



HIGH SCHOOL GLOBAL EDUCATION



**A Guide for High School Educators,
Counselors, and Administrators**



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TABLE OF CONTENTS

• 4 •

High School Global Education:
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4

Introduction

5

Clarity Around Terms

7

Rationale & Outcomes

8

Internationalization Strategies to Consider for High School

11

Case Studies

14

Conclusion

15

Diversity Abroad Resources

16 & 17

Appendix A & Appendix B

18

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HIGH SCHOOL GLOBAL EDUCATION: A GUIDE FOR HIGH SCHOOL EDUCATORS, COUNSELORS, AND ADMINISTRATORS

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Introduction

Preparing the next generation of students with the knowledge, skills, and attitudes necessary for success in the 21st century global workforce is a goal held by [Diversity Abroad](#) as well as other organizations and educational institutions worldwide. Many would agree that it is essential to continue the work of dispelling the popular narrative that education abroad is an elitist practice and move increasingly towards an understanding of it as a lucrative and key component for post-secondary development which is accessible to any student. However, all too often this conversation does not begin until undergraduate students are already enrolled and have arrived on campus. How then can educators and administrators in this field collaborate and reinforce efforts to connect high school and higher education? This is precisely the question we will explore in this resource guide.

High school professionals must recognize the critical transformation occurring at so many higher education institutions that are pursuing strategic internationalization. If

students are to be adequately equipped for the undergraduate experience, readying students for global learning must begin alongside all the other relevant preparations for college. Likewise, higher education counterparts should consider their role in setting and communicating expectations around what knowledge, skills and experiences shape a well-prepared undergraduate. As we will discuss further, beginning the global education conversation earlier, and strengthening the continuum and pipeline from K-12 to higher education, is critical for *all* students and especially so for traditionally underrepresented students in order to advance equity not only in study abroad but beyond as well.

Based on research and efforts from the Diversity Abroad High School [Task Force](#), this guide serves as a resource for any educator or administrator interested in refining and strengthening their efforts to integrate global education opportunities into their offerings or services. Both high school and higher education professionals may find information which can serve as inspiration or a model to be interpreted and applied within their own organizations and educational institutions.

Clarity Around Terms

It is important to first begin with essential framing language for this conversation. From study abroad to global learning and internationalization, there are many terms used to describe the integration of information about people and cultures around the world into a classroom or onto a campus.

Organizations such as the Forum on Education Abroad and the Association for American Colleges and Universities have spent considerable time and effort working to categorize and define the terms used in the field of international education. Benefits of agreed upon definitions include improving the clarity of research, the ease of measuring outcomes, and the facility of communicating across groups. The challenge with international education as a field, specifically as it spans education from K-12 through higher education and beyond, is the lack of clarity of terms across levels and groups.

Opportunities for high school students to study abroad exist, but global skills and competencies may also be developed through opportunities such as exchange programs focused on immersion with a host family, gap year programs and school-sponsored international travel activities, as well as educational experiences that occur in the classroom or local community. For the purposes of this resource guide, we will mainly rely on the term “global education” when referring to all of these high school student experiences.

Additionally, two specific terms, internationalization and global competence, are significant in this conversation and warrant further definition and examination.

1 Internationalization

According to Jane Knight's 2007 article, "Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies and practices undertaken by academic systems and institutions—and even individuals—to cope with the global academic environment" (290). This coping can manifest as many different types of strategies, including outbound/inbound student mobility, internationalizing the curriculum, and incorporating an international focus into the strategy, mission, or goals of an institution. Knight's contribution to the field also includes the most succinct definition of internationalization, which we use through this article with one key modification. Knight states "Internationalization at the national/sector/institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education."¹ We argue the need for the following definition:

Internationalization at the national/sector/institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of education, from primary through higher education.

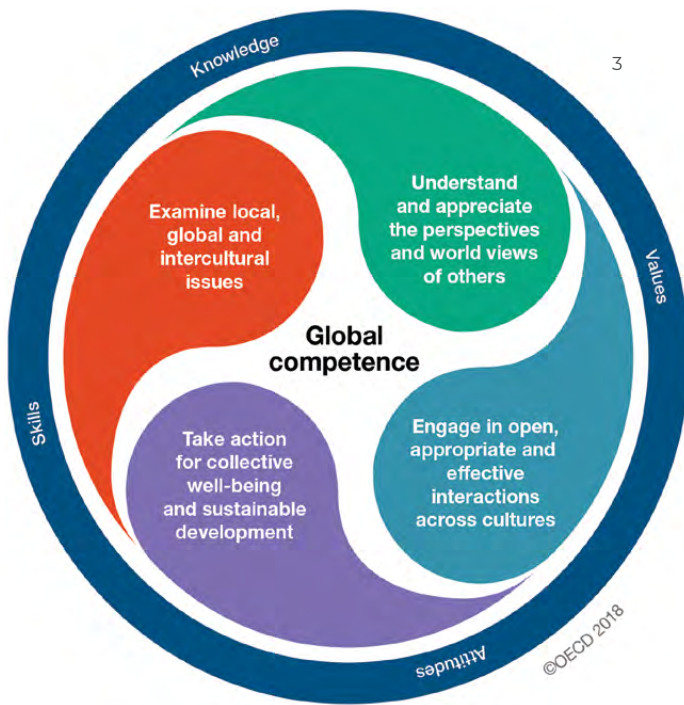
This definition captures our argument for the inclusion and concentrated integration of concepts, resources, tools, and strategies between the K-12 and higher education spheres.

2 Global competence

The term internationalization is in fact a nod to the higher education field. Therefore, we also wanted to incorporate a term that has value and traction within the K-12 education sector. Global competence is just such a term. Although there is a range of definitions, and it is often used interchangeably with global learning, cross-cultural understanding, etc., the definition from the Organisation for Economic Co-operation and Development (OECD) is widely recognized as comprehensive in the international community and has salience across national borders and educational levels. Specifically, OECD defines global competence as "the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for the collective well-being and sustainable development."²

¹ Knight, J. (2015). Updated definition of internationalization. *International higher education*, (33).

² OECD (2018). PISA 2018 Global Competence. Retrieved from: <http://www.oecd.org/pisa/pisa-2018-global-competence.htm>.



This 2018 definition highlights the importance of the knowledge, values, attitudes and skills that make up global competency. When seen through the lens of internationalization, the aim of this resource guide is to identify specific strategies that educators are implementing to internationalize their sector for the purpose of increasing global competency in their students, peers, and colleagues.

Rationale & Outcomes

For high school counselors, teachers, students and their families, thoughts about study abroad and international education may well be secondary to those regarding college applications, entrance exams, campus tours and interviews. However, global learning opportunities at the high school level can serve multiple benefits. For example, a high school global education experience may help a student’s college application stand out, particularly for those students who are traditionally underrepresented in study abroad at any level. For example, participants in D.C. Public Schools Study Abroad program, which offers short-term program opportunities to students who have recently completed 8th and 11th grade, “are 15 percent more likely than non-participants to be accepted to college/university, and 24 percent more likely to have applied for financial aid.”⁴ More generally, D.C. “students who participate in the program are more likely to complete the SAT, more likely to complete FAFSA, do better on the SATs, apply to more colleges and are accepted to more colleges.”⁵ While a program as broad as that of D.C. Public Schools may not be feasible for all secondary school institutions or districts, administrators would do well to consider what is reasonable and realistic to implement that may offer students similar chances to explore the world and their role in it.

³ Figure 1: The dimensions of global competence. Accessed from <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

⁴ Engel, Laura C. *Underrepresented Students in US Study Abroad: Investigating Impacts*. (New York, NY: IIE. 2017).

⁵ Retrieved from: <https://dcpsgloaled.org/impact/>

Upon enrollment in higher education, previous exposure to different cultures and foreign experiences can provide students with valuable social capital both in the college classroom and on campus. As a 2016 study found, “for first time travelers, short term study abroad program participants noted gains in confidence.”⁶ Leveraging the knowledge and skills gained as a result of collaborative learning experiences for participation and leadership in student clubs and organizations may positively impact a student’s development and self-confidence.

Adequate research also demonstrates the positive benefits of study abroad in higher education for outcomes such as college graduation rates, future career opportunities and valued interpersonal and communication skills. While comparable measurable results are harder to identify for high school students, informal application and interpretation of the higher education indications is reasonable. Data from both the University of Georgia System and the University of Texas-Austin demonstrate that all study abroad participants, and African American students specifically, had higher 4-year graduation rates than non-participants.⁷ Beyond graduation, “long-term study abroad programs had the greatest impact on job offers and skill development, but all forms of international experience provided value and enriched students’ lives. Short-term study abroad programs, for instance, helped students to develop teamwork skills, a highly desirable trait in today’s job market.”⁸ Similarly, a 2017 Institute of International Education report found that individuals who had studied abroad as undergraduates “reported being hired or promoted based on skills developed through international experience. Several respondents also indicated that study abroad opened career pathways and opportunities they had not previously considered.”⁹

Because study abroad in high school remains less common and systematic, teachers and administrators may consider working more closely with students and families to identify opportunities and encourage access and participation beyond traditional avenues.

Internationalization Strategies to Consider for High School

Educators working in the primary and secondary field may be convinced of the value of global education but unsure of how to implement opportunities at their level. This section explores relevant considerations for all levels of K-12 but especially high school. The depth and

⁶ Engel, Laura C. *Underrepresented Students in US Study Abroad: Investigating Impacts*. (New York, NY: IIE, 2017).

⁷ Sutton, Richard & Donald Rubin. *Glossari Project*. (Austin, TX: UTA, 2010) AND Heather Barclay Hamir. *Go abroad and graduate on time*. (Lincoln, NE: UNL, 2011).

⁸ IIE Generation Study Abroad. *Study Abroad Matters: Linking Higher Education to the Contemporary Workplace through International Experience*

⁹ Farrugia, C and Jodi Sanger. *Gaining an employment edge*. (New York, NY: IIE, 2017).

consistency of promoting international education opportunities varies and will depend on such factors as time, staffing, leader investment and resources of the institution.

Physical space/on-campus

Promoting international awareness, engagement, and global competence can be influenced by students' physical and visual environment. Establishing global connections in the physical space of the school will expose students to global connections as soon as they enter the school. Maps, flags, posters, displays, banners, and classroom decorations are some ways to further enhance the physical environment. There are no specific rules for what images to display to the high-school population, however, one should be mindful of the following questions¹⁰:

1. Do visual images reflect cultures and identities of a diverse group of students at your given school?
2. Do images dismantle or perpetuate cultural, racial, and social class stereotypes?
3. Do images include or exclude underrepresented groups?
4. Are images appropriately located and purposefully chosen?
5. Are there opportunities for international students to participate in exchange programs within the institution?

Awareness

Developing global competency must extend beyond the physical in order to truly cultivate a positive and open climate for students. Building a school-wide climate of support must be embedded into the feeling and ethos of the institution itself. The psychological environment is vital to cultivating a space that fosters a tolerant and welcoming atmosphere for whoever enters the school facility. This climate is determined by the energy, attitudes, and utilization of the inhabited space.

¹⁰ Uraneck, M. Planning curriculum in international education. (Madison, WI: Wisconsin Department of Public Instruction, 2002).

At the grade or school level, K-12 educators should consider leveraging the existing knowledge, diversity and curiosity with their classrooms. “Schools that serve diverse populations have a gift that can be used and explored to build global competence. More homogeneous schools can create pen pal connections and school partnerships to promote intercultural connections and unpack their own cultural backgrounds, beliefs and norms.”¹¹

Additionally, during the school year there are national initiatives, such as International Education Week (IEW); which is an opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education is to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences.

Technology, curriculum and professional development

The increasing access to and decreasing cost of technology allows institutions to bring the world to the home campus. Linking students to new ideas and expanding their worldview through immersive international interaction is no longer confined to students that have the access or ability to physically go abroad. Beyond the traditional pen-pal experience, opportunities include project collaboration, classroom partnerships, curricular connections and more. The Asia Society’s Center for Global Education provides a robust list of resources [here](#). Additionally, the [Global Education Conference Network](#) is an online community focused on globally connected teaching and learning. For information on curricular resources and opportunities for educator professional development, we encourage readers to visit the National Education Association’s [Global Education Resources](#) page.

Scholarships

While financial support for study abroad opportunities is more widely accessible at the higher education level, there are a number of scholarships and opportunities geared specifically towards high school students. These include but are not limited to:

- ▶ [Kennedy-Lugar Youth Exchange and Study Abroad](#) (YES)
- ▶ [National Security Language Initiative for Youth](#) (NSLI-Y)
- ▶ [Congress Bundestag Youth Exchange](#) (CBYX)

Additionally, many study abroad and gap year program providers provide financial support for traditionally underrepresented students.

¹¹ <http://www.gettingsmart.com/2017/09/educating-for-global-competence-6-reasons-7-competencies-8-strategies-9-innovations/>

Case Studies

In addition to strategic initiatives that can be implemented at the school level and/or offered to individual students, there are a multitude of initiatives underway dedicated to increasing access for high school students not just to study abroad but to be exposed to the benefit of intercultural experience and global education opportunities. The following case studies serve as models that may inspire replication or adaptation across a wide array of educational organizations from K-12 to higher education and beyond.

► **School district: [DC Public Schools Global Education](#)**

DC Public Schools Global Education is a strong example of a district or citywide commitment to the development of globally competent students. With over 45,000 students enrolled in PK-12, it takes a multifaceted approach which includes foreign language instruction, global education programming and a fully-funded study abroad program. Study abroad opportunities are designated for students in Grades 8 and 11 and includes passport and visa fees, airfare, lodging, meals and activities. In just two years (2016-2017) the program facilitated travel for approximately 900 students and educators in 17 countries on 40 separate short-term programs and helped 533 students receive passports. World language in the district includes instruction from elementary through high school, every school offers at least one of 7 languages. Additional global education efforts leverage much of what the city has to offer in programs such as embassy adoptions and international food days.

► **Provider: [One World Now Summer Language Camp](#)**

In partnership with STARTALK and the Confucius Institute of the State of Washington, Center for West European Studies at the University of Washington, One World Now offers a “language and culture camp focuses on fostering language acquisition, intercultural understanding, and a desire for international travel. During the camp, students will learn basic communicative writing, reading, listening, and speaking skills in classes taught using immersion methodology. The camp will introduce students to practices and perspectives of the Arabic-, Korean- and Mandarin Chinese-speaking world, as well as the leadership skills that will enable them to become local youth leaders with a global perspective.”¹²

¹² <http://confucius.washington.edu/event/oneworld-now-summer-language-camp-2018/>

► **Higher education: [University of Wisconsin, Madison - Cross-cultural Classroom Connections](#)**

The University of Wisconsin, Madison developed a pen-pal program to connect study abroad students with K-12 classrooms. The program, known as Cross-cultural Classroom Connections, serves to promote global understanding in younger aged students through communication with university study abroad students. Cross-cultural Classroom Connections introduces students to a combination of classroom learning and cultural activities. The program empowers younger students to develop communication and intercultural skills through the use of age-appropriate information on topics such as climate, geography, economy, government, and social norms.

University students and teachers who are interested in participating in the program are matched according to interest and subject area. Teachers may indicate geographic, language, and academic preference to ensure that the program meets academic standards and intended learning outcomes, such as using atlases and maps to identify the United States and the world, identifying how U.S. culture relates to and differs from other parts of the world, etc. To support teachers in obtaining these learning goals, study abroad students are encouraged to share how they are engaging with the local host culture, what cultural, social activities, volunteer opportunities, etc. they have been participating in, and how their study abroad experience has impacted their personal, professional, and educational goals¹³.

► **School-sponsored bridge program: [UNC, Chapel Hill - Global Gap Year Fellowship](#)**

The University of North Carolina, Chapel Hill designed the first university-sponsored gap year program in the United States in 2011. The program, known as the Global Gap Year Fellowship, supports seven first year students in an immersive, 9-month service-based gap year abroad. The program partners with the Office of Undergraduate Admission to assist in promoting the program and in selecting participants that are oftentimes underrepresented in traditional study abroad - i.e. students from low and middle-income families, first generation college attendees, students from rural populations, and students of color. If awarded the fellowship, gap year students will defer for a year and enroll in the fall the following academic year.

Prior to departure, students submit a proposal for what they are hoping to achieve on their gap year. Throughout their experience, they participate in reflective writing assignments

¹³ University of Wisconsin, Madison, Office of Study Abroad ([Cross-cultural Classroom Connections](#)).

and maintain regular communication with the program director. The Global Gap Year Fellowship program offers support before, during, and after the program through mentoring and advising. This program model supports student learning in all phases of the gap year and allows gap year students to connect with one another throughout the program and upon return.¹⁴

► **State level: [Ontario Ministry of Education, Strategy for K-12 International Education \(2015\)](#)**

Ontario's Strategy for K-12 International Education seeks to enrich the learning environment for all students and educators¹⁵. This strategy engages with the idea that youth are able to develop and succeed when they are provided opportunities that foster cross-cultural dialogue, interactions, and immersion. It identifies global education as critically important for Ontario learners and includes a framework to support initiatives and pathways which help students transition from K-12 through higher ed and beyond. In this example, the ministry takes a leading role in championing international education as essential for twenty-first century learning.

As Liz Sandals, the Minister of Education claims, "the benefits of this strategy extend beyond the classroom and into our communities, building social, cultural, and economic opportunities now and for the future. Students studying in Ontario contribute over \$4 billion to our economy each year, and generate over 30,000 jobs."¹⁶ Recognized as a welcoming and accessible education system, Ontario's 2015 Internationalization Strategy serves as a model for K-12 systems around the world seeking to internationalize their institution.

► **National level: [U.S. Department of Education Binational Migrant Education Initiative](#)**

This initiative supports programs such as the Colorado Department of Education's [Binational Teacher Exchange Program](#) in which teachers from Mexico spend the summer supporting migrant students in Colorado. Teachers are selected based off of high populations of binational students in their districts and develop summer programming that focuses on the cultures of the particular Mexican states. Teachers from Colorado also have the opportunity to spend time in Mexico learning about the education system there. This brings internationalization to the 500 students who participate in the summer programming and also builds skills for local teachers to internationalize their curriculum.

¹⁴ University of North Carolina, Chapel Hill, [Global Gap Year Fellowship](#)

¹⁵ "ONTARIO'S STRATEGY FOR K-12 INTERNATIONAL EDUCATION." 2015. Available at: <http://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf>. Accessed February 15th, 2017.

¹⁶ Ibid., 3

As part of the partnership, the SEP (Secretaria de Educacion Publica) provides books which bring national curriculum that is taught in Mexico to the United States thereby allowing local teachers to recognize perspectives of their binational students and can inform their approach to instruction.

Conclusion

This resource guide has focused on strategies for and approaches to preparing students to become globally competent. All students benefit from early planning and development of an academic plan that allocates time to these high impact practices. Global education experiences invigorate and complement students' inherent curiosity while simultaneously developing essential skills for success in higher education and advancement in the competitive global workforce. As we seek to prepare this next generation for the global workforce, we must also see students as the change agents that can solve ever-growing complex issues. Once a student is globally competent, these students are a force to be reckoned with. They can take localized issues and, with support from their community and the use of technology, make substantial impacts on the world.

A prime example is 16 year old Xiuhtezcatl Roske-Martinez. With indigenous roots, he spent much of his early life in Mexico. In his book, *We Rise*, Xiuhtezcatl explains "My experience in Mexico reminded me that part of being indigenous is understanding a connection to the water we drink, the air we breathe, and the earth we walk on... .This life is a gift and it is our responsibility to respect and protect that which gives us life." After watching the documentary *The 11th Hour*, and learning about the horrors of climate change, he began speaking at rallies and educating his generation about the state of the planet they stand to inherit. He came to lead the local chapter of Earth Guardians, and his message has inspired youth to join the frontlines to combat the environmental and climate crisis that is looming over them and is now an international movement (<https://www.earthguardians.org/councils/>). The Earth Guardian Youth Council works to reimagine, develop solutions, educate and follow their passions to address the defining issues of our time. Xiuhtezcatl has spoken at the United Nations general assembly and has also received the United States community service award and advocates for intergenerational activism.

The impact of equipping youth with a global education are striking. Youth have the capacity to understand and interact with the world now like never before. While there is still much research that needs to be completed on the effects that a global education has on a student's development, anecdotal stories of globally competent youth can serve as a vision of the future. As we look forward to how to engage more students from diverse backgrounds in going abroad, we should look towards not just including global education as an add on, but recognizing that it is integral to the world that these young people will inherit.

Diversity Abroad Resources

Membership

Diversity Abroad's member network is the leading professional consortium of educational institutions, government agencies, for-profit and non-profit organizations who share Diversity Abroad's vision that the next generation of young people from diverse and underrepresented backgrounds are equipped with the skills, knowledge, and global acumen to thrive in the 21st century interconnected world and global workforce. Through the consortium, members have access to the good practice guidelines, professional development opportunities for faculty, practitioners, and administrators, and advising resources needed to ensure that all students have equitable access to benefits afforded through global education. [Learn more!](#)

DiversityAbroad.com Student Platform

[DiversityAbroad.com](#) provides a space for students to gain resources, insight, and build community. Students can explore [articles and resources](#) to gain perspective on the global experiences of their peers and utilize some of our key resources to better reflect, prepare, and thrive through every phase of the education abroad process.

Key Student Resources

[Abroad360](#)

[Destination Guides](#)

[Scholarships](#)

[Find Opportunities](#)

Annual Diversity Abroad Conference

Since 2013 the annual [Diversity Abroad Conference](#) has constituted the most comprehensive national forum on issues of access, diversity, equity, and inclusion in global education. Each year, education professionals, student leaders, employers, and leading graduate programs meet to chart a path forward to reach a shared vision — to support student academic success, interpersonal growth and career readiness through equitable access to global educational opportunities.

Publications

Diversity Abroad offers a series of brochures and publications to assist education professionals as they strive to reach, advise and serve the needs of a more diverse student population for international education opportunities. Titles include: *The Black Student's Guide to Global Programs*, *LatinX Student's Guide to Global Programs*, *Why You Should Go Abroad*, *Study Abroad and Your Career*, and *You Can Afford to Study Abroad*. [Learn more!](#)

APPENDIX A: TIPS FROM THE DIVERSITY ABROAD HIGH SCHOOL TASK FORCE

▶ Understand and acknowledge

- ▶ Global competence skills are necessary for employability in a global economy, for living successfully in a multicultural community, and for communicating and learning effectively throughout one's life.
- ▶ These skills and opportunities are particularly important for individuals who occupy non-privileged and/or non-majority social-locations such as socio-economic classes, races, ethnicities, abilities, genders, educational levels, geographic regions, etc.

▶ Engage in change

- ▶ Classroom culture - respect, equality, safe to disagree
- ▶ Integrating current events - bring global to local
- ▶ Bring academics into civic responsibility and vice versa
- ▶ Attitudes around funding priorities

▶ Take action in your sphere, then build up

- ▶ Build ground up: teachers to school, school to district, district to system
- ▶ Create programming within your sphere of influence to raise awareness

▶ Questions to ask

- ▶ What events or initiatives are already happening? How can they be institutionalized?
- ▶ Do we have a diversity of opinion at the table helping to create/support this event?
- ▶ How do we expand from traditional study abroad programs?
- ▶ What are your challenges and limitations in building/designing new programs?
- ▶ How do we bring a diverse range of perspectives to the conversation and involve stakeholders in the design process?
- ▶ What strategies will help to build representative programs?
- ▶ What can we learn about equity and inclusion from provider involvement and partnership?
- ▶ Is it time to rethink student outreach reliant upon faculty leaders?
- ▶ What partnerships are we developing to better reach communities that we are not a part of or are lacking legitimacy?
- ▶ How does our social capital impact retention?

APPENDIX B: ADDITIONAL HIGHER EDUCATION EXAMPLES OF STRENGTHENING THE K-12 CONTINUUM

Higher education has the valuable experience, representation and influence needed to drive change and advancement in the field of cross-cultural education. Below are some examples of institutions which are leveraging those assets in service of strengthening the global education continuum between K-12 and higher ed. This list is in no way comprehensive and we welcome suggestions for its expansion.

- ▶ University of Colorado, Boulder: [Education Department, Research and Outreach Projects](#)
- ▶ Florida Southern College: [Up With People academic credits](#)
- ▶ Portland State University: [Gap Year Deferral](#)
- ▶ Princeton University: [Bridge Year Program](#)
- ▶ Tennessee State University: [Pathways to Prosperity](#)
- ▶ Texas Tech University: [TTU K-12](#)
- ▶ Tufts University: [1+4 Program Bridge-Year Service Learning](#)

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