



2021-2025 Strategic Business Plan and S.W.O.T. Analysis

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Executive Summary

The following capstone project saw the completion of a comprehensive 5-year strategic business plan and S.W.O.T. analysis for a cultural exchange business and organization. In order to create such a plan, an intense amount of research was done in order to inform business planning decisions. Twenty detailed annotations on cultural exchange businesses and organizations were completed prior to the creation of the strategic plan. This research focused on each organization's business model, Mission, Vision, Objectives, and their current cultural exchange initiatives and programs. Some of the prominent thinkers that influenced and inspired this project included Guy Debord, Chiamanda Ngozi Adichie, Claude Levi-Strauss, Richard A. Rogers, Pierre Bourdieu, and Robert Putnam. By pulling from a canon of sources relating to the field of Cultural Sustainability, this was viewed through a variety of lenses such as: Identity, Cultural Appropriation, Cultural Competency, Cultural Commodification, Cultural Capital, Social Capital, Cultural Dominance, Cultural Exploitation, Transculturation and the Bridging and Bonding of Community.

The end result was the creation of a strategic plan or manifesto for a future cultural exchange business grounded in Cultural Sustainability named *Dérive*. The multi-phased plan begins with *Dérive*'s genesis, moves toward fostering creative community efforts, and ultimately culminates in the creation of 501c(3) organization. Above all else, the *Dérive* 5-year manifesto is a product and reflection of one person's desire to effect change in the world by supporting meaningful cultural exchange and cultural sustainability. Forged during a time of a global pandemic, social and political unrest, growing international tensions, and an economic crisis, *Dérive* reflects a growing need for more community, empathy, and meaningful exchange.

Dérive 2021-2025 Strategic Plan



Mission

To cultivate shared opportunities for
meaningful exchange

Vision

A vibrantly interconnected world of empathy,
voice, and respect

Strategic Plan Goals

Preliminary Phases 1-2	Goal One Develop an organizational identity grounded in Cultural Sustainability
	Goal Two Establish credibility
Phase 1	Goal Three Successfully coordinate and facilitate a cultural exchange/ study abroad program
Phase 2	Goal Four Successfully create a Dérive@ Creative Hub Space
Phase 3	Goal Five Establish and successfully operate a 501c(3) charitable non- profit organization that supports intercultural exchange

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S.M.A.R.T. Strategic Plan



Goal one

Develop an organizational identity grounded in Cultural Sustainability

Preliminary Phase 1

The aim of this phase is to address the initial measures needed to establish a business. It is imperative that the organization clearly establishes a business model, is familiar with relevant market elements, and has considered its competitive advantages. This phase should establish company values and set up a Mission-driven plan that supports Cultural Sustainability through community engagement and intercultural exchange. It is important that this phase is revisited as noted in the Time Frame column.

Objective	Action	Assessable Measure	Time Frame
To formulate an initial business model	<ul style="list-style-type: none"> ● Addressing the questions: <ul style="list-style-type: none"> ● Who are we? ● What will we do? ● How will we accomplish what we aim to do? ● How will we finance our actions? 	<ul style="list-style-type: none"> ● Determined by the creation of: <ul style="list-style-type: none"> ● 1 Mission Statement ● 1 Vision Statement ● 1 Program Logic Model ● 1 detailed outline of operational plans/strategies ● 1 detailed overall operations budget 	<ul style="list-style-type: none"> ● Created before June 14, 2020. Revisited prior to phase 2 ● Completed prior to phase 2 and 3 and revisited and assessed at least 1 time each month ● Prior to starting each phase and revisited monthly
To become aware of the current market	<ul style="list-style-type: none"> ● Research current programs, businesses, and their respective business models ● Determine the initial marketing mix 	<ul style="list-style-type: none"> ● Prepare 20+ initial annotations of these businesses, including their Missions, Visions, Programs, and Values (largely pertaining to Cultural Sustainability) ● Construct 1 outline of the foreseen People, Price, Place, and Promotion pertaining to the market 	<ul style="list-style-type: none"> ● Completed on June 11th, with additions ongoing ● Completed prior to phase 2 and 3 and revisited prior to each phase and new initiative/program
To become aware of our Competitive/Noncompetitive Value	<ul style="list-style-type: none"> ● Determine what social value and/or special asset(s) will/should be offered, and to whom ● Identify competition 	<ul style="list-style-type: none"> ● Complete 1 SWOT analysis (Competitors identified in Threats portion) 	<ul style="list-style-type: none"> ● Completed on June 10th, to be revisited at least once a month

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Goal two

Establish credibility

Preliminary Phase 2

As an extension to the Preliminary Phase 1, the purpose of this phase is to recognize and address early credibility concerns. It is important to establish a brand image that reflects company values and that will resonate with future benefactors and community members.

One strategy of this phase is to focus on building an online presence, brand, and cultural ethos before explicitly communicating company values and intentions. The value should be implicitly expressed while an online community is formed. Inclusiveness and Cultural Appreciation are among the facets of Cultural Sustainability that should be expressed in this brand. Another strategy to build credibility is to utilize the reputation and experience of partner institutions to propel the company image and to establish experience. Lastly, during this phase financial credibility must be addressed before moving to the next phase.

Objective	Action	Assessable Measure	Time Frame
To implement an online communication and branding strategy	<ul style="list-style-type: none"> Establish an expansive social media presence reflective of our values Acquire assets necessary for initial branding Acquire the resources needed to complete a company logo and other design work Help create a company logo 	<ul style="list-style-type: none"> The hiring/contracting of one professional writer to manage online communications At least 1 weekly post to each of the most frequented social media sites/applications The purchase of: <ul style="list-style-type: none"> 1 laptop computer 1 professional drone The hiring / contracting of 1 professional graphic designer 	<ul style="list-style-type: none"> Agreed to hire / contract no later than January 1, 2021. Routine posts to start February 1, 2021 with occasional posts leading up to this date. This may be adjusted according to writers schedule Purchased before June 29, 2020 Hired before June 14, 2020
To establish ongoing and potential business relations with relevant businesses and educational institutions	<ul style="list-style-type: none"> Capitalize on existing Business and Educational connections in order to establish cooperation and to propel company image 	<ul style="list-style-type: none"> The co-planning of cultural exchange initiatives/programs with at least 2 Educational Institutions and 1 501c(3) organization 	<ul style="list-style-type: none"> To begin planning with each institute no later than January 1, 2021 with formalized exchange agreements arranged before July 31, 2021
To insure financial sustainability in the initial stages of business	<ul style="list-style-type: none"> Allocate enough cash/asset liquidity to guarantee viability of early operations Diversify revenue during the initial 2 years of operation 	<ul style="list-style-type: none"> 1) \$50,000USD in cash and liquid assets prior to Phases 1-2 2) \$100,000USD prior to Phase 3 At least 3 revenue streams 	<ul style="list-style-type: none"> 1) Set aside prior to July 1, 2020 2) Set aside prior to January 1, 2023 3:00pm Secured prior to Sept 1, 2020



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S.M.A.R.T. Strategic Plan



Goal three

Successfully coordinate and facilitate a cultural exchange/study abroad program

Phase 1

This is the first phase of action that goes beyond preparatory coordinating and planning. At this stage, partnerships will be forged, and a program will be designed, implemented, and assessed. Phase 3 is contingent on the successful completion of this phase. Further exchange or adjustments to the program will be made according to assessment results and whether or not the program has upheld specified Cultural Sustainability and Intercultural Exchange Standards (CSIES).

Objective	Action	Assessable Measure	Time Frame
To establish positive relations between educational organizations in separate countries	<ul style="list-style-type: none"> Be an initial go between and facilitator for potential partnering organization Arrange visits by delegations of respective organizations 	<ul style="list-style-type: none"> Maintaining ongoing online/phone communication that conveys interests and willingness to cooperate. Communication intervals to be decided based on communication, but generally should not exceed 2 weeks. Having received invitations, both formal and informal, for delegations to visit respective campuses. Followed by 1 initial visit by delegation 	<ul style="list-style-type: none"> Establishing communication no later than October 1, 2020 for exchange starting in 2021 Formal invitations should be received before December 31, 2020
To plan a program that is in line with the expectations of all parties and is grounded in Cultural Sustainability and guided by the values of Dérive	Begin coordination with educational institutions: <ul style="list-style-type: none"> Identify commonalities Determine program goals and objectives in line with Dérive company values (pertaining to Cultural Sustainability) Arrange and conduct application and interview process Gather details needed for logistical planning and decisions 	2 or more areas that could constitute a reason to cooperate This may include: <ul style="list-style-type: none"> Similar areas of study / majors Common areas of research Mutual interests in developing cross-cultural / study abroad opportunities and initiatives Mutual interests in exchanging talents, resources, facilities, and/or training seminars, etc. 	<ul style="list-style-type: none"> To be determined by before October 1, 2020
To implement a program that promotes reciprocity and empathy through shared experiences and stories	<ul style="list-style-type: none"> Fully adhere to all personal and logistical needs of the program Offer an extensive amount of opportunities (scripted and unscripted) for program participants to communicate and engage in intercultural exchange 	<ul style="list-style-type: none"> The adequate amount of opportunity offered will be determined by the educational institutions and by Dérive At least 1 semi-unscripted excursion / road trip 	<ul style="list-style-type: none"> Within the time limitations of the agreed upon program.
To fully assess the program in order to make improvements and help guide further exchange cooperation	<ul style="list-style-type: none"> Maintain ongoing communication with participants to gauge quality of exchange Formulate, distribute, and gather surveys to generate both quantitative and qualitative data Make efforts to continue program annually, with adjustments made according to quality of exchange and feedback received 	<ul style="list-style-type: none"> FORMATIVE: In-person / online / phone communication at least 1 time per week, unless educational organizations agree on another metric SUMMATIVE: A Cultural Sustainability and Intercultural Exchange Standards (CSIES) assessment will be developed and implemented in order to gauge the overall success of the program. The CSIES score/rating will be determined according to a range of questions formulated to consider and gauge reciprocity, cultural power and exploitation, cultural appropriation, transculturation, gained cultural competency, community, etc. Each score will also include supplementary qualitative data. 	<ul style="list-style-type: none"> Routine times that are determined prior to exchange Submitted no later than 1 month after exchange program has concluded Date to be decided according to school calendars



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S.M.A.R.T. Strategic Plan



Goal four

Successfully create a Dérive@ Creative Hub Space

Phase 2

Phase 2 moves to local community development and exchange but plays a key role in the overall strategic plan. This stage should ultimately provide funding for the intercultural exchange in Phase 3. Most of the risk takes place during this phase as a physical location/facility is required with significant capital investment. The business model for the Creative Community Hub is an amalgamation of a maker-space, co-working space, community art co-op, and a local cafe'. The hub will also welcome cultural exchange participants to visit, stay, and share.

Objective	Action	Assessable Measure	Time Frame
To secure financial sustainability for later phases of operation	<ul style="list-style-type: none"> Allocate enough cash/asset liquidity to guarantee viability of later operations Consider seeking partner investment options 	\$100,000USD	<ul style="list-style-type: none"> Conducted before January 1, 2023 3:00pm and updated monthly thereafter
To revisit & apply objectives from the Preliminary Phase to the formation of the hub	See Preliminary Phase 1*	See Preliminary Phase 1*	
To conduct a sufficient amount of market research on a potential location/ community prior to opening	<ul style="list-style-type: none"> Research current community businesses and their respective business models Determine the community marketing mix Identify target market/beneficiaries (funding agents) before moving forward with Phase 3. Securing initial funding before opening hub. Adjust company name according to local community: Dérive @ 	<ul style="list-style-type: none"> Revisit annotative research. Develop 1 preliminary list of potential beneficiaries, partners, residents, and users of the hub. Having fully reached out (directly or indirectly) to local target market. This may include: Designers, Artists, Musicians, Teachers, Engineers, Young Professionals, future Business Owners looking for incubation, young Professionals looking to network, etc. This will be measured according to metrics determined during marketing research. 	
To generate a plan that will help foster a strong and vibrant local community	<ul style="list-style-type: none"> Develop a shared space that will attract (aesthetically and philosophically) more community participation Develop a business operations plan with the assistance of community participants Establish a community-based marketing campaign 	<ul style="list-style-type: none"> 1 clear layout of the facilities and assets as designed by community participants 1 inventory list of current assets (including their purpose) and assets to be acquired 1 detailed budget 1 Program Logic Model 1 detailed outline of operational plans/strategies, with 1 program that is directly linked to the cultural exchange/study abroad program (phase 1). Marketing metrics to be decided during marketing research, at the beginning of phase 2. 	
To implement plan and to generate monthly profit	<ul style="list-style-type: none"> Design and construct hub Plan and begin business operations Utilize early members in the initial recruiting and promotion Welcome students, artists, craftspeople from local community and abroad to help facilitate cultural exchange Create annual / bi-annual unscripted road trip program 	<ul style="list-style-type: none"> 1 operational creative community hub Success reached according to: <ul style="list-style-type: none"> X number of new members X amount funding X number of exchange participants (figures to be decided during marketing and operations research portion of Phase2) 	<ul style="list-style-type: none"> Fully operational no later than March 2, 2023



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S.M.A.R.T. Strategic Plan



Goal five

Establish and successfully operate a 501c(3) charitable non-profit organization that supports intercultural exchange

Phase 3

The final goal of establishing an organization that supports intercultural exchange efforts is reached in this phase. With proceeds from the Dérive@ Hub and other charitable contributions, this organization will provide grants and/or scholarships to chosen intercultural exchange participants. These participants will take part in programs arranged by Dérive and partner institutions.

Objective	Action	Assessable Measure	Time Frame
To acquire funding to start organization	<ul style="list-style-type: none"> Using funds from Dérive operations, and through member/beneficiary support, secure enough funding to cover initial startup costs 	<ul style="list-style-type: none"> A minimum of \$5000 should be secured 	<ul style="list-style-type: none"> Secured before June 29, 2024
To formulate a Board of Directors that value Cultural Sustainability	<ul style="list-style-type: none"> Seek board members via social media, word of mouth, printed materials, and through direct postings at Dérive. Existing members / beneficiaries will be seriously considered for positions on the board. 	<ul style="list-style-type: none"> Success will be determined by the instatement of every initial board member. The adequate number of members will be determined during initial meetings leading up to board selection. 	<ul style="list-style-type: none"> Secured before June 29th, 2024
To revisit and apply each objective from the Preliminary Phase to the formation of this organization	See Preliminary Phase*	See Preliminary Phase*	<ul style="list-style-type: none"> All completed no later than June 29, 2024
To successfully implement a joint-effort fundraising campaign between this organization and its for-profit counterpart (Dérive)	<ul style="list-style-type: none"> Establish a committee to oversee fundraising activities Hold routine fundraising events, activities, and initiatives Reach out to community of beneficiaries for donations Allocate maximum amount of money from Dérive to organization for tax right-off purposes Seek grant funding 	<ul style="list-style-type: none"> 1 active committee Fundraising goals to be determined by committee. Goals should take into account specified metrics for: <ul style="list-style-type: none"> \$'s raised # of new donors # of grants applied for and received 	<ul style="list-style-type: none"> Before June 29th, 2024 Goals made before June 29th, 2024 and assessed according to committee's plan (weekly, bi-weekly, monthly, annually) Targets for grants will be determined by committee (# of grants applied for, # awarded, total amount received)
To help facilitate cultural exchange by awarding at least one grant / scholarship to a student looking to take part in a study abroad / cultural exchange program	<ul style="list-style-type: none"> Help setup initial study abroad / cultural exchange program with partner school or organization. Refer back to Goal 3. Help coordinate interview / selection process to select exchange participant(s) 	<ul style="list-style-type: none"> Sponsoring at least 1 exchange program Selecting at least 2 students during the first selection process 	Exchange to take place between June 29th, 2024 - June 29th, 2025



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SWOT Analysis



Strengths

Phase 1	Phase 2	Phase 3
<ul style="list-style-type: none"> • Strong connections with mutual desire to create exchange partnership • Low initial investment and risk • Large pool of trusting students that would like to join exchange • Ability to market directly to school and students • Strong business model that requires low initial costs and up front risks • Unscripted travel (road trip) is a key selling point • High likelihood of repeat / continued cultural exchange partnership • Ability to build a network of supportive beneficiaries 	<ul style="list-style-type: none"> • Niche market • Financial risk mitigated by member contributions • Great network of initial supporters • Experience in running Cafe' and small marketing business 	<ul style="list-style-type: none"> • Certain % of Hub tax money can be written off as charitable donation • Low competition in this area. A seemingly unlimited pool of students and organizations that are willing to accept funding • Adds to credibility and community of Hub • Ability to build upon network of beneficiaries. Generating support and reputation

Opportunities

Phase 1	Phase 2	Phase 3
<ul style="list-style-type: none"> • To have positive influence on students and other exchange beneficiaries. • To establish member / beneficiary network • To forge relationships and build rapport; networking • To gain experience in navigating logistical and program costs • To gather material for future promotion 	<ul style="list-style-type: none"> • Growing popularity in maker spaces • Growing demand for vetted "third place" given recent health concerns • Large demand for building cultural capital given growing complexity in traveling • Potential to build network by using blockchain community token economics and decentralized applications • Potential to promote cultural sustainability and to foster community • Potential for hub members to build upon the business with creative ideas • Potential grant funding for Creative City initiatives 	<ul style="list-style-type: none"> • To expand network of educational institutions • To further grow credibility and community support for community hub • To gain more influence in exchange programs

Weaknesses

Phase 1	Phase 2	Phase 3
<ul style="list-style-type: none"> • High amount of initial effort needed to establish credibility as a business • Inexperience in navigating shared costs and high program/ tuition fees for participants • Having to navigate power relations at educational organization (current employer) • Limited number of employees to assist. Dependent on volunteers • More established companies may offer more variety in services • Largely dependent on leadership at partner institutions 	<ul style="list-style-type: none"> • Inexperience in opening / running hub • Uncertainty in location • Unfamiliarity with future facility • Limitations due to lack of diversity in decision making and initial organization makeup 	<ul style="list-style-type: none"> • Completely contingent on the success of first 2 phases

Threats

Phase 1	Phase 2	Phase 3
<ul style="list-style-type: none"> • Black swan events that may close borders and prevent people from traveling and/or going into public spaces • Close connections could prove to be unreliable • Growing negative sentiment and propaganda toward outside countries • Possibility of conflicting plans or values among parties involved in exchange • Possibility of negative political influence 	<ul style="list-style-type: none"> • Black swan events that may close borders and prevent people from traveling and/or going into public spaces • Economic instability • Likelihood of competition beating us to the punch 	<ul style="list-style-type: none"> • Black swan events that may close borders and prevent people from traveling and/or going into public spaces • Economic instability • Possibility of negative political influence

Reflection Paper

Introduction

My time in the Master of Arts in Cultural Sustainability (MACS) program at Goucher College is coming to a bittersweet conclusion. On one hand I feel a long chapter in my life is coming to an end, while on the other hand, I feel more equipped to push ahead on my own Cultural Sustainability journey. A lot of time, effort, and contemplation have gone into the completion of my capstone project which has undergone several changes and seen multiple variations. More than anything, this capstone experience has been an existential exercise and has led me to consider many aspects of my life and my overall future contribution to the world. What seemed like a mad crescendo of personal and global events intersecting at this point in history, my capstone largely became a personal metaphor for a whirlwind of uncertainty, determination, and accomplishment. In a time of political unrest, a global pandemic, escalating tensions between countries, closed borders, job uncertainty, and economic disaster I took on the challenge of formulating a cultural exchange organization while being under lockdown in a tiny apartment in Hong Kong. On a psychological and emotional level, the entire process has been rather taxing, however I am grateful for the perspective this experience has given me, and I feel that from the ashes of chaos I have derived something meaningful and capable of creating change.

The original aim of my capstone project was to meet a number of educational outcomes and to produce a business model for my own cultural exchange organization. Considering what I have learned in the MACS program and throughout my ten years stint in China, and given my proclivity for business, I felt creating such an organization between China and US would allow me to maximize my potential impact on the world. As the project progressed it became apparent that it was not necessary to limit the exchange to only the United States and China. I decided that this scope would only limit the organization's reach and its overall potential impact. So, the project quickly became inclusive of all countries, localities, and cultures. And, after months of analyzing business models, organizations, and cultural exchange initiatives I decided it would be more prudent to go beyond writing a simple business model. After much thought, research, and personal reflection I was able to complete a detailed 5-year comprehensive S.M.A.R.T strategic business plan and S.W.O.T. analysis. This strategic plan serves as a personal road map for my future career endeavors and helps to propel me further in the field of Cultural Sustainability.

Context and Background

It is not possible to write an honest and accurate reflection of my capstone project without first acknowledging the context in which it developed. The business plan I have created is not merely a plan for a cultural exchange organization, it is also an extension of myself. For me, this business plan reflects a course of action that will allow me to maximize my contribution to the world. Having been an international teacher in China for the last 10 years, it has often been my hope for my students to expand their worldview. As I frequently take road trips during holidays, I have often thought about sharing such experiences with my students. At present, I have taught over 10,000 students, many of whom are now living in several countries across the globe. I believe a crucial factor that has led me to create a cultural exchange organization is that it offers me a natural extension to my vocation as a teacher.

I believe the appreciation I maintain for interactions and exchange was instilled in me at an early age. Our actions are often largely the result of seeds that were planted in us long ago. With enough effort and attention, such seeds may grow and eventually bloom like fireworks. It is my belief that every simple interaction or exchange that a person has with another is an opportunity to plant a seed. Setting aside notions of indoctrination and political control, we create a sustainable future by prioritizing such everyday connections. My mother was a wonderful example of someone that valued such interactions, as she had a way of connecting with people by something as simple as smiling with her eyes. She was a modest convenience store manager, and a struggling single mother of three. She worked hard, spoke softly, and listened carefully to the stories of others. Anytime I consciously look into someone's eyes, whether it be my students' or a stranger passing me as we both wear face masks, I subconsciously try to recreate her smile. In effect, a part of her grows in me and is reflected in my capstone.

In recent weeks I have been living between Shenzhen, China, and a small island in Hong Kong. However, due to the Covid-19 pandemic I am currently forbidden from crossing the border into Shenzhen. According to the Pew Research Center, in the year 2020 nearly 9 out of 10 people live in countries with travel restrictions and border closures.¹ As countries have closed their borders and as nations turn against one another, I have been forced to reevaluate many

¹ <https://www.pewresearch.org/fact-tank/2020/04/01/more-than-nine-in-ten-people-worldwide-live-in-countries-with-travel-restrictions-amid-covid-19/>

aspects of my business plan. Also, as 2020 has seen a great amount of political and social unrest in Hong Kong and the United States, I have been compelled to consider if the universe is trying to tell me something. Given the current state of the affairs, I believe the world is calling us to action.

The Plan

In order to successfully guide myself throughout my capstone, I proposed four objectives. First, my original intention was to prepare a Business Model for a 501c(3) non-profit cultural exchange organization. This was later adjusted to a strategic business plan, as I felt this would be more beneficial for me moving forward. The second objective was to develop a S.W.O.T. analysis to complement the aforementioned strategic plan. The third objective (which actually complements the first), was to establish a personal database of non-profit organizations. The primary purpose of this list was to inform and guide me in my strategic business planning. And the final objective, which was intended to take place after the capstone is completed, was to foster cultural sustainability through cultural exchange. These objectives were to be achieved in accordance with 5 measurable educational outcomes.

Educational Outcomes and Assessment

The following is a list of five carefully planned educational outcomes that I prepared for myself. Each outcome is followed by a personal reflection / assessment of success.

- 1. The student should possess a deep understanding of current non-profit organizations in the area of cultural exchange. Upon creation of the capstone project the student will have gathered, analyzed, and annotated in accordance with this project, no less than 20 constitutions from existing cultural exchange organizations. (All annotations from the Educational Outcomes may be combined in the aforementioned 20 annotations)*

I feel I have reached a comprehensive understanding of non-profit organizations and socially conscious for-profit businesses, although this outcome was amended. After researching organizations that specifically had their constitutions available, I found that some of them were less relevant to my project. For many of the ones that were relevant, I found it difficult and very time consuming to get access to their constitutions. One reason for this was that each organization did not have it posted online, or they did not have it easily accessible when reaching

out to them. Also, due to the Covid-19 lockdown many organizations were closed. So, I decided to adjust the parameters of this outcome to just include the Mission, Vision, and Objectives of the organizations instead of their entire constitutions. I also expanded the scope of the annotations to include for-profit businesses that maintained relevance to cultural exchange. One for-profit business I included in my research was Where There Be Dragons. This business was suggested to me by a close advisor and was eventually very influential in the makeup of my strategic plan. Dragons operates as a for-profit business but provides funding to an organization that operates as a fiscal sponsor. These funds go toward providing grants to less affluent people seeking to take part in one of their exchange programs. My strategic plan drew influence from this model.

2. *The student should have a full understanding of current cultural exchange programs and initiatives. Upon creation of the capstone project the student will have gathered, analyzed, and annotated in accordance with his capstone project, no less than 20 cultural exchange programs and projects from existing organizations.*

I feel I reached this outcome and I was successful in gathering and annotating the required amount of exchange programs and projects. However, not every business or organization explicitly labels their efforts as cultural exchange projects or programs. For example, according to Hosteling International, they were “founded on an enduring belief in the power of travel to foster a deeper understanding of people, places and the world around.” This organization does a great deal to support cultural exchange, however they do not frame their actions explicitly for this purpose. It seems this allows their visitors and beneficiaries to take part in a more natural exchange setting. I believe similar organizations and programs have influenced the marketing aspect of my strategic plan, and even the name I chose for it. I felt some things should be explained, while others should be left open and less explicit.

3. *The student should display a strong familiarity with the variety of business models that are used by existing non-profit organizations. Upon creation of the capstone project the student will have compiled, analyzed, and annotated in accordance to his capstone project, no less than 10 non-profit business models from existing organizations.*

This outcome was reached and surpassed as I annotated 20 business models as opposed to 10. In order to do this, I had to account for differences in for-profit businesses and non-profit

organizations. Going into my capstone I was unaware of how non-profits frame their business models. Focused on beneficiaries and adhering to the Mission and Vision, non-profit business models touch on funding but are rarely centered on it. With this in mind, I decided to not only annotate business models but to do so from multiple angles. In one way, I looked into how each organization serves its beneficiaries and achieves its Mission. In another way, I devised a way of analyzing their funding structures. The latter was done by utilizing an article I found in *The Stanford Social Innovation Review* entitled “10 Nonprofit Funding Models” (Piana 2012). The funding models that are listed in this article allowed me to categorize each organization according to funding strategies (Beneficiary Builder, Member Motivator, Heartfelt Connector, etc.).

4. *The student should show a strong awareness of the current field of Cultural Exchange (more specifically between the US and China), including current laws and policies, as well as factors that may contribute to or impede the successful implementation of his project/organization. Upon creation of the capstone project the student will have completed one detailed SWOT analysis for his future organization.*

This outcome was greatly influenced by the current Covid-19 global pandemic, as well as the developing contentious relationship between the US and China. There are many policies and laws that remain uncertain. For example, I am currently not allowed to enter China even though I am a legal resident. Considering this, I decided it was better to make the organization more inclusive and to include all localities and countries. For me, I felt that this would be a better strategy and could be a hedge against the unpredictable behaviors of one or two governments. In a way, I feel fortunate that these recent events have led me to this decision now, rather than years down the road. I was also able to successfully develop a S.W.O.T. analysis aligned with the strategic plan in which I included these political uncertainties.

5. *The student should have a full understanding of the correlation between Cultural Sustainability and Cultural Exchange. Upon completion of the capstone project the student will have used the material from outcomes 1- 4, with full consideration of Cultural Sustainability, to develop a strategic business plan for a 501c (3) organization.*

This outcome was clearly achieved as each of the four previous outcomes were reached, and a detailed strategic business plan was created. Upon reaching this outcome, I have been filled with a great sense of accomplishment and hope for the mapped-out future I have developed

for myself and this organization. With great effort I was able to develop a multi-phased strategic plan with specific goals, objectives, and measurable outcomes. Each phase of this plan intentionally applies thought and strategy pertaining to Cultural Sustainability and was made with great consideration to a canon of literature relating to cultural exchange.

Literature Review

It is hard to argue against the relevance that cultural exchange has toward cultural sustainability. This connection was made apparent throughout the formation of my annotations, strategic plan, and S.W.O.T. analysis as I considered topics such as Identity, Cultural Appropriation, Cultural Competency, Cultural Commodification, Cultural Capital, Social Capital, Cultural Dominance, Cultural Exploitation, Transculturation, and the Bridging of Community. Much of the theory and ideas relating to Cultural Sustainability were pulled from a large cannon of scholarly material to guide and inform my work.

Establishing a Working Definition of Cultural Exchange

In order to guide my work, I needed to develop a working definition early on of “cultural exchange.” The term Cultural Exchange is often limited to the idea of exchange programs and exchange students. However, a much broader understanding can also be understood. Richard A. Rogers defines “Cultural Exchange” in the *Journal of Communication Theory* as “the reciprocal exchange of symbols, artifacts, rituals, genres, and/or technologies between cultures with roughly equal levels of power” (Rogers 2006, p. 477). For my future organization, this definition offers two key components for consideration: reciprocity and power equality. I decided that these two facets would be good grounds for me to frame the exchange facilitated by my organization even though it is not certain if true reciprocity and power equality exists or can be measured. Rogers goes on to elaborate on four types of cultural appropriation: Cultural Exchange, Cultural Dominance, Cultural Exploitation, and Transculturation. Rogers uses Cultural Exchange as “an implied baseline for clarifying the inequalities involved in the other conditions of appropriation and is generally assumed to be a nonexistent ideal” (Rogers 2006, pp. 474). Accordingly, a working definition of Cultural Exchange, as an ongoing process for my organization might be; *The reciprocal exchange or sharing process of symbols, artifacts, rituals, and customs, over time.* As such, this definition recognizes Cultural Exchange as a process, not encapsulated by a

single exchange or interaction, but rather among many people and experiences over a span of time. Rogers's thoughts, especially those relating to reciprocity and power, were particularly helpful in formulating a system to gauge and assign value to cultural exchange organizations and their programs.

Narrative and Power

One thing that I have really come to consider as significant is the extent of influence and power that narratives have over societies and among cultures. I believe as a foreign teacher in China this is something of which I have always been aware, however it was not until I joined the MACS program that I really began to articulate in my mind the value and power of narrative. The world-renown Nigerian writer Chimamanda Ngozi Adichie refers to such narratives as stories. In her famous TED talk she elaborates on the power of single stories or narratives. According to her, "power is the ability not just to tell the story of another person, but to make it the definitive story of that person" (Adichie 2009).

I believe that cultural exchange presents people with the opportunity to control their own narratives and to bear witness to a wide range of previously unfamiliar narratives. As for my strategic business plan, I wanted to make sure that I incorporated elements that would allow my organization's beneficiaries to experience new stories. As Adichie has stated, "when we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise" (Adichie 2009).

Situations and Travel: Scripted vs. Unscripted

Tourism and travel companies often sell people on the idea that they will experience or witness something specific if they sign up for a trip or tour. This is appealing to many people as it allows them to save time and energy from having to plan and make arrangements. This form of travel does not take into account the limited amount of genuine narratives or stories that are being shared. I believe scripted prepackaged experiences, although sometimes beneficial for local economies, do less for cultural sustainability and present less opportunity for meaningful cultural exchange. The famous anthropologist Claude Levi-Strauss explains this well in his book *Tristes Tropiques*. He explains the role consumers and travel books play as they "preserve the illusion of something that no longer exists" and that "genuine travel has been replaced by

movement through a ‘monoculture’ in a fruitless search for a ‘vanished reality’” (Levi-Strauss 1955, pp. 37 - 38). Such fruitlessness may also be ascribed to some cultural exchange, whereas the experiences and exchange have been predetermined. When formulating my business plan, it was clear to me that I did not want to limit the business to merely satisfying a checklist of consumer consumption desires.

The noted French philosopher and author Guy Debord was greatly influential in the creation of my strategic plan, and his thoughts on modern-day society are especially relevant to Cultural Sustainability. In his book, *The Society of the Spectacle*, Debord argues that our natural desires to consume in order to meet our physiological needs have been met and replaced by the desire to adhere to certain images or appearances.

Much like Chimamanda Ngozi Adichie’s idea of the “single story”, Debord suggests that these images or spectacles, much of which are propagated by us, influence or limit our perception of the world. Although Debord’s thoughts were published in the 1950s, they are especially relevant in our modern-day selfie society. Nowadays, as people take part in activities such as travel they do less to counter the danger of a single narrative and more to adhere to an image and to propagate such a system. As mentioned in *The Society of the Spectacle*, Debord proclaims that, “where the real-world changes into simple images, the simple images become real beings and effective motivations of hypnotic behavior” (Debord 1994). For me, the time surrounding my capstone project has been rather tense, with new and routine crazy happenings occurring in the news each day, I have indeed felt like we are living Debord’s Society of the Spectacle. I was especially inspired by his notion of a “dérive”, which is French for a “drift”. Debord proposed that if we are to unplug ourselves from such a society, that we take a “dérive” throughout our city or local spaces. He asserted that it was best for humanity and society if we are to disconnect ourselves from scripted activity, and drift freely. What is also interesting is that he suggested doing it in small groups, indicating a perceived value in shared experience. This idea was a fruitful catalyst for me. First, it guided me to think about connecting a local aspect to my business plan. Second, it helped me to develop some ideas I had for doing unscripted road trips. And finally, it helped me to settle on a name for my business; Dérive.

Cultural Capital

There is much that can be said about what can be gained from partaking in cultural exchange. Not only do participants gain power over the narratives that are being shared, they may also gain cultural competency, sharper skills or abilities, empathy, inspirational experiences and memories. The idea of Cultural Capital is something that has stuck with me since I first came to China. Many people perceive Capital as something that can be linked to monetary value or physical possessions. This raises flags when considering cultural exchange as it infers potential exploitation or objectification. However, capital in its embodied state can be something that is beneficial to each person involved, and for Cultural Sustainability.

By framing cultural exchange around the idea of Cultural Capital, participants are able to understand how they may benefit on a practical level. In other words, how might the participant capitalize on the experience? An example might include potential job offers or opportunities that could become available through such a cultural experience. Another question might be, how might I utilize the cultural capital I already have to land a job or improve my life? For me, my cultural capital after undergraduate school allowed me to establish a teaching career in China and to make a life for myself in Hong Kong.

The most notable figure in guiding my thoughts pertaining to Cultural Capital was Pierre Bourdieu. In his book, *The Forms of Capital*, Bourdieu explains that, “Cultural Capital can exist in three forms: in the embodied state, i.e., in the form of long-lasting dispositions of the mind and body; in the objectified state, in the form of cultural goods (pictures, books, dictionaries, instruments, machines, etc.), which are the trace or realization of theories or critiques of these theories, problematics, etc.; and in the institutionalized state, a form of objectification which must be set apart because, as will be seen in the case of educational qualifications, it confers entirely original properties on the cultural capital which it is presumed to guarantee” (Bourdieu 2002, pp. 280-291). Cultural Exchange programs that are framed around experiences and education are more akin to the embodied state, and do more to encourage cultural sustainability since such experiences are not limited to that of being a consumer like in the objectified state.

Community and Social Capital

Political Scientist and Harvard Professor Robert Putnam was also very instrumental in guiding my work, in particular his thoughts on Social Capital and fostering strong community

cohesion. When formulating my business plan, I often considered how I might build community and generate social capital. In his book, *Bowling Alone*, Putnam argues that Social Capital is the biggest factor in determining the strength of a community. He also suggests a need for reciprocity and puts forth the idea of Bonding and Bridging. He states, "norms of reciprocity (mutual aid) rely on social networks. Bonding networks that connect folks who are similar sustain particularized (in-group) reciprocity. Bridging networks that connect individuals who are diverse sustain generalized reciprocity. Broader identities and solidarity are encouraged by social networks that help translate an 'I' mentality into a 'we' mentality" (Putnam 2020). In regard to cultural exchange organizations, such thought is especially relevant. Ultimately, I feel that Putnam's thoughts regarding community, along with the recent global unrest, have been big contributing factors for the inclusion of the second phase in my strategic business plan.

Findings

As I worked through the annotative process and reflected upon the literary materials, I pulled together some key findings. Firstly, although many organizations are in the business or area of facilitating cultural exchange, I was unable to find one that openly illustrates how they assess the exchange they facilitate. Some organizations do offer basic participant testimonials and survey satisfaction results; however, this does not necessarily equate to good exchange. Although participant satisfaction is important, especially for the overall financial sustainability of an organization, many program participants may judge programs based off of their own standards. For example, one participant may expect to visit several historic landmarks within a limited time frame. If the organization caters to this participant's wants, he may ultimately provide a good testimonial and rate them highly in their survey. This is not indicative of good standards for exchange, nor does it allow for reliable, helpful and measurable assessment. A second important finding was that many organizations, although they present themselves with rather idealistic mission and vision statements, do little to consider how program participants may be objectified or exploited. This finding is reinforced by my own experience as a foreigner in China and as a participant in similar programs. For some organizations, it may be rather lucrative to provide foreign talents to schools, businesses, poor villages, or even individuals.

Another thing I found during my research was that many exchange organizations offer prepacked programs. This is a clear way of communicating and selling what they offer to their

participants, however it does not take into account the value of unscripted situations and experiences. Early on in my research I decided that I wanted to facilitate a program that would allow for more flexibility. Later on, I discovered that several organizations also incorporated such unscripted travel into their programs. Finally, during the annotative process I became more conscious of the need for culturally sustainable exchange efforts in fostering local and international community development. Such a need is recognized by many organizations, which speaks to the power of social capital. However, what remains unclear is the power structures that are in place during such things as volunteering efforts and work-travel programs. These findings have informed my decisions when creating the Dérive strategic plan and in the formulation of several recommendations.

Recommendations

I feel Cultural Sustainability has provided me with a good frame work for Dérive, as it brings to light many issues pertaining to power equity, cultural appropriation, and voice and discourse. As indicated in the strategic business plan, I have proposed the utilization of a set of standards otherwise known as the Cultural Sustainability and Intercultural Exchange Standards (CSIES). With the intent of gauging and assessing the exchange that takes place, these standards will ensure that exchange initiatives foster greater understanding among cultural groups, facilitate opportunities to share cultural discourses, encourage good will and empathy, and build and support community. Since Dérive will work directly with educational institutions, it will be required for each participant that accepts Dérive funding to take a Cultural Sustainability course prior to their exchange. Upon completion of their exchange programs, participants will be treated as Dérive members and will be encouraged to help with the CSIES assessment and in future exchange initiatives, thus adding to the Dérive community.

I feel it is also worth taking into account how unscripted travel and experiences can be beneficial for cultural exchange initiatives. Prepacked cultural exchange efforts do less to facilitate good exchange and provide less opportunity to forge unique, personal, and often shared cultural experiences. Therefore, I suggest that Dérive's cultural exchange initiatives provide opportunities for unscripted experiences and exchange. Finally, it is worth considering the role of community in facilitating good cultural exchange. By partaking in community initiatives,

exchange participants may shift from being onlookers to being active members of a group, thus promoting and sustaining a more interconnected world.

Limitations and Blind Spots

There remains a number of things that I must remain cognizant of as I move forward in the implementation of the Dérive five year strategic plan. As I hope to create an organization that promotes equity and supports diversity, it is worth being mindful of how participants perceive me according to such things as my nationality, race, perceived social class, and gender. At the same time, as a white-collar Caucasian male foreigner in China, I should remain aware of my own potential disconnects and blind spots. Considering the array of perceptions and sentiments that are held regarding foreigners, it would be beneficial for me to work alongside a native colleague counterpart in order to mitigate any differences that might arise from cultural disconnects. Similarly, since phase two of the strategic plan is aimed at building community locally within the United States, as a white male I may be limited in my capacity to connect with certain communities. Since the inclusive nature of an organization is often reflected in its diverse makeup, it would be beneficial for Dérive to welcome a diverse group of participants and employees and to create a Board of Directors that not only reflects a diverse group of individuals but also brings an assortment of perspectives and ideas.

Conclusion

This capstone project has seen the successful completion of a five-year strategic plan and S.W.O.T. analysis for a cultural exchange organization that is grounded in Cultural Sustainability. Through an extensive amount of annotative research and literature review, I have pulled together a number of key findings that have helped guide and inform my decisions in the creation of Dérive. Such findings include an overall need for assessable and measurable standards in the area of Cultural Exchange. As a response to this finding, I have proposed the implementation of a Cultural Sustainability and Intercultural Exchange Standards (CSIES) assessment. Another key finding included the potential benefits of incorporating more unscripted travel and experiences into cultural exchange initiatives. Finally, through a combination of research, personal reflection, and perceived local injustices, I was compelled to incorporate a local community aspect into this project. In an effort to remain mindful of potential gaps and

limitations within local communities, Dérive will create a diverse Board of Directors in order to welcome an assortment of ideas and perspectives. The final product of this capstone is the result of a detailed process that underwent many changes and variations and is a reflection of a very personal journey. Taking seeds of inspiration from my past experiences, students, friends, and mother, this project hopes to positively impact the world and to add to the field of Cultural Sustainability. Moving forward, I hope to continue exploring ways in which the world can become more interconnected through cultural exchange, and I hope future Dérive participants will continue to plant seeds of inspiration for years to come.

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Appendix

Non-profit Organization

International Cultural Exchange Organization Inc.

<https://www.iceoinc.org/>

(ICEO) is a non-profit corporation established to promote mutual understanding between nations through cultural and educational exchanges. ICEO's headquarters is located in Gold River, California from where all international and domestic activities are coordinated. ICEO is designated by the US Department of State to sponsor four J-1 cultural exchange programs:

- ICEO USA Summer Work / Travel Program
- ICEO USA Internship Program
- ICEO USA Training Program
- ICEO New Zealand and Australia 12-Month Student Work and Travel Pilot Program

Cause Area (NTEE Code): International Student Exchange and Aid (Q22)

EIN: 01-0643676

Bridge Number: 2915221658

Principal Officer: KA VUE-PANFIL

GROSS RECEIPTS: \$2,455,706

ASSETS: \$2,863,846

Mission

To promote mutual understanding between nations through engaging young people of different countries in international cultural exchange programs.

Address:

11931 Foundation Place, Suite 220

Gold River, CA 95670

Telephone: 916.985.4826

Fax: 916.985.9922

General Email: info@iceoinc.org

Constitution

Mission: To promote mutual understanding between nations through engaging young people of different countries in international cultural exchange programs. ICEO provides students with opportunities to go abroad while also allowing them to pay off some of the travel expenses through temporary work. The reciprocal nature of the exchange may come into question, and it is not clear how the student will share his/her culture. In regard to Cultural Exchange, Cultural Dominance, Cultural Exploitation, and Transculturation, whereas Cultural Exchange is the baseline, ICEO's Mission implies "mutual understanding", yet power equality and reciprocity may be questioned. Cultural Dominance and Cultural Exploitation are concerns worth considering. I have encountered some students that partaken in similar programs and were sent to remote areas in the US that are short-staffed and paid minimum wages.

This may still be an organization to collaborate with, if these concerns are understood and addressed.

Exchange Programs/Initiatives

According to their website, ICEO is currently involved in 4 different programs: Summer Work/Travel, Internship, USA Training Program, and New Zealand and Australian Student-Work Pilot Program. These programs offer a unique opportunity for the student to experience part of American Culture that is not provided in common group tours, and university study abroad trips. If the chosen locations for work, internship, or study are vetted, I could see similar programs as being viable options for a future organization. Power relations, reciprocal exchange, and exploitation should be considered.

A poor case scenario would be a student that is set up to work in a remote McDonalds or Hotel just off of an Interstate exit.

Business Model

According to my research, ICEO's funding model is supported primarily through program fees. These fees are taken from the students that are hoping to take part in the exchange, as well as the job/company looking for a temporary worker/intern. It seems marketing and recruiting expenses would take up a big portion of funds, while overheads would remain relatively low. Overall, the risk-to-reward ratio of this model, considering the relatively low overall investment and up-front expenditures, is low. The beneficiaries in this model, potentially, are the people who take part in the exchange program, as well as the people that interact with these people. What is unclear, is how this organization determines and gauges the overall success of the program based on individual exchange program patrons' experiences. Program fees are generated through the Member Motivator and Beneficiary funding models.

A more Cultural Sustainability oriented Business Model would be one that is concerned with Cultural Competency and Exchange, while considering Cultural Dominance and Power Equity.

Limited partnership and Cooperation could be considered.

Key Words

International Cultural Exchange Organization, ICEO, Intercultural Exchange, Work, Summer Work, Youth, Student, Hands-On Experience, Cultural Competency, Adapting to the unexpected & unfamiliar, Foreign Language Skills, USA, Member Motivator, Beneficiary Builder

Non-Profit Organization

AFS Intercultural Exchange

afs.org

<https://www.afs.hk/about-afs/>

Annual Report: <https://d22dvi4p3fop3.cloudfront.net/wp-content/uploads/sites/45/2019/05/30013952/AFS-Annual-Report-2017-18-Final.pdf>

Research Study: <https://d22dvi4p3fop3.cloudfront.net/wp-content/uploads/sites/27/2017/02/07112624/Mapping-Generation-Z-Research.pdf>

Mission: AFS Intercultural Exchanges is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world.

Values: AFS enables people to act as responsible global citizens working for peace and understanding in a diverse world. It acknowledges that peace is a dynamic concept threatened by injustice, inequity, and intolerance.

AFS seeks to affirm faith in the dignity and worth of every human being and of all nations and cultures. It encourages respect for human rights and fundamental freedoms without distinction as to race, sex, language, religion or social status.

AFS activities are based on our core values of dignity, respect for differences, harmony, sensitivity and tolerance.

Address: AFS Hong Kong Representative, - [2802 0383](tel:28020383)

8/F, Shun Feng International Centre, 182 Queen's Road East, Wanchai

Chair-Seth M. Peterson, AFS Hong Kong

AFS Intercultural US Programs Representative, call [+1 212 807 8686](tel:12128078686)

You can find us at [71 West 23rd Street, 6th Floor, New York, NY, 10010-4102 USA](#)

Constitution

AFS(HK)'s Mission and Values put great emphasis on equality, diversity, rights, and peace. Although the focus of AFS is not framed around Cultural Sustainability explicitly, it is clear that its underlying ideals are connected. AFS(HK)'s Mission to provide "intercultural learning opportunities to help people develop the knowledge, skills and understanding..." suggests that the organization focuses on building Cultural Competency among its patrons through Intercultural Exchange.

Exchange Programs/Initiatives

Intercultural Exchange programs for young people, aged 15-18, to "promote exchanges and learning regarding language, academic study, daily life and culture, to enhance their quality as global citizens". Their exchange programs use "research-based intercultural learning journeys facilitated by trained AFS volunteers and staff". The idea of "Learning Journeys" is especially relevant and in-line with the vision I have for a future organization

Business Model

The Big Better Funding Model of AFS is largely dependent on generous donations from alumni donors and partner companies in Hong Kong. This is shown in the linked annual report.

The beneficiaries of this organization are, on a micro scale, the patrons and the local communities.

Its Beneficiary Builder funding model utilizes past patrons and beneficiaries as volunteers and donors and depends on an expanding network of past beneficiaries and partners.

This business model builds upon (bridging and bonding) Community.

Key Words

AFS Intercultural Exchange, Cultural Exchange, Study Abroad, Cultural Competency, Community, Bridging and Bonding, Education, Youth, Learning Journey, Language Skills, High School, Asia, USA, Beneficiary Builder

The Ottawa Chinese Community Service Centre

Address: 2H8, 400 Cooper St #2000, Ottawa, ON, Canada

<http://occsc.org/constitution-and-bylaws/>

Constitution

Mission: The Ottawa Chinese Community Service Centre is a non-profit, non-partisan, charitable organization incorporated under the laws of Ontario and committed to advancing the full social and economic integration and participation of newcomers, immigrants and people of Chinese descent in the City of Ottawa.

Values: The Ottawa Chinese Community Service Centre ensures that the values of client-based professionalism, inclusiveness and commitment are implicit in all agency operations.

The Mission and Objectives of this organization focus on assisting Chinese immigrants and people of Chinese descent. The OCCSC is not focused on Cultural Exchange, but rather on inclusiveness and community support. Although OCCSC, and other local organizations like it, may have Missions or Objectives that differ from my future organization, there may be a bond through shared experiences and stories, and in Cultural Sustainability.

Exchange Programs/Initiatives

Employment services through their International Talent Acquisition Centre, (In-TAC), is an initiative that “matches international talent with local businesses for global success”.

Community support through educational programs focusing on Language Training.

Community outreach through Senior Citizen assistance programs

Business Model

OCCSC has a funding model that is dependent on donors and local grant funding. Its funding model is a cross between a Beneficiary Builder and a Public Provider.

OCCSC and similar organizations are focused on local communities and areas. I may try to connect with similar organizations in community outreach efforts and volunteering.

Key Words

The Ottawa Chinese Community Service Centre, Local Community, Bridging and Bonding, Business Environment, Language Training, Outreach, Canada, Volunteer, Beneficiary Builder, Public Provider

Rural Arts Development (RAD) Foundation

<https://www.radfoundation.co.za/RAD%20Constitution%202014.pdf>

Address: Montagu Museum Art and Culture Centre, Long Street, Montagu, Western Cape, 6720, South Africa
CEO – Helen Gooderson

RAD Foundation believes in M.A.G.I.C. (Music and Arts Growing Inspired Children), and introduces the Arts to Rural communities, providing a platform for integration and unity in diversity, through classes, workshops, carnivals and festivals. Its aim is to get youth off the streets and into an environment where they can learn, grow and achieve manageable goals. Working in collaboration with several other NPOs to ensure reaching all target groups of youth to introduce them to the projects which include: HIV/AIDS awareness, substance abuse, life skills, recycling, nutrition and other relevant youth issues.

<https://www.radfoundation.co.za/RAD%20Foundation%20Mission%20Statement.pdf>

<p>Constitution</p> <p>Motto: to INSPIRE, ENGAGE, EDUCATE with Respect, Attitude and Discipline.</p> <p>Mission: To introduce all forms of the Arts and Cultural activities to our rural youth thereby enabling them to be inspired to participate and explore not only the platform for performance, but also opportunities for sustainable career choices.</p> <p>The RAD foundation lays out three objectives in their constitution. The first deals with providing opportunities to young learners through the development of arts and culture. The second is to work actively with other organizations to create sustainable platforms to promote art and culture. And the third is to create funding and performance opportunities for young people.</p> <p>This organization participates in cultural exchange through art and expression.</p>
<p>Exchange Programs/Initiatives</p> <p>Through the M.A.G.I.C. program, the RAD Foundation offers music and art classes to young children. They also select mentor and youth leaders to help guide children and offer career guidance in the field of Art and Culture. Art Festivals are also held by the youth.</p>
<p>Business Model</p> <p>The funding model RAD's Beneficiary Builder and Member Motivators as it seems to be based around local donations, grants, and revenue (donations) from community events. RAD is based in South Africa and has established a number of local partnerships. The beneficiaries are the youth, as well as the community at large. This is an example of an organization that uses Art and expression as a way to foster community development. I may look to reach out to similar organizations to collaborate in cultural exchange efforts.</p>
<p>Key Words</p> <p>Rural Arts Development (RAD) Foundation, Arts, Education, Intercultural Exchange, Community and Relationship Building, Youth, Life Path Development, Volunteer, Outreach, Beneficiary Builder, Member Motivator</p>

Non-Profit Organization

(US) Chinese Culture Center

<https://www.chineseculturecenter.org>

email: usccc@chineseculturecenter.org

Address: 1708 Greene St, Columbia, SC 29201, United States

Chinese Culture Center is a 501(c)(3) non-profit organization offering reputable international exchange programs. This organization exists to foster cultural exchange, learning, and a fantastic opportunity for interested people to experience a brand-new culture.

Director: Lea Walker (walkerlea@gmail.com)

Constitution

The (US)CCC claims to exist in order to foster cultural exchange and learning opportunities. One of their objectives is to reach out with organizations in China and the United States, to establish partnerships, and to facilitate opportunities for students, teachers, and athletes.

Board members tend to meet every 2-3 months according to holidays and schedules via online meetings. These members include relatives of Lea Walker.

Exchange Programs/Initiatives

The (US)CCC's main program provides people within the US an opportunity to travel and work in China as teachers, and sometimes coaches. Referred to as "Cultural Ambassadors" the (US)CCC serves as a go between for people looking to travel and work in China, and educational organizations looking for native English speakers. This organization handles all certification, visa, and contract requirements for its members, and also offers cultural orientation and language courses.

Business Model

The (US)CCC's funding model is dependent on membership program fees charged to the teacher/cultural ambassador and recruiter fees charged to the educational organizations in China (Member Motivator). Although Cultural Exchange is a main focus of this organization, potential exploitation may come into question. In order to survive financially, this organization is subject to sending as many people to China as possible. The motives of the partnering schools should be put into question. As I plan on dealing with teachers and students this will be a concern for us as well. A potential partnership with this organization may be explored further, as the Director Lea Walker is a close connection that has been established.

Key Words

(US) Chinese Culture Center, (US)CCC, USA, Meaningful Travel, Cultural Ambassador, Work, Education, Language Skills, Intercultural Exchange, Member Motivator

The International Cultural Youth Exchange (ICYE)

<https://www.icye.org/>

Address: International Office- Grosse Hamburger Strasse 30,D-10115 Berlin, Germany

An international, non-profit, youth exchange organization that provides youth mobility, intercultural learning and international voluntary service opportunities to help people break down prejudices and develop intercultural understanding and competence for a more just and peaceful world. ICYE organizes long and short-term exchanges combining home stays with voluntary service in more than 40 countries around the world.

Constitution

Mission Statement

- To provide challenging intercultural learning experiences for young people.
- To promote their social and personal development through international volunteer programs
- To promote intercultural understanding, equality of opportunity, tolerance and peace among people in the world

ICYE's Goals (Preamble of the ICYE Constitution):

ICYE is committed to and will work with others who are committed to:

- Justice for all persons who suffer from social, political, economic and personal injustice;
- Break through the barriers between cultures and peoples;
- The principle of equality among cultures, nations and sexes;
- Providing experiences that will encourage international and intercultural understanding;
- Helping participants to become aware of the issues and problems in the local and national community in order to better understand world-wide socio-economic-political issues and problems;
- Encouraging commitment to act on these understandings, both during the exchange experience and beyond.

According to their website, "ICYE strongly believes in the importance of reciprocal exchanges and intercultural learning". This holds great relevance to my future organization, as reciprocity is a key tenet of how I look to measure cultural exchange. Their website also explains that, "all ICYE Members and Partners are registered NGOs that are run by volunteers for volunteers."

Exchange Programs/Initiatives

Current Programs in the United States are arranged through their partner affiliate organization United Planet. United Planet (UP) is Boston-based non-profit organization founded in 2001. United Planet started its cooperation with ICYE in 2004 and became a National Committee Member in 2007.

PROGRAMME

United Planet's host placements are located throughout the United States in the Boston area, Chicago, Nevada, and beyond. Incoming placements range from environmental protection, homeless shelter assistance, support for the disabled, and more.

Business Model

ICYE's financial model is based largely on donations and money paid to take part in volunteer programs. They maintain a Member Motivator funding model.

Key Words

The International Cultural Youth Exchange (ICYE), Intercultural Exchange, Youth, Volunteer, Education, Outreach, Learning Service and Social Justice, Community and Relationship Building, Cultural Competency, Volunteer, Homestay, Member Motivator

Asia Society (Hong Kong Branch)

<https://asiasociety.org/education/who-we-are>

“Preparing Asians and Americans for a Shared Future”

About: “Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Across the fields of arts, business, culture, education, and policy, the Society provides insight, generates ideas, and promotes collaboration to address present challenges and create a shared future.” -Asia Society

Ruling Year: 1985

President & CEO: Josette Sheeran

Main Address: 725 Park Ave, New York, NY 10021 USA

EIN: 13-3234632

BRIDGE Number: 4761989513

Cause Area (NTEE Code): Arts, Cultural Organizations - Multipurpose (A20); Research Institutes and/or Public Policy Analysis (Q05), Promotion of International Understanding (Q20)

Hong Kong Contacts:

<https://asiasociety.org/hong-kong/about/our-people>

<https://asiasociety.org/about/experts-and-fellows>

Constitution

Mission: Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders and institutions of Asia and the United States in a global context. Across the fields of arts, business, culture, education, and policy, the Society provides insight, generates ideas, and promotes collaboration to address present challenges and create a shared future.

Exchange Programs/Initiatives

Asia Society presents programs that cover a broad range of topics and disciplines including *arts and culture, policy and business, and global education*.

Programs are held in New York, Hong Kong, and Houston, and other major cities in the United States, Europe, and Asia.

The Society presents Asia’s greatest artistic achievements through critically acclaimed exhibitions of traditional, modern and contemporary art, as well as performances, artist talks, films and symposia. These programs illuminate Asian history, culture and societies in their broader contexts.

Asia Society also provides a forum for the leaders who shape the Asia Pacific political and business environment and provides expert insights and analysis on critical issues.

Reports and other initiatives assess the current political and economic landscape, and trends affecting the U.S.-Asia relationship. The global education agenda includes work with educators, school districts both domestic and international, parents and communities to provide the tools necessary to better prepare young people for global citizenship. Among its achievements are the establishment of the first network of U.S. urban secondary schools devoted to international studies.

-provided to Guidestar from Asia Society

Business Model

Asia Society is able to fund its operations and meet the needs of its beneficiaries by large contributions from corporate sponsors, as well independent donors. They also utilize a membership program and charge fees for some services including exhibitions and shows (Beneficiary Builder, Member Motivator, Big Better).

Key Words

Asia Society, Arts, Policy, Political and Business, Education, Asia, Beneficiary Builder, Member Motivator, Big Better

American Cultural Exchange Service (ACES)

Vision

To be a leading organization in the field of international educational, cultural, and sports exchanges.

Mission

To provide high quality international educational, cultural and sports exchange programs to people in the US and around the world. At ACES we believe that only through interaction can the peoples of the world truly understand each other, establish friendships and promote world peace.

<http://www.explorettheworld.org/>

Ruling Year: 1999

Principal Officer: YONGQIAN LI

Main Address: 1 Lake Bellevue Dr. Ste 200, Bellevue, WA 98005

EIN: 71-0818518

Email: info@explorettheworld.org

Phone: 1.800.661.2237

Bridge number: 7528644526

Cause Area (NTEE Code): Education N.E.C. (B99)

About ACES (taken from organization's website) – American Cultural Exchange Service was founded in 1995 in Little Rock, Arkansas, with the support of a group of professionals including lawyers, accountants, university professors, business and community leaders who believe in the value of international exchange in the pursuit of world peace. ACES is a non-governmental, non-profit organization dedicated to international cultural, educational, and sports exchanges. The ACES national office is located in Bellevue, Washington, a suburb of Seattle.

Since its founding, ACES has developed partnerships in more than 40 countries around the world, and with more than 300 high schools and 6 colleges and universities in the United States. ACES has served nearly 2500 program participants, including elementary and high school students, teachers, athletes, coaches and performing artists.

ACES is a well-established and respected international exchange organization and will continue to offer outstanding exchange programs for people from around the world.

Constitution

Vision statement: to be a leading organization in the field of international educational, cultural, and sports exchanges.

Mission: to provide high quality international educational, cultural and sports exchange programs to people in the US and around the world. ACES believes that only through interaction can the peoples of the world truly understand each other, establish friendships and promote world peace.

ACES belief that “only through interactions can the peoples of the world truly understand each other, establish friendships and promote world peace”, holds great relevance to my future organization and Cultural Sustainability as cultural competency is a benefit of interactions. Cultural Exchange is considered an ideal and is equal in nature. This is not explicit in “interactions”, and factors such as Cultural Equity, and Cultural Dominance and Power should be considered.

Exchange Programs/Initiatives

ACES divides its programs into 3 sections: In USA, Overseas, Special Programs

Programs in USA

- US Highschool/Homestay Program - <http://www.explorettheworld.org/u-s-high-schoolhomestay-program-hsh/>
- Kennedy Lugar Youth Exchange & Study Program (YES) - <http://www.explorettheworld.org/kennedy-lugar-youth-exchange-study-program-yes/>
- Future Leader Exchange Program (FLEX) - <http://www.explorettheworld.org/future-leaders-exchange-program-flex/>
- Sister Cities International Partnership (SCI) - <http://www.explorettheworld.org/sister-cities-international-partnership-sci/>
- Youth Ambassador Exchange (YAE) - <http://www.explorettheworld.org/youth-ambassador-exchange-yae/>

Overseas Programs

- Kennedy-Lugar Youth Exchange and Study Abroad Program - <http://www.explorettheworld.org/kennedy-lugar-youth-exchange-study-abroad-program/>
 - National Security Language for Youth (NSLI-Y) - <http://www.explorettheworld.org/national-security-language-initiative-for-youth-nsli-y/>
- ACES currently has partners in the following countries: Australia, Brazil, Chile, China, Colombia, Costa Rica, Croatia, Czech Republic, Ecuador, France, Germany, Italy, Mexico, Mongolia, Russia, South Korea, Slovakia, Spain, Taiwan, Turkey, Venezuela

Special Programs

- Coach Exchange Program - <http://www.explorettheworld.org/special-programs/coach-exchange-program/>
- Team Training and Competition - <http://www.explorettheworld.org/special-programs/team-training-and-competition/>
- Sports Administration Training Program - <http://www.explorettheworld.org/special-programs/sports-administration-training-program-sat/>
- Artists Exchange Program - <http://www.explorettheworld.org/special-programs/artists-exchange-program/>

Business Model

According to ACES website, funding is secured through government funding, program fees, and membership donations. Their funding is quite expansive, and accordingly their funding model seems to be a hybrid model of Beneficiary Builder, Member Motivator, and Big Better.

Keywords

AMERICAN CULTURAL EXCHANGE SERVICE (ACES), Intercultural Exchange, Youth, Highschool, Homestay, Sports, Arts, Cultural Competency, Cultural Ambassador, Community and Relationship Building, Asia, Abroad, USA, Beneficiary Builder, Member Motivator, and Big Better.

American Youth Hostels (Hostelling International)
www.hiusa.org

According to Hostelling International:

Hostelling International USA (HI USA) is founded on an enduring belief in the power of travel to foster a deeper understanding of people, places and the world around. We promote a dynamic community of global citizens who have the wisdom and humanity to actively make the world a better place. We believe in making travel accessible to everyone, giving back to the communities where our hostels reside, and creating truly transformative life experiences for our guests.

Ruling Year: 1979

Principal Officer: Mr. Russell Hedge

Main Address: 8401 Colesville Road Suite 600, Silver Spring, MD 20910 USA

Contact Form: <https://www.hiusa.org/contact>

Phone: 1.800.661.2237

EIN: 13-5639689

Bridge number: 3551299045

Cause Area (NTEE Code): Promotion of International Understanding (Q20), Low-Cost Temporary Housing (includes Youth Hostels) (L40), Citizenship Programs, Youth Development (O54)

Constitution

A detailed look at HI's Board members, hiusa.org provides and in depth look at each member and their backgrounds

Board of Directors

The Board of Directors is pivotal to HI USA's success, responsible for defining the organization's vision, impact and scope, and ensuring it meets commitments to its stakeholders. Directors reflect a diversity of backgrounds and professions, and all have a passion for hostelling and promoting intercultural understanding. Directors are unpaid volunteers, elected to serve for a 3-year term, and committed to the HI USA mission, credo and code of ethics. The Board of Directors typically meets four times per year and by conference call as needed for timely issues- www.hiusa.org/about-us/board-of-directors

Policy Governance

Utilizing Policy Governance as its governance model, the HI USA Board provides clear direction to the CEO by explicitly defining expected outcomes that demonstrate achievement of the organization's vision and mission (Ends Policies), by establishing operational parameters (Executive Limitations Policies), and by explaining how the board will delegate authority to the CEO (Board-CEO Linkage Policies). - www.hiusa.org/about-us/board-of-directors

Mission

To help all, especially the young, gain a greater understanding of the world and its people through hostelling.

As mentioned by Hostelling International, HI maintains the enduring belief in the power of travel to foster a deeper understanding of people, places, and cultures for a more tolerant world. Although cultural exchange is not explicitly mentioned within this statement, or in their Mission, it is implicitly relevant. As they "promote a dynamic community of global citizens", HI provides shared spaces and events that allow for exchange.

Cultural Exchange is the ideal target of my future organization and HI helps to reach this by supporting cultural equity and intercultural understanding.

HI helps to foster transformative experiences and exchange in a way that supports local culture, while enabling a transculturation of cultures through "a dynamic community of global citizens."

Exchange Programs/Initiatives

HI mainly provides hostel accommodations for travelers. These hostels allow visitors to interact, and to take part in activities and events which are supported by respective hostels. HI also provides volunteer opportunities, which allows people to assist at hostels, whether through coordinating events or through assisting hostel staff and guests, which allows volunteers to meet travelers and to travel with discounted/free accommodations provided by HI.

HI also has a number of Educational Programs such as: Sleep for Peace, Travel Scholarships, Valued Voices, and IOU Respect.

The IOU Respect is a two-week cultural exchange program intended to address divides between people from the middle east and the west. It might be worth exploring a program like this following the Covid-19 epidemic between certain countries.

Business Model

HI Funding Model is based solely on donations and membership fees. They depend on a growing community of members, which are essentially anyone who stays at their hostels. Membership fees are charged daily, weekly, annually, or a one-time lifetime fee. Funds are also generated through the sale of food, beverage, and materials at each hostel, along with event and tour fees.

Beneficiaries include member travelers that utilize HI's services, and ultimately communities and the general world at large.

Type of funding model: Member Motivator and Beneficiary Builder

Keywords

Hostelling International, Education, Meaningful Travel, international, Intercultural Exchange, Youth, Volunteer, USA, Abroad, Accommodation, Member Motivator and Beneficiary Builder

Charting Impact (provided by GuideStar)

- Five powerful questions that require reflection about what really matters - results.

SOURCE: Self-reported by HI

What is the organization aiming to accomplish?

In 2012, HI USA adopted Vision 2020 which challenges us to become the following by the end of the decade:

1. A leading hostel provider in the world
2. A valued source of experiential learning
3. A widely recognized champion for intercultural understanding
4. An effective advocate for youth travel
5. A vibrant presence in communities across the United States

What are the organization's key strategies for making this happen?

1. Deepen the hostelling experience by effectively engaging novice and experienced travelers and those passionate about travel.
2. Enrich the hostel stay with mission-focused activities and environmental operational best practices.
3. Empower and mobilize the community of travelers to advance youth travel by developing young community leaders and growing the movement.
4. Grow the hostel network and overnights through increased capacity by using a proactive expansion strategy in developing a diverse array of hostel options.
5. Develop facilitated learning opportunities using experiential learning to provide experiences designed to develop intercultural and global citizenship skills.

What are the organization's capabilities for doing this?

In 2014, the 26 local regional councils of Hostelling International USA unified with the national organization, into one stronger, more effective organization.

As a unified organization, HI USA is poised to deliver its programs to more young people across the United States. Combining the talent and dedication of staff and volunteers around the country with fifty hostels across the United States, HI USA has increased its capability to ensure effective mission delivery.

How will they know if they are making progress?

HI USA adopted a strategy implementation plan to design and deliver its hostel stay, engagement, and education experiences. In 2015, success measures were defined by the Board along with metrics to assess progress towards them.

The five program strategies, previously mentioned, and nineteen initiatives provide a path towards Ends Policy and Triple Bottom Line success. Progress is measured throughout the year and a metrics-based report is delivered annually to the Board.

What have they accomplished so far and what's next?

The achievement of unification, which was officially completed on March 31, 2014, was the first step in HI USA having greater mission impact across the United States.

The close of FY17 concluded our third year as a fully-unified organization and signaled our continued momentum. We advanced our education, engagement, and volunteer goals, while being named the #2 hostel network in the world (out of more than 70) based on guest feedback. With new branding outreach and hostel messaging we made huge strides in better promoting our mission.

A few notable recent accomplishments of our mission impact include:

- Receiving recognition as a leader in youth travel education by the United Nations, the UN World Tourism Organization, and other respected global entities.
- Providing safe and affordable accommodations for young travelers, as well as receiving awards for responsible environmental practices and stewardship.
- Offering over 5,800 hostel programs and activities, with nearly 124,000 participants in FY17.
- Increasing our Explore the World travel scholarships to nearly 100 for young people from underserved communities throughout the U.S.
- Expanding our hostel network in destinations that attract young travelers. In October 2017, we broke ground for our new hostel in New Orleans, which involves the rehabilitation of a historic building in the heart of that city.

For Profit Company (Originally Non-Profit)

Consider using its services

Couchsurfing

www.couchsurfing.com

CEO: Patrick Dugan (Aug 5, 2016-)

Headquarters: San Francisco, California, United States

Founders: Casey Fenton, Leonardo Bassani da Silveira, Sebastian Le Tuan, Daniel Hoffer

Founded: 2003

Story

Couchsurfing International Inc.. began in 2004 as a small passion project by founders Casey Fenton, Daniel Hoffer, Sebastian Le Tuan and Leonardo Bassani da Silveira. An email to a group of students in Iceland gave birth to the idea that people anywhere would want to share their homes with strangers (or, as we like to call them, *friends you haven't met yet*). -couchsurfing.com/about/about-us

Constitution

Couchsurfing International Inc. was originally founded as a 501c(3) organization but later converted to for-profit company. Its genetic makeup still reflects a non-profit, as it focuses on a shared Vision and adhere to specified values. According to their website, Couchsurfing is a global community of **14 million people** in more than **200,000 cities** who share their life, their world, their journey. Couchsurfing connects travelers with a global network of people willing to share in profound and meaningful ways, making travel a truly social experience.

Vision

We envision a world made better by travel and travel made richer by connection. Couchsurfers share their lives with the people they encounter, fostering cultural exchange and mutual respect.

Values

1. Share Your Life

Couchsurfing is about sharing your life, your experiences, your journey, your home, your extra almonds or a majestic sunset. We believe that the spirit of generosity, when applied liberally, has the power to profoundly change the world.

2. Create Connection

Connection makes us happier; we need more of it. Connecting with and accepting the kindness of "strangers" strengthens our faith in each other and helps us all become better people.

3. Offer Kindness

Tolerance, respect and appreciation for differences are embodied in kindness.

4. Stay Curious

We appreciate and share a desire to learn about one another, about the world and about how we can grow as people and become better global citizens through travel.

5. Leave It Better Than You Found It

This applies to the world, to relationships, to your host's home or to the sidewalk you meander down on your way to the coffee shop. We're here to make the world better, to enhance each other's lives and to become stronger in that purpose by coming together.

"Fostering cultural exchange and mutual respect" -Their values seem to stress mutuality and reciprocal exchange among people which is in line with my future organization.

Exchange Programs/Initiatives

According to CouchSurfing International Inc. members operate via a gift economy as hosts are not allowed to charge for lodging. Members can request lodging publicly or directly from other members, "hangout" with other members, or to join/create events.

Business Model

Funding falls under the categories of Member Motivator and Beneficiary Builder. Funds are strictly generated through membership fees, while members take part in a growing community of patrons. Prior to becoming a for-profit company, revenue came from charitable donations, and often from members.

Key Words

Couchsurfing, Accommodation, Intercultural Exchange, Learning Journey, Unscripted Spaces, Social Entrepreneurship, Member Motivator and Beneficiary Builder

For-Profit Privately-Owned Franchises
Potential use of services

Kampgrounds of America (KOA)

koa.com

Founded: 1962

Founder: Dave Drum

Headquarters: 550 North 31st Street, Billings, Montana, United States

CEO: Toby O'Rourke

Constitution

Mission: According to the KOA website, their mission is to connect people to the outdoors and each other.

Kampgrounds of America KOA consists of a network of privately-owned franchised campgrounds throughout North America. With campgrounds located throughout the US and Canada, KOA owners and patrons value connecting with family, friends, and others through travel and camping.

Decisions are made according to franchise owners, with basic autonomy from the main KOA company. You do not need to value or like camping to be a franchisee.

Exchange Programs/Initiatives

Cultural exchange is not a key tenet of KOA, although their facilities may still allow for valuable experience and exchange. Also, the KOA network and website provide a lot of helpful materials and information regarding cross-country travel as well as sites, attractions, and tours near respective campsites.

Business Model

The overall focus of KOA is framed around generating profit rather adhering to a certain mission or serving its beneficiaries. However, it offers a valuable resource for travelers, and has successfully grown to 500+ campsites in North America. Its business model is dependent on the sales of franchised campsites. Such a model allows for privately owned campgrounds to maintain a bulk of the responsibilities, financial and operational, which allows the KOA to focus on Marketing and Training.

Although they are not a non-profit, their funding model also depends on membership fees, as well as the rental of campsites and RV spaces. Their funding incorporates aspects of the Member Motivator model as it is funded partially by membership fees, as well as the Local Nationalizer as it looks to expand to many areas and communities while maintaining good brand recognition while providing a desired service.

Key Words

Kampgrounds of America, KOA, Accommodation, Camping, Work, Nature, Social Entrepreneurship, USA, Canada, Local Nationalizer, Member Motivator

Council on Standards for International Educational Travel (CSIET)
WWW.CSIET.ORG

Mission

The Mission of CSIET is to identify reputable international youth exchange programs, to provide leadership and support to the exchange and educational communities so that youth are provided with meaningful and safe international exchange experiences, and to promote the importance and educational value of international youth exchange.

Ruling Year: 1988

Principal Officer: Christopher B. Page

Main Address: 1800 Diagonal Rd Ste 600, Alexandria, VA 22314

Phone: 703-739-9050

Email: mailbox@csiet.org

EIN: 54-1417000

Bridge Number: 7004356812

Cause Area (NTEE Code) Promotion of International Understanding (Q20)

Constitution

The mission of the Council on Standards for International Educational Travel (CSIET) is to evaluate and certify long-term international student exchange programs at the secondary level. CSIET accredits only those programs that demonstrate:

- Commitment to CSIET's Standards of Excellence;
- Engagement in the development and sharing of Community Preferred Practices; and
- Advancement of the educational value of international student exchange.

CSIET's **purpose** is to cultivate excellence, to facilitate a spirit of cooperation and support, and to help ensure safety and value for international exchange students, secondary schools, host families and natural parents.

Key Priorities

According to the CSIET's website, CSIET pursues its strategic direction for the next 5 years, the Board of Directors has set forth priorities based on CSIET's four core values."

Core Values: Stewardship, Transparency, Engagement, Partnership

Exchange Programs/Initiatives

CSIET awards certifications to schools that meet their standardized criteria for international exchange. Certified schools are provided with a degree of notoriety among those looking for reputable high school exchange programs.

Business Model

In order to be certified, schools must first register as members of CSIET. Membership and application fees provide some of their income. Their Funding model is a mix between Member Motivator, Beneficiary Builder, and Big Bettor models. CSIET depends on income from fees, while also accepting donations from former beneficiaries, and contributions from corporate supporters.

The beneficiaries are regarded as the schools that are able to utilize their CSIET accreditation, as well as the students that are able to take part in a vetted exchange program.

Keywords

Council on Standards for International Educational Travel (CSIET), Policy, Political and Business, Education, International, Intercultural Exchange, Non-Profit Support, USA, Abroad, Member Motivator, Beneficiary Builder, Big Bettor

Sister Cities International

<https://sistercities.org/>

Address: 915 15th Street NW, 4th Floor, Washington, DC 20005

Phone: +1.202.347.8630

Ruling Year: 1969

President & CEO: Mary D. Kane

Main Address

915 15th Street, NW 4th Floor, Washington, DC 20005

EIN: 52-0859021

Bridge Number: 1276392658

Cause Area (NTEE Code) Promotion of International Understanding (Q20), International Cultural Exchange (Q21), International Exchanges (Q23)

About: A sister city, county, or state relationship is a broad-based, long-term partnership between two communities in two countries. A relationship is officially recognized after the highest elected or appointed official from both communities sign off on an agreement to become sister cities. A city may have any number of sister cities, with community involvement ranging from a half dozen to hundreds of volunteers. In addition to volunteers, sister city organizations can include representatives from nonprofits, municipal governments, the private sector, and other civic organizations.

Each sister city organization is independent and pursues the activities and thematic areas that are important to them and their community including municipal, business, trade, educational, and cultural exchanges and projects with their sister city. -www.sistercities.org

Constitution

Mission: To promote peace through mutual respect, understanding, & cooperation — one individual, one community at a time.

Vision: Remain the largest and premier global network connecting people and communities from all backgrounds within the United States with people and communities around the world to foster peace and prosperity.

Transparency: The President/CEO and the professional staff will provide periodic annual Strategic Plan progress reports at least twice a year at the Annual Conference or Spring Leadership Meeting.

Affiliation Policy: <https://sistercities.org/wp-content/uploads/2018/04/Affiliation-Policy.pdf>

Articles of Incorporations: <https://sistercities.org/wp-content/uploads/2018/04/2016-17-Articles-of-Incorporation.pdf>

Board Policies: <https://sistercities.org/wp-content/uploads/2018/04/2017-18-Board-Policies.pdf>

By-Laws: <https://sistercities.org/wp-content/uploads/2019/11/2019-20-Bylaws.pdf>

Code of Ethics: <https://sistercities.org/wp-content/uploads/2018/09/2018-Code-of-Ethics.pdf>

Strategic Plan: <https://sistercities.org/wp-content/uploads/2018/04/2017-2021-Strategic-Plan.pdf>

Exchange Programs/Initiatives

According to the GuideStar database by Candid

Sister Cities International focuses on four major areas:

- ~ Sustainable Development
- ~ Youth and Education
- ~ Arts and Culture
- ~ Humanitarian Assistance

Sister Cities International encourages and helps build the capacity of local sister city organizations to work within these areas.

Example program:

The Young Artists and Authors Showcase (YAAS) is an annual contest that encourages youth worldwide to express the mission of Sister Cities International through original artwork, literature, and photography.

2020 THEME – “ONE WORLD: OUT OF MANY, WE ARE ONE”

This year’s theme asks students to explore these questions by highlighting **citizen diplomacy and the creative ways that we create peace through people-to-people interaction.**

How can internationally engaged future leaders help communities address global challenges of – social unity and peace – in the 21st century?

How does international experience affect an individual or community’s ability to adapt?

What are some examples/illustrations of coming together and celebrating our humanity?

Business Model

Sister has an expansive Funding Model, which is reflected in the most recent Strategic Plan. They receive donations from corporate and governmental entities, and membership fees (Big Bettor, Member Motivator). They have many committees that deal with all aspects of their business and business decisions. They are largely focused on expansion. It is unclear how they access the interactions and exchanges that take place, beyond numbers.

Keywords

Sister Cities, Politics and Business, Intercultural Exchange, Youth, Education, Arts, Cultural Ambassador, International, Member Motivator, Beneficiary Builder, Big Bettor

Student Organization
(for potential reference)

Japan-America Cultural Exchange Club / 日米文化交流サークル
Address: University of Alabama, Tuscaloosa, AL 35487, United States

School and Organization Constitution Link: <https://ua.campuslabs.com/engage/organization/jacec>
Contact Email: jacecalabama@gmail.com

This is an example of a student organization. Universities and their student organizations may be willing or keen to work with international students. This may also be a good way to establish connections and partnerships with other organizations.

Constitution JACEC seeks to provide University of Alabama students interested in Japan with unique educational and social experiences centered around Japanese culture; to facilitate interaction between UA students interested in Japan and Japanese UA students (including exchange students and participants in shortterm programs); to encourage scholarship on Japan; and to introduce Japanese cultural items to the greater campus community.
Exchange Programs/Initiatives Activities are organized and coordinated by student club members as well as relevant advisors. These may include volunteer activities, cultural corners, forums, and a broad assortment of other campus wide cultural events and activities.
Business Model Since this is an example of student organization, a traditional business model does not apply. However, in regard to my future organization, student organizations and international departments at universities could be a useful resource. Campus visits and co-sponsored events may be an inexpensive and an effective strategy.
Keywords Japan-America Cultural Exchange Club, Youth, College University, Education, Cultural Competence

United Planet

Non-Profit Organization

(Potential Partner. Consider Business Model)

<https://www.unitedplanet.org/about>

Ruling Year: 2002

Principal Officer: Mr. David Santulli

Main Address: Boston Harbor Shipyard and Marina 256 Marginal Street, Boston, MA 02128 USA

EIN: 04-3582778

Bridge Number: 3152758926

Cause Area (NTEE Code): Promotion of International Understanding (Q20), Citizenship Programs, Youth Dev (O54), Intergroup/Race Relations (R30)

Information provided by United Planet and Guidestar.org			
<p>Constitution:</p> <p>Mission: to create a global community, one relationship at a time.</p> <p>In order to fulfill our mission over the next three to five years, we will strive to meet the following goals:</p> <ul style="list-style-type: none"> • Send and receive over 1,000 international volunteers • Cultivate over 25,000 cross-border relationships per year • Generate \$3 million in revenue • Have 98% of our volunteers recommend or highly recommend our programs • Continue to develop a diverse world-class board, along with regional presence and leadership • Create a Research & Development arm of the organization <p>Some strategies include:</p> <ul style="list-style-type: none"> • Refresh the website to promote awareness of our brand and to facilitate learning about available programs and accomplishments • Enhance our use of online spaces for people from all countries to connect and share without ever having to leave home • Enhance partnerships with universities, high schools and companies to send and receive more volunteers • Build stronger partnerships with host communities worldwide • Develop strong impact assessment tools for our international volunteer programs • Renew our focus on the program areas of Children and Education, Global Health, and Environmental Sustainability. <p>Board Practices according to GuideStar:</p> <p>BOARD ORIENTATION & EDUCATION</p> <p>Does the board conduct a formal orientation for new board members and require all board members to sign a written agreement regarding their roles, responsibilities, and expectations? No</p> <p>CEO OVERSIGHT</p> <p>Has the board conducted a formal, written assessment of the chief executive within the past year? No</p> <p>ETHICS & TRANSPARENCY</p> <p>Have the board and senior staff reviewed the conflict-of-interest policy and completed and signed disclosure statements in the past year? No</p> <p>BOARD COMPOSITION</p> <p>Does the board ensure an inclusive board member recruitment process that results in diversity of thought and leadership? No</p>			
<p>Exchange Programs/Initiatives</p> <p>Their volunteer programs include three options: Children and Education, Global Health, Environmental Sustainability. They offer programs ranging from a few weeks, to an entire gap year.</p> <p>International Programs - Volunteer Abroad Quest Program. Through local partnerships, Quest provides meaningful volunteer experiences and support for communities in need in over 40 countries. In doing so, UP empowers people of all ages to form genuine cross-cultural relationships while making a direct impact on the world.</p> <p>The comprehensive "Quest Fee" includes:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> • Lodging (usually at a local homestay) • Three home-cooked meals per day in your host country • Language lessons, cultural activities and excursions • Online pre-departure training with our Boston staff • In-country orientation </td><td> <ul style="list-style-type: none"> • In-country airport transportation • Emergency medical and travel insurance • 24/7 in-country support and supervision, ensuring complete safety • A United Planet t-shirt • *The Quest Fee is tax-deductible </td></tr> </table>		<ul style="list-style-type: none"> • Lodging (usually at a local homestay) • Three home-cooked meals per day in your host country • Language lessons, cultural activities and excursions • Online pre-departure training with our Boston staff • In-country orientation 	<ul style="list-style-type: none"> • In-country airport transportation • Emergency medical and travel insurance • 24/7 in-country support and supervision, ensuring complete safety • A United Planet t-shirt • *The Quest Fee is tax-deductible
<ul style="list-style-type: none"> • Lodging (usually at a local homestay) • Three home-cooked meals per day in your host country • Language lessons, cultural activities and excursions • Online pre-departure training with our Boston staff • In-country orientation 	<ul style="list-style-type: none"> • In-country airport transportation • Emergency medical and travel insurance • 24/7 in-country support and supervision, ensuring complete safety • A United Planet t-shirt • *The Quest Fee is tax-deductible 		
<p>Local Community Building Programs - Cultural Awareness Project (CAP). CAP draws on the diversity of cultures that exist within local communities. By providing opportunities for people to come together and learn from each other's' experiences,</p> <p>Community Development Projects - In partnership with local NGOs, United Planet undertakes sustainable projects that provide support for communities in need. For instance, UP and its partner in Guatemala, a shelter for abused women and their children, opened a Laundromat that brings in necessary revenue for the shelter while financially empowering the women who reside there.</p> <p>Ambassador Clubs. - Ambassador Clubs inspire leadership, civic engagement, and international cooperation among people of all ages. This program places the tools for change in the hands of empowered global citizens at school and community clubs around the world.</p> <p>Online Programs - Voices of Earth Community Voices of Earth, UP Forum, UP Blogs, and UP Videos draw on the power of online technology, allowing people from every corner of the world to communicate and connect with the click of a mouse.</p>			
<p>Business Model</p> <p>United Planet has been successful financially largely in part to its diverse funding model as well its ability to meet its beneficiaries' expectations. They have adopted a growth strategy that aims to increase partnerships year over year.</p> <p>Their funding model incorporates the Beneficiary Builder, Local Nationalizer, and Member Motivator.</p> <p>The beneficiaries are the participants in the UP programs, as well as the communities they serve. It is debatable as to whether paying to volunteer is a commendable practice, however realistically it may be necessary. It is worth researching what percentage of the donations and program fees go to the programs and company growth vs. member salaries.</p>			
<p>Keywords</p> <p>United Planet, UP, Gap Year, Volunteer, Language, Homestay, Intercultural Exchange, Volunteer, International, Youth, Education, Meaningful Travel, Cultural Ambassador, the Beneficiary Builder, Local Nationalizer, Member Motivator</p>			

A detailed look at Charting United Planet's Impact is available on Guidestar.org- <https://www.guidestar.org/profile/04-3582778>

American Chinese International Cultural Exchange Council (ACICEC)<http://acicec.org/>

(The following information was taken from the GuideStar non-profit organization database by Candid)

Ruling Year: 2014**Chief Executive Officer:** SHAN HUANG (Sean)**Main Address:** 512 Cypress Ave South San Francisco, CA 94080 USA**EIN:** 46-1739203**Bridge Number:** 3490824576**Cause Area (NTEE Code):** Arts, Cultural Organizations - Multipurpose (A20), Arts Service Activities/Organizations (A90)**Areas of operation:** United States, China, Hong Kong**Constitution**

Mission: The mission is to act as a consultant in cultural, educational perspectives between American and Chinese societies. We supply American and Chinese societies with theoretical and practical knowledge in related fields as well as the latest international information and trends. We also offer public benefits through these services, such as exchanging market and educational information, building up business contacts, initiating cooperative projects, and more. We also improve the experience of international students by providing friendship families and cultural events to generate knowledge of the American life.

Exchange Programs/Initiatives

An example program according to ACICEC includes the Canton International Art and Collection Fair. This is "an annual event to provides the attendees with the opportunity to explore the illustrations of modern, contemporary artworks such as painting, sculpture, video, photography, installation art, and much more."

They also have range of activities and programs that are focused on educational and cultural exchange enrichment. These include volunteering internships, and school services.

School services also include student and teacher recruitment for schools in China. This could lead to cultural exploitation and objectification, but not necessarily. Feedback and information would be needed when considering a partnership. It is also worth considering what success they've had with various programs.

It is likely that this organization shares connections with current contacts at Shenzhen Polytechnic (SZPT), and The Greater Bay Area Research Institute.

Business Model

In 2018, donation contributions accounted for 73.6% of funds collected, while the rest consists of funds from services offered. It is unclear if their funding model is the Beneficiary Builder, Member Motivator, Big Bettor models, or a hybrid. They may get donations for beneficiaries, membership fees, or main funders. They also seem to do recruitment business for international students and teachers in China.

Key Words

American Chinese International Cultural Exchange Council (ACICEC), Intercultural Exchange, Arts, Volunteer, Political and Business, Language Skills, Community and Relationship Building, Education, Beneficiary Builder, Member Motivator, Big Bettor

Charting Impact according to information provided to GuideStar by Candid:**What is the organization aiming to accomplish?**

American Chinese International Cultural Exchange Council is focused on educational and cultural exchange enrichment between America and China through educational activities while providing high-quality service and customer satisfaction. With this being said, there is always something to do within International Cultural Exchange Organization ranging from volunteering, internships, school services, and so on.

What is the organization aiming to accomplish?

American Chinese International Cultural Exchange Council is excited to share opportunities found within our programs. We're sure you'll be happy investing time and energy into the programs. We are constantly updating our website with the upcoming activities in your area and fun ways to get involved. We offer the latest news, programs, event scheduling, and insight to different culture. We have dedicated our services to greater education, promoting the exchange of interests and activities.

What are the organization's capabilities for doing this?

We are professionals. We have professional organizations, publications, conferences, and continuing education. We are interested in building our skills, our professional networks, and our capacity to move the ball across the goal line. All humans want to connect. Nobody wants to remain stagnant. Nonprofit community: We know better, so let's do better --by ourselves and by each other. We have professional development in the budget for our employees. Make cutting it an active choice. We're interacting with funders and have the conversation about professional development.

How will they know if they are making progress?

Our board of directors are serving as a bridge between China and the United States to promote business development between the two nations and create business projects that will enhance the economy of the United States. With the connection and experience, we will provide services such as exchanging market and education information, building up the business contacts, and initiating cooperative projects.

What have they accomplished so far and what's next?

10/28/2016 - ACICEC establish partnership with Silicon Valley (CSM) College of San Mateo, Skyline College Canada College to recruit International Students in China.

12/08/2015 - President Teresa Lai led a delegation to Zhuhai to attend the Second Guangzhou People's Congress.

12/01/2015 - Zhuhai City Xiangzhou District Federation of Returned Overseas Chinese invited ACICEC president Teresa Lai Xiangzhou District of Zhuhai City Federation of the Sixth Committee of the Advisory Council.

11/22/2015 - In ACICEC matchmaking, led to the Chinese city of Qingyuan Mayor Guo Feng and Redwood City Mayor Jeffrey Gee in Qingyuan City, the two cities to form a friendly city letter of intent signing ceremony. The Mayor of Jeffrey Gee sent a certificate of merit and gifts to the Qingyuan government. Qingyuan municipal government and Teresa Lai, president of mutual gift.

Education First (EF) (College Study)

Within EF's College Study division, our sole focus is on short-term, faculty-led study abroad programs, all academic and culturally blended by design. Through global networks and collaboration with educators, we build high-quality and sustainable programs that give as many students as possible access to life-changing experiences. We believe that:

1. We all learn better through experience.
 2. Travel is an educational platform to fuel lifelong growth.
 3. Global competencies are crucial in today's world.
 4. Travel can positively impact students in just 10 to 14 days.
- <https://www.efcollegestudytours.com/about-us/study-abroad-partner>

We are committed to diversity, equity, inclusion and belonging

<p>Constitution</p> <p>Our vision is to open study abroad access to all learners regardless of gender identity, race, physical ability, sexual orientation, and socioeconomic status so that they have the opportunity to develop the soft skills required to navigate today's interconnected world.</p> <p>Our mission is to increase access to study abroad opportunities by expanding and diversifying our network of colleagues and travelers to create an intercultural experience that is educational and transformational for all learners.</p>
<p>Exchange Programs/Initiatives</p> <p>EF breaks down their College Study abroad programs into 5 steps:</p> <p>Find your perfect program</p> <p>With the most variety and balance in the industry, all of our programs are academic and cultural by design. To get you started, we offer four types of global education programs: -Discipline-Focused -Intercultural- Focused -Service Learning -Custom Designed</p> <p>Enroll students</p> <p>EF will help you get administrative approval, spread the word about your program, and inform, excite, and prepare students to travel in no time. Plus, each Faculty Group Leader's travel is funded for each six students enrolled.</p> <p>Take advantage of faculty leader benefits</p> <p>As an educator, EF offers a loyalty program that you won't find elsewhere, to scholarships for you and your students, fully-funded international trainings, networking opportunities with like-minded faculty, and much more.</p> <p>Travel with your students</p> <p>Booking transportation. Finalizing reservations. Arranging curricular components. EF handles the logistics, so you don't have to. And with your 24/7 Tour Director providing local insight and knowledge while managing all those day-to-day details, your students will be immersed in coursework that complements your curriculum on campus.</p> <p>Return home and reflect</p> <p>Back home, it's time to share your experiences and use that excitement to start planning your next program. Where will you go? What new lessons will you bring from your curriculum? We'll help you with it all, and work with you to create a program that's sustainable for years to come.</p>
<p>Business Model</p> <p>EF maintains a diverse funding model that generates funds from program fees while maintaining a member loyalty program. Their approach in the College Study abroad division is to target educators that will then recruit students. The more students that take part in an EF program, the more incentives the educator receives. Although EF is a for profit business, funding for this program is generated according to the Member Motivator model. EF may be looking to appease customers for profit, which has worked for them, as EF solicitors can be seen in most malls in China. A clear indication of the market demand. Their program design is worth considering. The online material is full of cultural exchange and study abroad buzz words and is clearly directed at soliciting educators. They even offer a sales rep to assist, will help you get administrative approval, spread the word about your program, and inform, excite, and prepare students to travel in no time."</p> <p>In order to reach out to students, EF's utilizes a very practical business model. It is not clear if they access their programs according to a Mission that goes beyond "expanding their network" and appeasing more educators.</p>
<p>Keywords</p> <p>Education First, EF, Social Entrepreneurship, Meaningful Travel, Language Skills, Learning Journey, International, Gap Year, Member Motivator</p>

EF also has numerous other programs, making their company rather developed and robust. These other programs include:

- Tour Brands: EF Explore America, EF Tours Girl Trips, EF Edu.Tours Canada, EF Ultimate Break, EF Go Ahead Tours
- EF Gap Year
- Language Program
- Hosting Exchange Students
- Global Boarding Schools

Cross-Cultural Solutions

Contact: 1-914-632-0022
P.O. Box 102075, Pasadena, CA 91189, USA.

CCS believes that through meaningful volunteer service we can build relationships with communities that are essential components to increased tolerance and global awareness.

The United Nations granted CCS Special Consultative Status in May 2003, which granted us recognition as an important leader in the field of international volunteering. The United Nations Economic and Social Council is responsible for "promoting higher standards of living, full employment, and economic and social progress; identifying solutions to international economic, social and health problems; facilitating international cultural and educational cooperation; and encouraging universal respect for human rights and fundamental freedoms."

"Excellence is a driving mantra for Cross-Cultural Solutions. First and foremost, the CCS model produces real difference for developing communities and empowers local home-grown non-profits, fostering sustainability. CCS holds itself accountable to measures, feedback, and transparency standards. Their program is a fantastic "on ramp" to Peace Corps, public service or creating one's own social enterprise for global results."

~ David L. Caprara

Board, Building Bridges Coalition; Nonresident Fellow, Brookings Initiative on International Volunteering and Service;
Former National Director of AmeriCorps*VISTA

Constitution

Vision: is a world where all children have equal access to high quality education and health services that is empowered by a globally aware community of international impact volunteers.

Mission: is to mobilize cross-cultural impact volunteering that improves education and health opportunities for children who need it most.

Our volunteer work contributes to five key objectives of the United Nations Sustainable Development Goals:

1. END POVERTY in all its forms everywhere
2. END HUNGER by achieving food security and improved nutrition and by promoting sustainable agriculture
3. ENSURE HEALTHY LIVES and promote well-being for all at all ages
4. ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION and promote lifelong learning opportunities for all
5. ACHIEVE GENDER EQUALITY and empower all women and girls

Exchange Programs/Initiatives

CCS offers programs in the following categories: International Internships, High School Volunteers, Gap Year, and Group Experiences. They offer programs that range in duration. Some programs offer more flexibility. According to CCS, their program fees are as followed:

	1 week	2 weeks	3 weeks	4 weeks	5 weeks or more
Individuals	\$1990	\$2750	\$3390	\$3990	+ \$600 per week
Bring a group of 2-3	\$1750	\$2290	\$2790	\$3290	+ \$500 per week
Bring a group of 4+	\$1490	\$1990	\$2490	\$2990	+ \$500 per week

CCS operates in the following areas:

AFRICA: Azrou, Morocco. Volta Region, Ghana
EUROPE: CCS Refugee Program, Greece
CENTRAL AMERICA: Guanacaste, Costa Rica. Tecpan, Guatemala
SOUTH AMERICA: Lima, Peru
ASIA: Nan Province, Thailand

Fundraising & Financing Options

To reduce out-of-pocket expenses for volunteers, we have developed online tools to help you fundraise with the help of friends and family. Fundraising is a great way to build awareness for our cause and encourage others to join you on the journey.

We also have six month no interest financing options for volunteers who prefer to donate over time. If approved, funds will arrive in your account within 72 hours.

[Contact us](#) to learn about any other reductions that will empower you to get involved!

Business Model

CCS funds its programs through program fees and donations. They maintain a network of former volunteer alumnus. Their fees seem very competitive. They market themselves to those looking to be involved in "cross-cultural impact volunteering". They seem to focus more on volunteering and its impact on communities more so than meaningful travel. Its funding model leans toward a Market Maker, Member Motivator, and Beneficiary Builder mix.

Key Words

Cross-Cultural Solutions, Meaningful Travel, Volunteer, Learning Journey, Non-profit Support, Community and Relationship Building, Language Skills, International, Outreach, Service Learning, Market Maker, Member Motivator, and Beneficiary Builder

Where there be DRAGONS

<https://www.wheretherebedragons.com/>

741 Pearl Street, Boulder, CO 80302

Tel: 800.982.9203, Intl: +1 303.413.0822

info@wheretherebedragons.com

Where there be DRAGONS (WTBD), “cultivates meaningful connections through *immersive* and *responsible* travel.”

They define “responsible travel” as environmentally conscientious, culturally self-aware, and focused on developing mutually meaningful connections with local communities. Small groups and longer-term programming also reduce our ecological and cultural footprints. We believe how you engage abroad and what you take home from your travels matter.

WTBD asks their participants to adapt to the places we travel, rather than asking those places to adapt to us. This approach generates reciprocal relationships, full of respect and appreciation. We help participants foster connections with people and places that last long beyond course conclusion. How we travel is foundational to our mission and vision. -wtbd website

Dragons Fund

The Dragons Fund, a nonprofit 501c3, grants need-based tuition scholarships and supports initiatives that benefit our global partners—like the Community Relief Fund that has provided urgently-needed grants to partner communities impacted by COVID-19.

Community Grant Fund

Incredible community partners are crucial to the magic of Dragons. To support their work, we created the Community Grant Fund. Comprised of leftover program budgets, the fund ensures that as much money as possible goes straight to the communities that support our programs.

Global Speaker Series

Not everyone can travel abroad. Our Global Speaker Series brings instructors to classrooms across the country to share free lessons on their cross-cultural learning and expertise. Many sessions are available online for free.

Financial Aide

In partnership with the Dragons Fund, we provide full or partial financial aid to 20% of our participant body. To further increase access, Dragons partners with Summer Search, the Jack Kent Cooke Foundation, and Gateway to College. -wtbd website

Constitution

Mission: to cultivate meaningful connections through immersive and responsible travel.

Vision: to foster a more compassionate, just, and inclusive world.

Value Statements / Guiding Principles:

- We believe in the power of hands-on experience to elevate perspective and understanding.
- We value curiosity and unscripted spaces to discover, learn, and grow.
- We strive to access, hear, and share marginalized voices and perspectives.
- We celebrate the courage it takes to venture into the unfamiliar and uncomfortable.
- We strive to build community relationships that are reciprocal and sustainable.
- We challenge ourselves to confront systems of power and privilege and our roles within.
- We work to cultivate awe, reverence, and right action for our planet.

Dragons DEI Mission Statement: Dragons is committed to cross-cultural education as a tool for breaking down barriers and enhancing understanding between people and communities around the world. As such, we **strive to increase diversity, equity, and inclusivity within our community of administrative staff, field instructors, student body, and in-country partners.** We acknowledge that the work of international education carries inherent imbalances with regard to issues of race, class, gender, privilege and power, and we aim to nurture a community of critical self-reflection and awareness of these themes and the way they impact our work.

Nearly every guiding principle of WTBD is in line with how I envision my future organization. Hands-on experience, unscripted spaces, marginalized voices and perspectives, building community, and reciprocity...

Exchange Programs/Initiatives

WTBD offers specially designed “responsible” travel packages for small groups. These groups generally consist of a 4:1 instructor to participant ratio. WTBD offers an assortment of catered programs; some examples include: Summer and Gap Year, Custom Travel for Adults, and College Study Abroad.

Business Model

WTBD has a fascinating business model. They operate as a for-profit company, but are also connected to the Dragon’s Fund, which is a 501c(3) non-profit organization. The funds that are generated through this organization are then used to subsidize travel for WTBD, and to go toward helping select partner communities. Also, additional leftover funds from programs go toward the Dragon’s Fund, and are then used to subsidize future programs for travel participants. This creates an interesting paradigm of accountability, where donations and non-profit may make this company more competitive and potentially increase profits for the management and stakeholders.

They follow the **Beneficiary Builder, Member Motivator, Big Bettor, and Local Nationalizer** models. WTBD prides itself in its growing active community of Dragons (beneficiaries). They also bring in funds from foundations (big bettors) for the Dragon Fund, and work locally with communities in countries throughout the world.

Key Words

Where there be Dragons, Cultural Competency, Cultural Competency, Service Learning, Meaningful Travel, Cultural Ambassador, Community and Relationship Building, Unscripted Spaces, Fiscal Sponsorship, Social Entrepreneurship, International, Beneficiary Builder, Member Motivator, Big Bettor, Local Nationalizer

COMMON Foundation

Website: <https://ourcommonfoundation.org/>

Ruling Year: 2011

President/Chairman: Dr. Matthew King

Main Address: 3980 Broadway, Suite 103-PMB-164, Boulder, CO 80304 USA

EIN: 26-1421917

BRIDGE Number: 2987373855

Cause Area (NTEE Code): Scholarships, Student Financial Aid, Awards (B82), Fund Raising and/or Fund Distribution (T12), Other Art, Culture, Humanities Organizations/Services N.E.C. (A99)

Population(s) Served: Minorities, Economically disadvantaged, low-income, and poor people

-Common Foundation

Budget/Fee: \$50,000

Constitution

Mission: COMMON Foundation combines the power of an incubator with philanthropy and social entrepreneurship to support, promote and develop non-profit ideas and organizations in the US and abroad for the benefit of people, planet, and peace.

Vision: COMMON Foundation envisions a world full of inspired citizens, donors, and clients who advance their causes in ways that are effective, conscientious, and innovative.

Culture: Our work is an authentic expression of our collective interests, intrinsic strengths, and passions. Our team is one of inspiration and motivation. We like to have fun, and we love what we do.

Imagination, creativity, innovation, integrity, agility, passion, ethics, energy, and foresight, these are the core set of principles and values to which we adhere.

Exchange Programs/Initiatives

- 1) Most notably the Dragons Global Education Fund
 - provides scholarships and opportunities for minority and underserved communities in the US and abroad.
- 2) Consolation and Company Incubation and support
- 3) Fiscal Sponsorship

Business Model

COMMON Foundation's business model is unclear. They claim to offer incubation and consulting support for up-coming non-profits and for businesses or organizations looking to take on new projects. They also offer Fiscal sponsorship services. Their biggest client seems to be Where There Be Dragons. Their funding model seems unique and may be called Charity Sponsor.

Key Words

Common Foundation, Fiscal Sponsorship, Incubator, Grants and Scholarships, Philanthropy

Notes: According to COMMON Foundation: They require a minimum of \$50,000 from the outset. The fiscal sponsorship fee is 10% to cover overhead and administration. Fiscal sponsorship is a formal arrangement in which a 501(c)(3) public charity sponsors a project that may lack exempt status. This alternative to starting your own nonprofit allows you to seek grants and solicit tax-deductible donations under your sponsor's exempt status.

Key Words		
Education	Learning Journey	Big Bettor
Intercultural Exchange	Meaningful Travel	Beneficiary Builder
Cultural Ambassador	Service Learning	Public Provider
Language Skills	Unscripted Spaces	Member Motivator
Work	Sports	
Cultural Competency	Youth	Local
Community and Relationship Building	Nature	International
Outreach	Accommodation	Asia
Bridging and Bonding	Homestay	USA
Political and Business	Camping	Canada
Policy	Summer Work	
Non-profit Support	Internship	
Fiscal Sponsorship	Volunteer	
Grants and Scholarships	Study Abroad	
Incubator	Gap Year	
Philanthropy	High School	
Social Entrepreneurship	College University	