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Reach the World, Up Close Bolivia

April 1, 2019

**Establishing a Virtual Exchange Partnership Between  
Students in La Paz and New York City**

Start: September 1, 2019

End: December 23, 2019

*The purpose of this program is to facilitate and maintain a cultural exchange between Bolivian and American students, which will counter anti-Americanism in Bolivia; foster an inclusive learning environment, supportive of American democratic values, in La Paz; and establish an easily sustainable academic partnership between civil society organizations in Bolivia and the United States.*

## **I. Proposal Summary**

A virtual exchange will be established between English as Second Language (ESL) students in Bolivia and K-12 students in the United States. This program will be facilitated by American volunteers based in La Paz and two key partner organizations: Up Close Bolivia, also based in La Paz, and Reach the World, based in New York City.

The activities of this program are designed to have the following three impacts:

- **To counter anti-Americanism in Bolivia by increasing Bolivian students' first-hand knowledge of the U.S.**
- **To foster an inclusive learning environment in La Paz, which supports the American core values of equality, democracy, competition, and multiculturalism**
- **To establish a sustainable academic partnership between civil society organizations in Bolivia and the U.S.**

Based in La Paz, an American volunteer will present two 90-minute lessons to a group of Bolivian ESL students currently being served by Up Close Bolivia. The first lesson will focus on the introduction of important elements of U.S. culture and the American core values of equality, democracy, competition, and multiculturalism. Guiding the students to vote on a series of “official class-elected responses,” the American volunteer will demonstrate the democratic principles of popular sovereignty, majority rule, and the rights of the minority, while promoting an amicable sense of competition between the students. The second lesson will incorporate the same principles, but will instead focus on giving Bolivian students the opportunity to share important elements of their own culture—reinforcing the values of equality and multiculturalism. Following the second lesson, the American volunteer will facilitate a 30-minute virtual Q&A session between the Bolivian ESL students being served by Up Close Bolivia and the American K-12 students being served by Reach the World. This Q&A session will be conducted over Skype and will be structured in a way that provides each student, on both sides of the exchange, an equal opportunity to ask and answer questions.

Reach the World is a well-established U.S. Department of State partner, which has been in operation for more than 20 years. Relying on its steady base of American volunteer travelers—many of who are Fulbright and Benjamin A. Gilman Scholarship recipients—Reach the World connects K-12 classrooms across the U.S. with international travelers. Equipped with the organization’s unique digital exchange platform, volunteer travelers and U.S.-based students get to explore the world together.

Up Close Bolivia is a nongovernmental organization, which has been in operation for more than 10 years. It serves schools in La Paz by providing native English speaking volunteers to enhance English language acquisition skills for local students. The organization regularly “hosts” international volunteers who can help promote Bolivian students’ interest in and appreciation for cultural practices not only in Bolivia, but also across the globe.

The primary method for achieving the goals of this program will be the utilization of Reach the World’s pipeline of American volunteers, who are already planning to travel to Bolivia, and the organization’s clientele group (American K-12 students), in partnership with Up Close Bolivia

and its clientele group (Bolivian ESL students), to facilitate and maintain a sustainable cultural exchange between Bolivian and American students.

The launch of this program will require a temporary full-time director (who will also temporarily assume the role of the volunteer), a temporary part-time program evaluator, and two permanent part-time volunteer coordinators (which are and will continue to be independently funded by the partner organizations). The program evaluator will conduct periodic evaluations to assess the value of this program with regard to the three goals listed above. If the program proves to be successful, it has the potential to continue indefinitely—with little to no future funding required.

## **II. Introduction to the Individual**

Abigail Faires, the applicant and author of this proposal, is a former recipient of the U.S. Department of State’s Benjamin A. Gilman International Scholarship. She was selected for the scholarship to study in the United Kingdom and successfully completed the Gilman Program on December 10, 2012. It was during her time as a Gilman scholar that Ms. Faires simultaneously completed a meaningful service project, as a volunteer travel correspondent for Reach the World. Since then, Ms. Faires has gone on to pursue a professional path rooted by her commitments to youth development and international engagement.

Her professional roles include working as an academic tutor for the I Have a Dream Foundation of Boulder, garnering a fellowship to work as a math intervention teacher for Blueprint Schools Network in Denver, and spending 3.5 years as an English as a Second Language teacher in rural Vietnam. Now, more than six years after completing the Gilman Program, Ms. Faires has made her way back to Reach the World, where she currently volunteers as a U.S. ambassador for the organization’s recently launched U.S.-Sudan cultural exchange program. It is also with Reach the World—a long-time partner of the Gilman Scholarship Program and the U.S. Department of State—that Ms. Faires plans to carry out the program put forth in this proposal.

## **III. Problem Statement**

Since the election of President Evo Morales in 2006, relationships between the United States and Bolivia have become increasingly strained. Upon taking office, President Morales has consistently embraced a strong “anti-American” rhetoric and invoked a “policy of public hostility towards the U.S.”—dismantling vital elements of the countries’ bilateral relationship in his wake. Recent steps taken by President Morales include the expulsion of the U.S. Drug Enforcement Agency and the U.S. Ambassador in 2008, as well as the U.S. Agency for International Development in 2013. What’s more, as a result of President Morales’ Movement Toward Socialism initiatives, the democratic space in Bolivia has been rapidly closing. (U.S. Department of State, Office of U.S. Foreign Assistance Resources, Integrated Country Strategy, Western Hemisphere Region, [Bolivia](#), August 2018).

On the brink of a new Bolivian presidential election, it is imperative, now more than ever, that we work to rebuild a strong bilateral relationship, based on inclusion and mutual trust, between the U.S. and Bolivia. This will require U.S. citizens to combat the Bolivian government’s official anti-Americanism, to encourage a public opinion environment supportive of U.S. values, and to foster personal relationships between the two countries. The establishment of a sustainable

cultural exchange partnership between students in La Paz and students in the U.S., supported by American volunteers, has the potential to advance each one of these action-items.

#### **IV. Program Goals and Objectives**

**Goal 1: To counter anti-Americanism in Bolivia by increasing Bolivian students' first-hand knowledge of the U.S.**

**Objective 1.1:** An American volunteer will present one 90-minute lesson on elements of U.S. culture to English as Second Language (ESL) students in La Paz.

**Objective 1.2:** Via Skype, an American volunteer based in Bolivia will facilitate a 30-minute, student-to-student Q&A session, between one ESL class in La Paz and one K-12 class in the United States.

**Objective 1.3:** The American volunteer will monitor and correct any misinformation about American culture that may arise during either the lesson or the student-to-student Q&A session.

**Goal 2: To foster an inclusive learning environment in La Paz, which supports the American core values of equality, democracy, competition, and multiculturalism.**

**Objective 2.1:** American volunteers will structure the Q&A session so that each student, on both sides of the exchange, is given an equal opportunity to ask and answer questions.

**Objective 2.2:** American volunteers will structure their lessons to demonstrate principles of popular sovereignty, majority rule, and the rights of the minority.

**Objective 2.3:** An amicable sense of competition will be instilled between Bolivian students and American volunteers.

**Objective 2.4:** American volunteers will reinforce the importance of multiculturalism by giving students in La Paz the opportunity to exchange ideas and share important elements of their own culture with American partners.

**Goal 3: To establish a sustainable academic partnership between civil society organizations in Bolivia and the United States.**

**Objective 3.1:** Based in La Paz, American volunteers will act as ambassadors for the U.S.-based partner organization, Reach the World (RTW).

**Objective 3.2:** American volunteers will regularly monitor and ensure that the needs of the clientele groups being served by both partner organizations are being met.

**Objective 3.3:** Before the program completion date, the program director will assist the Bolivian partner organization, Up Close Bolivia (UCB) in registering as a permanent host for Reach the World's (RTW's) volunteers.

#### **V. Program Activities**

The primary activities for this program will be two 90-minute lessons, which will facilitate a cultural exchange between an American volunteer and Bolivian ESL students, and one 30-minute virtual Q&A session, which will facilitate a cultural exchange between Bolivian and American students. An American volunteer based in La Paz will present the first 90-minute lesson. The Bolivian partner organization, Up Close Bolivia (UCB), will provide the volunteer with a learning space, a translator, and a small group of ESL students. The topic of the lesson will be “Daily Life in the United States.” To begin the lesson, the Bolivian students will be given the opportunity to work together to answer questions about the volunteer and their life in the U.S. The set of questions will include the following:

1. Where does \_\_\_\_\_ (first name of American volunteer) live?
2. What is \_\_\_\_\_’s house like?
3. How many people are in \_\_\_\_\_’s family?
4. Who does \_\_\_\_\_ live with?
5. How does \_\_\_\_\_ get around in the United States?

The American volunteer will individually present each question to the class, allowing each student an equal opportunity to answer with their own response, or “guess.” The volunteer will record each varying response. However, before the volunteer moves on to the next question, the students will need to vote on their “official class-elected response.” In order to do this, the volunteer will move through each of the recorded “guesses,” asking students to please raise their hands for the response that they believe is correct—the response they would like to vote for. The volunteer will record the number of students voting for each response. This will continue until a clear majority arises. The response with the majority of the votes will become the “official class-elected response,” which the American volunteer will record. **(Objective 2.2)**

The volunteer will then give a short presentation on their “Daily Life in the United States,” by answering each question. As the volunteer answers each question, the students will compare their “official class-elected responses” to the responses given by the American volunteer. At the end of the presentation, the volunteer and the students will tally how many of the “official class-elected responses” were correct. This number will be converted into a percentage. For example, if the students elected 5/10 correct responses, that would equate to a score of 50 percent. **(Objective 1.1)**

After the first lesson, the American volunteer will meet with Up Close Bolivia’s (UCB) volunteer coordinator to evaluate the effectiveness of the lesson and to ensure that the needs of the Bolivian ESL students are being met. During this meeting, the American volunteer will further introduce the UCB volunteer coordinator to the U.S. partner organization’s (RTW’s) digital exchange platform. **(Objectives 3.1, 3.2)**

For the second lesson, UCB will again provide the American volunteer with a learning space, a translator, and a group of Bolivian ESL students. The topic of this lesson will be “Kids’ Lives in Bolivia.” For this lesson, the American volunteer and the students will exchange roles. Now, the volunteer will be given a chance to “guess” the answers to questions about Bolivian students and their culture. These questions will include the following:

1. What do Bolivian students eat for breakfast, lunch, and dinner?
2. What are Bolivian students’ houses like?

3. What chores do Bolivian students' have at home?
4. How do Bolivian students get to school?
5. What time does school start in Bolivia? And what time does it end?

Again, the students will be given an equal opportunity to answer each question, and the American volunteer will record the varying student responses. Modeling the same democratic processes that were demonstrated in the first lesson, the volunteer will guide the class to vote on their “official class-elected responses” for each question—reinforcing the concept of majority rule. Once the class has elected each of their responses, the volunteer and the students will compare the volunteer’s “guesses” to the “official class-elected responses.” Again, the volunteer and the students will tally how many responses the American volunteer guessed correctly, converting this number into a percentage. The volunteer and the students will determine a winner based on the percentage of correct responses collected during the first and second lessons. **(Objectives 2.3, 2.4)**

After the second lesson, the American volunteer will again meet with the UCB volunteer coordinator to evaluate the effectiveness of the lesson and to ensure that the needs of the Bolivian students are being met. The volunteer will also use the information collected during the second lesson to complete a blog assignment about Bolivian culture for the U.S. partner organization’s (RTW’s) clientele group (American K-12 students). **(Objectives 3.1, 3.2)**

Upon completion of the two lessons, the American volunteer will host a virtual Q&A session between the Bolivian partner organization’s ESL students in La Paz and RTW’s students in the U.S. This session will be conducted via Skype. UCB will provide the American volunteer and the Bolivian students with a location, Internet connection, and translator for the call, and RTW will provide a classroom, an American teacher, an American K-12 class, a computer, a video camera, and Internet connection for the opposite side of the call.

During the virtual Q&A session, the Bolivian-based American volunteer will work in tandem with the U.S.-based teacher to ensure that only one student at a time, from each side of the exchange, comes to the computer to posit a single question to the class on the other side. Likewise, both the Bolivian-based volunteer and the U.S.-based teacher will ensure that each student, on both sides of the exchange, has an equal opportunity to participate in the discussion; students are assisted in thinking of questions as needed; and that any arising misinformation about U.S. culture is quickly corrected. **(Objectives 1.2, 1.3, 2.1)**

After the virtual Q&A session, the program evaluator will solicit feedback from both partner organizations. The final evaluations will be used to develop a program continuation plan, based on the needs of both partner organizations. Upon contractual agreement from both partner organizations, the program director will work with UCB to register as a permanent “host” for RTW’s volunteers in Bolivia. **(Objective 3.3)**

## **VI. Program Methods and Design**

The primary method for solving the stated problem and achieving the goals of this program will be the utilization of Reach the World’s (RTW’s) pipeline of American volunteers, who are already planning to travel to Bolivia, and the organization’s clientele group (American K-12 students), in partnership with Up Close Bolivia (UCB) and its clientele group (Bolivian ESL

students), to facilitate and maintain a sustainable cultural exchange between Bolivian and American students.

By partnering with the Bolivian-based organization (UCB), the U.S.-based organization (RTW) will gain a “host” for its volunteer travelers in La Paz. This partnership will provide American volunteers with an invaluable opportunity to counter anti-Americanism in Bolivia by disseminating first-hand knowledge of U.S. culture and facilitating a virtual exchange between Bolivian and American students. **(Goal 1)**

What’s more, by ensuring that each student is given an equal opportunity to ask and answer questions, to express opinions, to vote on class-wide decisions, and to share important elements of their own culture, RTW’s American volunteers will foster an inclusive learning environment in La Paz, which supports the American core values of equality, democracy, competition, and multiculturalism. **(Goal 2)**

Lastly, by joining forces and sharing a pipeline of American volunteers, who are already planning to travel to Bolivia, both organizations will have the opportunity to develop a mutually beneficial and easy-to-sustain academic partnership—one that is based on inclusion and trust. **(Goal 3)**

## **VII. Proposed Program Schedule**

- **September 1, 2019, 11:00 p.m. EST, remote location:** American program director/volunteer and program evaluator complete onboarding processes with both partner organizations.
- **September 9, 2019, 12:00 p.m. EST, Juapapina, Bolivia:** American program director/volunteer and program evaluator arrive at host organization, Up Close Bolivia (UCB).
- **September 16, 2019, 9:00 a.m. EST, Juapapina, Bolivia:** Program staff meet with UCB volunteer coordinator to review program and lesson structure in further detail.
- **September 23, 2019, 2:00 p.m. EST, La Paz, Bolivia:** Program director/volunteer presents first 90-minute lesson to ESL students at a local school in La Paz. The program evaluator attends and evaluates the lesson and submits an evaluation questionnaire to the UCB volunteer coordinator.
- **September 30, 2019, 5:00 p.m. EST, Juapapina, Bolivia:** Program staff meet with UCB volunteer coordinator. Program evaluator presents findings from first evaluations. All attendees work together to ensure that the needs of the UCB students are being met. Recommended changes to the program operations are noted, while the program director continues to introduce the UCB volunteer coordinator to RTW’s web-based exchange platform.
- **October 5, 2019, 11:00 p.m. EST, La Paz, Bolivia:** Program evaluator completes first report, which identifies the major findings of the first summative and formative evaluations and how they will be used to improve program operations.
- **October 7, 2019, 2:00 p.m. EST, La Paz, Bolivia:** American program director/volunteer holds a second 90-minute lesson with ESL students at a local school in La Paz. The program evaluator attends and evaluates the lesson and submits evaluation questionnaire to the UCB volunteer coordinator.

- **October 13, 2019, 11:00 p.m. EST, Juapapina, Bolivia:** Program director/volunteer uses information collected during the second lesson to complete a blog assignment, titled “Kids’ Lives in Bolivia,” for RTW.
- **October 14, 2019, 5:00 p.m. EST, Juapapina, Bolivia:** Program staff meet with UCB volunteer coordinator. Program evaluator presents findings from second round of evaluations. All attendees work together to ensure that the needs of the UCB students are being met. Improvements to program operations are discussed and noted by program evaluator.
- **October 19, 2019, 11:00 p.m. EST, La Paz, Bolivia:** Program evaluator completes second report, which identifies the major findings of the second round of summative and formative evaluations and how they will be used to improve program operations.
- **October 21, 2019, 10:00 a.m. EST, Juapapina, Bolivia:** Program director confirms the scheduled virtual Q&A session with both partner organizations and program evaluator for subsequent week. All equipment, including a stable Internet connection, is checked and secured for the call.
- **October 28, 2019, 10:00 a.m. EST, La Paz, Bolivia:** Using Skype, the program director/volunteer facilitates a virtual Q&A session between students in La Paz and students in the U.S. The program evaluator attends and evaluates the session and submits a formative evaluation questionnaire to both the UCB volunteer coordinator and the director of the RTW Traveler Program.
- **November 4, 2019, 5:00 p.m. EST, Juapapina, Bolivia:** Program staff meet with the UCB volunteer coordinator. Program evaluator presents findings from the third round of evaluations. All attendees work together to evaluate the effectiveness of the Q&A session and the program as a whole. Improvements to program operations are noted by the program evaluator.
- **November 7, 2019, 11:00 p.m. EST, Juapapina, Bolivia:** Program evaluator completes his third evaluation report.
- **November 8, 2019, 5:00 p.m. EST, Juapapina, Bolivia:** Program director and program evaluator meet to draft a program continuation plan based on the needs of both partner organizations.
- **November 11-15, 2019, 5:00 p.m. EST, Juapapina, Bolivia:** Program continuation plan is sent to RTW for approval and presented in a meeting with UCB. Any necessary revisions are made. Contractual agreements to continue the exchange partnership are delivered to both partner organizations.
- **November 18, 2019, 5:00 p.m. EST, Juapapina, Bolivia:** Signed agreements are received from both partner organizations. Program director assists UCB volunteer coordinator to submit official “host” application through RTW’s web-based platform.
- **November 25, 2019, 5:00 p.m. EST, remote location:** U.S. partner officially accepts UCB as a “host” for its volunteers. The program evaluator submits final surveys to both partner organizations.
- **December 2, 2019, 11:00 p.m. EST, remote location:** Program evaluator completes final report, which identifies the major findings of the final summative evaluation.
- **December 5-16, 2019, remote location:** Program evaluator and program director discuss each of the program evaluation reports. Program director completes the final program report, the executive summary, financial reports, and makes any necessary revisions.

- **December 23, 2019, 10:00 a.m. EST, remote location:** Program director submits the executive summary, any necessary financial reports, and final program reports to the appropriate agencies.

### **VIII. Key Personnel**

**Abigail Faires, Program Director/Volunteer:** responsible for overseeing the program development and operation, establishing and maintaining links with partner organizations, and managing the budget. For the launch of this program, the director will also assume the role of the “American volunteer” for both partner organizations, will present both 90-minute lessons, and will facilitate the virtual Q&A session between students. Collectively, Ms. Faires has 10 years of professional experience as an ESL instructor, volunteer experience as an academic tutor, and personal experience working and living internationally. The program director is also a former recipient of the Benjamin A. Gilman International Scholarship and an alumnus of the Reach the World Traveler Program. She holds a B.S. in Journalism, News-Editorial, with concentrations in Technology, Arts, & Media and International Media, as well as a 120-hour certificate in Teaching English as a Foreign Language. This will be a temporary, 100% FTE position. (The program director is the author of this proposal.)

**Joshua Dilts, Program Evaluator:** responsible for conducting periodic formative and summative evaluations. In addition to completing evaluations, the program evaluator will attend regular meetings with the program staff in Bolivia to discuss evaluation findings and to note recommendations on improving program operations. The program evaluator will also prepare regular reports, detailing the evaluation findings and recommendations. Collectively, Mr. Dilts has 6.5 years of professional experience as an ESL instructor, volunteer experience as an ambassador for Reach the World, and personal experience living and working internationally. This will be a temporary, 50% FTE position.

**Emma Donlan, Founder/Director of Up Close Bolivia:** responsible for permanently staffing and overseeing the role of the volunteer coordinator position. Ms. Donlan will work in conjunction with the volunteer coordinator to help the temporary American program staff secure accommodation for the duration of the program; connect future RTW volunteers with ESL students in La Paz; provide adequate facilities and materials for the lessons and the virtual Q&A session; regularly meet with the program staff to discuss operations; register UCB as a permanent “host” for RTW’s volunteers; maintain a relationship with RTW after the temporary program staff leave Bolivia; and train new volunteers to utilize the program continuation plan. Ms. Donlan has more than 15 years of professional experience managing volunteer-based projects in Bolivia and an M.A. in Economics, Development Administration and Management from the University of Manchester. This will be a permanent, 38% FTE position.

**Timothy Jacob, Director of the Traveler Program at Reach the World:** responsible for connecting American volunteers based in Bolivia with K-12 students in the United States; providing K-12 students and their U.S.-based teacher with the location and equipment necessary to partake in the virtual Q&A session with students in Bolivia; accepting UCB as a “host” for Reach the World’s (RTW’s) future volunteers traveling to Bolivia; maintaining a relationship with UCB after the temporary American program staff leave Bolivia. Mr. Jacob has more than eight years of professional experience as a content editor and program director for RTW, as well

as a M.A. in Elementary Education and Teaching from Bethel College. This will be a permanent, 13% FTE position.

## **IX. Program Partners**

**Up Close Bolivia (UCB):** key partner organization and sub-awardee, which will host the temporary American program staff and future RTW volunteers for this program; responsible for connecting RTW's American volunteers to ESL students in La Paz; staffing the permanent volunteer coordinator position for this program; providing the facilities and resources needed to conduct the Bolivian-based activities for this program; continuing and maintaining the U.S.-Bolivian academic exchange partnership after the temporary program staff leave Bolivia.

**Reach the World (RTW):** key partner organization, which will be responsible for connecting the temporary American program staff and future volunteers in Bolivia with K-12 students in the U.S.; providing American volunteers based in Bolivia with a web-based cultural exchange platform; providing U.S.-based students with the location and equipment necessary to partake in the virtual Q&A session; providing UCB with future American volunteers; continuing and maintaining the U.S.-Bolivian academic exchange partnership after the temporary program staff leave Bolivia.

## **X. Program Monitoring and Evaluation Plan**

It will be the duty of the program evaluator to conduct periodic formative and summative evaluations and to submit regular reports to the program director, which detail the findings of those evaluations.

The program evaluator will attend both 90-minute lessons and the virtual student-to-student Q&A session. During these activities, the program evaluator will track Objectives 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, and 2.4 with a summative evaluation form. Immediately after each of the two 90-minute lessons, the program evaluator will also distribute a questionnaire to the Up Close Bolivia (UCB) volunteer coordinator, in order to conduct a formative evaluation. This questionnaire will collect qualitative data regarding each of the three program goals, as well as Objective 3.2.

After each lesson, the program evaluator will also meet with the UCB volunteer coordinator and the program director. In these meetings, the program evaluator will present both the summative findings of the evaluation form and formative findings of the questionnaire to the program staff. Recommendations to improve the program operation will be discussed between the UCB volunteer coordinator and the program director. The project evaluator will note these recommendations and will then complete a report, which identifies the major findings of the evaluations and how they will be used to improve the program operation. (These reports will address Goals 1, 2, and 3, as well as Objectives 1.1, 1.3, 2.2, 2.3, 2.4, 3.1, and 3.2.)

After the virtual Q&A session, the program evaluator will again distribute a questionnaire to the UCB volunteer coordinator. As a formative evaluation, this questionnaire will collect qualitative data regarding each of the three program goals and Objective 3.2. A second questionnaire will be distributed to the director of the Reach the World (RTW) Traveler Program, qualitatively assessing Goal 3 and Objective 3.2.

Additionally, following the virtual Q&A session, the program evaluator will meet with the UCB volunteer coordinator and the program director, in order to present the most recent evaluation findings. Recommendations to improve the program operation will be discussed between the UCB volunteer coordinator and the program director. The program evaluator will note these recommendations and will then complete a third report, which identifies the major findings of the evaluations and how they will be used to improve the program operation. (The third report will address Goals 1, 2, 3, as well as Objectives 1.2, 1.3, 2.1, 2.4, and 3.2.)

The program evaluator will conduct a final summative evaluation. Using a “yes” or “no” survey response form, the program evaluator will ask the UCB volunteer coordinator to track Goals 1, 2, and 3, as well as Objectives 3.2 and 3.3. Similarly, the program evaluator will ask the director of the RTW Traveler Program to track Goal 3 and Objective 3.2, by indicating a “yes” or “no” response on the form. The program evaluator will then create a final report, which will identify the major findings of the evaluation. Finally, the program evaluator will meet with the program director to discuss all four of the evaluation reports, which will be incorporated into the program director’s final report.

## **XI. Future Sustainability**

To ensure the future sustainability of this cultural exchange, the program director will:

First, receive signed contracts from both partner organizations, demonstrating a willingness to continue the exchange partnership once the temporary American program staff leave Bolivia. Second, the program director will develop a clear, easy-to-follow program continuation plan. This plan will explain the activities, goals, and methods of the exchange program in detail. A copy of this plan will be left with the director and volunteer coordinator of Up Close Bolivia (UCB) and shared with the director of the Reach the World (RTW) Traveler Program. Third, the program director will ensure that UCB officially registers and is accepted as a “host” for RTW’s future volunteers.

Once the temporary program staff leave Bolivia, it will be up to RTW to connect its pipeline of American volunteers, who are planning to travel to Bolivia, with UCB. Once UCB receives a RTW volunteer, the UCB volunteer coordinator will review the program continuation plan with the new American volunteer.

Following the program continuation plan, the new American volunteers will present a 90-minute lesson on U.S. culture to students in La Paz; complete a blog assignment about Bolivian culture for RTW students in the U.S.; and facilitate a 30-minute Q&A session between Bolivian and American students, via Skype. The UCB volunteer coordinator and the director of the RTW Traveler Program—positions which are and will continue to be independently funded by each partner organization—will share the responsibility of overseeing the volunteers’ activities. So long as RTW continues connecting its pipeline of American volunteers in Bolivia with UCB, the exchange program will continue, serving new groups of students in La Paz and in the U.S., each step of the way.