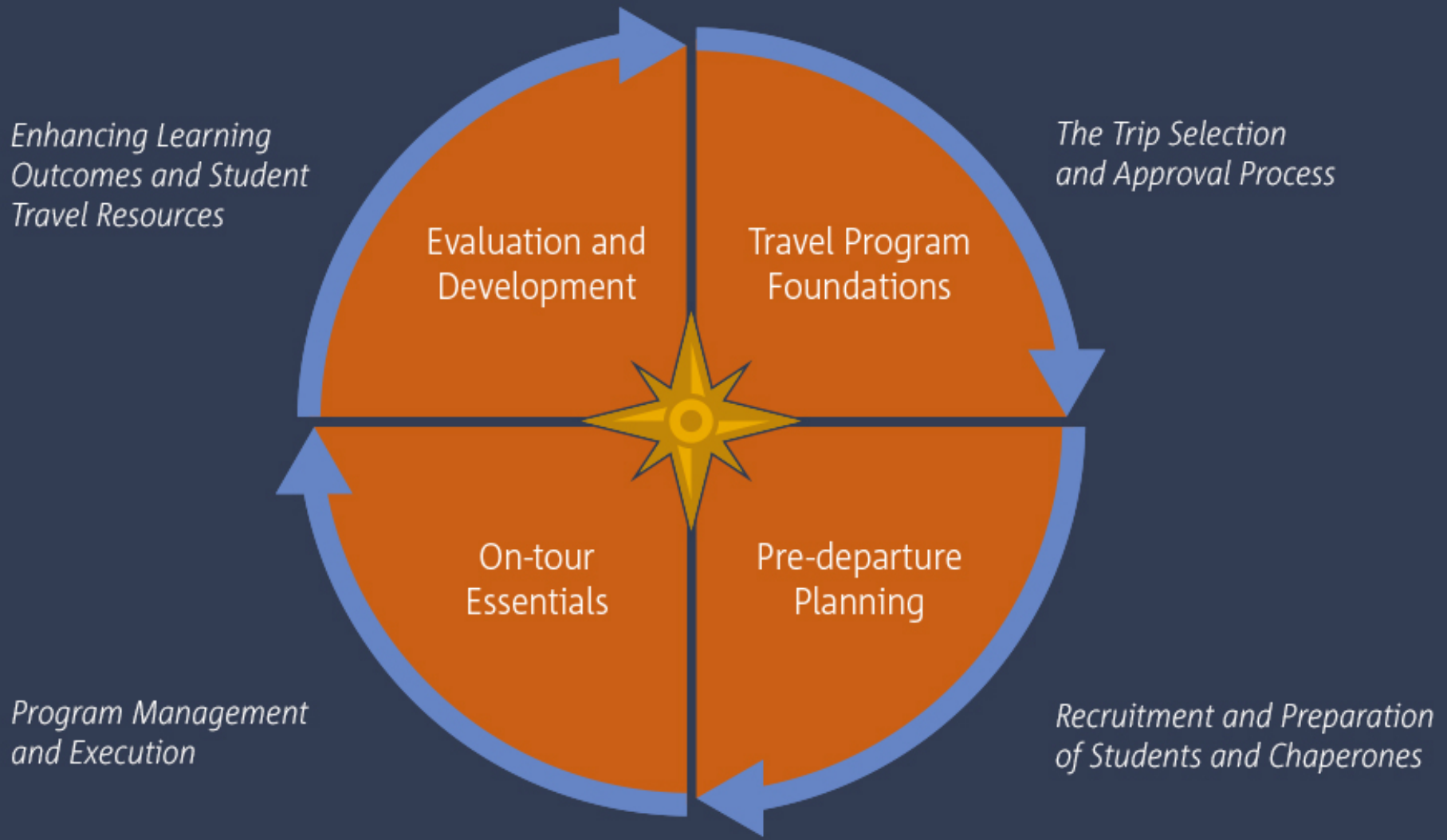
Practical Pointers: Evaluation and Development



# Ensuring long-term impact



# Creating a Global Education Roadmap







# Evaluation



# Evaluation





Recognizing destination opportunities

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# Some Take-Aways

- **Developmental Model of Intercultural Sensitivity (DMIS) – M. J. Bennett (2017)**
- **Service Learning and Academic Activism – Wall, Giles, & Stanton (2018)**
- **Teacher as Traveler: Enhancing the intercultural Development of Teachers and Students -- Rowman & Littlefield (2018)**
- **Assessment of Intercultural Language Learning – C. Skene (2013)**

# Creating a Global Education Roadmap

