



**WorldStrides®**

Educational Travel & Experiences

# The Intersection of DEI & Risk Management

# Meet Your Presenters



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Head of Diversity, Equity &  
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# Diversity, Equity, & Inclusion

We are committed to the personal development that happens when people interact with people who have different perspectives. We believe in extending the opportunity to learn through engaging others of all races, ethnicities, creeds, gender identities, sexual orientations, and physical and mental abilities.

Our commitment extends to our workplace and program locations, where we believe in creating inclusive spaces that promote and value diversity.



We believe this focus makes us more successful, and that creating an environment that encourages people of all backgrounds to contribute their best work is the right thing to do.

## Our Resources

- DEI Council
- WorldStrides Higher Education DEI Committee
- Employee Resource Groups

# Health & Safety

## Our Approach

We're committed to providing you peace of mind and ultimate flexibility. WorldStrides' in-house Health & Safety Team, leverages decades of experience to continually assess the safety of the destinations where we travel and the activities in which our students participate. Expecting the unexpected is where we excel. Our experienced team is leading the way in innovating and evolving to make sure your travel experience is safe, even in uncertain times. Our WorldAssist by WorldStrides Team serves as our emergency response command center, staffed 24/7 by WorldStrides employees who are specially trained to handle any on-program situation — no matter how big or small.

## Our Resources

- 24/7 emergency support while traveling:
  - Local emergency team in all our destinations abroad
  - Domestic support to coordinate with your university team back home
- In-house team of Health & Safety experts
- Exclusive access to George Washington University emergency doctors
- ExLog partnership
- Ground teams
- Embedded medical insurance including evacuation insurance
- 100% mental wellness coverage with no restrictions on pre-existing conditions



# Scenario 1

**Desired Location: United Arab Emirates**

**Time: Pre-Departure, On-Program**

Your upcoming global immersion is headed to UAE. After briefing your students prior to departure on some of the cultural and social differences to expect, one of your students approaches you with concerns around their prescription medication. Olivia (she/her) has prescription medication that must be taken each day due to an underlying health condition. Olivia is concerned about some of the drug restrictions the UAE imposes on incoming prescriptions.

**What steps should the faculty leader take to assist Olivia? What resources could the faculty leader provide?**



**Health & Safety**



**Transportation Resources**



**Drug Regulations**







# Things to Consider

- Prior to student engagement, what factors should the Program Leader have taken into consideration?
  - What resources could you provide?
  - What resources could your travel provider share?
- Is the student comfortable sharing the type of medication they are traveling with?
- Is the medication necessary?
- Can the medication be accessed abroad?
  - Does their personal insurance cover medication abroad?
- Do they have the original Rx container with the Rx label?
- Can they obtain a letter from their physician?
- Only bring the dosage needed for the duration of the program + 7-10 days
- Review regulations for all destinations (i.e. second country, if applicable)

# Scenario 2

**Desired Location: South Korea**

**Time: On-Program, Post-Program**

Your university allows guests to travel with students during your global program. While on program, one of your students, Susan (she/her), and their guest have a disagreement threatening their relationship. Not only does it appear to be affecting Susan's mood while participating in business visits, but when the couple attends engagements together, they have also had heated conversations in front of the rest of the group.

**How should the faculty leader support the affected student and the rest of the group?**

1

**Mental Health**

2

**Safety of Group**

3

**Group Dynamic**



# Things to Consider

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- Pre-program conversations and expectations around boundary setting and infringing on other's rights
  - Safety and belonging
  - What triggers you and others
  - Code of Conduct
  - Guest Participation and/or visitation rules
- Listening Circles for cohort
  - Stress of graduate program
  - Stress of traveling abroad
  - Balance of work, school, family
  - Microaggressions
- Access to AXA Behavioral Hotline
- Considerations during program
  - Participant (student or guest) removal from program
  - Separation from guest, group or return home
- Upon return to the US
  - Campus resources
  - Student services referral, as needed
  - Group debrief about overall program experience
    - Provide an opportunity for expressing negative program experience



# Scenario 3

## Desired Location: Morocco

## Time: Pre-Departure, On-Program

Jamie (they/them), is a non-binary student who plans to participate on your upcoming global immersion to Morocco. The global immersion is a required portion of the degree program, but Jamie is not sure they're comfortable participating after learning about Moroccan cultural and social norms around LGBTQIA+ members.

**What steps should the faculty leader take to assist Jamie in their decision to participate?**

1

**Health & Safety**

2

**Student Resources**

3

**Aftercare**



# Things to Consider

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- What are the health and safety factors to consider for members of the LGBTQIA+ community in this area?
- What resources can Jamie use to determine how/if they can comply with Moroccan social norms and laws while in country?
- How should faculty and staff assist Jamie should they decide to participate in this program?
  - Scheduled check-ins during program to assess mental well-being and Jamie's ability to comply with the laws of the host country
- What options and follow-up should occur with Jamie if they decide not to participate?

# Scenario 4

**Desired Location: United Kingdom**

**Time: Pre-Departure, On-Program**

Your global program is headed to London. John (he/him) is a student in your program that requires the assistance of a service animal 24/7. He approaches you leading up to the program to ask if there is anything he should be aware of related to traveling with his service animal.

**How can the faculty leader support John to ensure his service animal can join the program?**

1

**Eligibility Requirements**

2

**Health of Individual/Group**

3

**Travel Accommodations**



# Things to Consider

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- Student responsibility vs. university responsibility
- Is the service animal required for a physical or medical disability? Or is the animal for emotional support?
- What is the outlook of the host country on service animals?
- What documentation is required by the country/airline? Can the student provide within the needed timeframe for approval?
- Does the service animal have appropriate vaccines required by the host country?
- Considerations for other participants with animal allergies or aversions
- Travel considerations: hotels, transportation, cultural and business visits, restaurants, universities



# WSHE DEI Committee

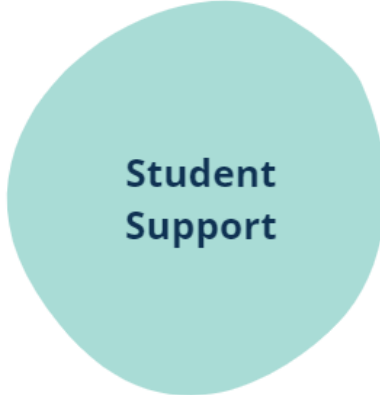
## Contact Information

Full committee: [HigherEdDEI@WorldStrides.com](mailto:HigherEdDEI@WorldStrides.com)

Accessibility team: [AccessibilityTeam@worldstrides.org](mailto:AccessibilityTeam@worldstrides.org)

## When to Reach Out

When you need us! We are happy to consult and share resources for a presentation/flyer/etc.





# Resources

## Provided by WorldStrides

- Medical insurance, including mental health support
- DEI committee:  
HigherEdDEI@worldstrides.com
- Accessibility Team:  
accessibilityteam@studiesabroad.com
- Risk management team
- Ground teams
- WorldStrides App

## External Sites

- <https://travel.state.gov/>
- <https://wwwnc.cdc.gov/travel/page/travel-abroad-with-medicine>
- <https://www.incb.org/incb/en/travellers/country-regulations.html>
- [https://www.transportation.gov/sites/dot.gov/files/docs/P3.SA\\_.2.Foreign SA Law.Matrix.pdf](https://www.transportation.gov/sites/dot.gov/files/docs/P3.SA_.2.Foreign%20SA%20Law.Matrix.pdf)
- <https://assistancedogsinternational.org/resources/travel-resources/>
- <https://www.miusa.org/resource/tip-sheets/guidedogdecisions/>

