

**Agenda: (1) Present The Global Switchboard's model for these convenings
(2) Explore your questions, ideas, and suggestions**

*Please review [this document](#) to read about The Global Switchboard's model and role as convener, and the value propositions that will guide The Global Switchboard's ongoing involvement in these convenings before continuing on to the prompts below.

Prompts and Findings:

- I. **What excites you about this model? What potential does it offer?**
 - A. Excited about bringing model beyond academia (K-12, non-profits, suburbs)
 - B. **Q: Can you see the regions where global education is offered?**
 1. Develop heat map visually: create plan from there.
 - C. Collaboration & collective action = exciting possibility.

- II. **What concerns you about the model? What are its major limitations?**
 - A. Gaps in people represented.
 - B. How do we unify a message given the diversity of missions represented and that targets **all** stakeholders.
 - C. How do we include everyone while keeping impact from getting watered down?
 - D. How do we get people engaged and coming back through **long** process?
 - E. New voices throughout process? **Necessary** but difficult.
 - F. Impact & awareness requires funding.
 - G. The goal might not be high priority for everyone.

- III. **How can we ensure that this model works to engage and sustain your's and other people's involvement?**
 - A. More people (hat chart); how to reach those who can't make it using telecommunications-- VIRTUAL ENGAGEMENT.
 - B. Vary day & time of meetings.
 1. Morning = traffic.
 - C. Feeling of sense of direction and forward momentum at each meeting.
 - D. Involving people in agenda setting.
 - E. Develop timeline, end goals, metrics **together** and clearly.
 - F. Action plan.
 - G. What is the benefit of participation?
 1. Networking?
 2. Professional Development by bringing experts?
 - H. Creating/fostering sense of community in a group.

- IV. **Barriers: What can we do to ensure global education is as inequitable as possible?**
 - A. Expensive Programs

- B. High Academic Achievement.
- C. Silos
- D. Exclusivity in Learning Environment.
- E. Inaccessible
 - 1. Language
 - 2. Physical ability
- F. Not experiential
- G. Onus on students
- H. Segregate/white wash curriculum
- I. Make it a luxury/add-on
- J. Ignore pre-existing resources
- K. Get a late start in introducing it
- L. Grade it