Enhancing Road Scholar Cuba Programs through Group Leader Training

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Enhancing Road Scholar Cuba Programs through Group Leader Training

Desiree Shrode

Program in Intercultural Service, Leadership, and Management Group 70

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.

November, 2012

Advisor: Janet Thomas, Ph.D.
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Student Name: Desiree Shrode

Date: June 10, 2012
Saludos,

Congratulations! I’d like to formally welcome you to the Road Scholar family as a Group Leader for Cuba! Road Scholar is one of the largest non-profit educational tour companies in the world, offering 6,500 programs in all 50 states and in 150 different countries.

To begin your journey, you will be asked to review materials and the PowerPoint training. Group Leading for Cuba is not like leading in other countries. Due to the Office of Foreign Assets Control (OFAC) regulations, under the U.S. Department of Treasury, you will be required to complete and submit additional forms within a time-sensitive deadline. Understanding all of these training materials will help you in completing this paperwork which will facilitate meaningful People-to-People interactions, mandated by our OFAC license.

Before you depart on your program we will verbally go through the training, Group Leader packet, program itinerary, how you can facilitate OFAC dialogues, and how to do appropriate reporting for these programs. Cuba is a beautiful country with beautiful people. You will have impactful experiences and meet intriguing participants along this adventure. We are delighted that you are a part of our team!

Sincerely,

Desiree Shrode, Program Coordinator for Cuba

On Behalf of the Cuba Team:
Yves Marceau, Program Director
Susan Gettum, Program Operations Manager
Anne Lafluer, Administrative Assistant
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Abstract

In response to the Cuban Revolution in 1959, the United States imposed several embargos and restrictions against Cuba. The stipulations of these embargos have included prohibitions on not only the importation and trade of cigars, rum, and coffee, but also travel between the U.S. and Cuba. However, in 2011, President Barack Obama decided to ease these travel restrictions for educational travel that is not related in pursuant to an academic degree, also known as a People-to-People license. Due to Obama’s change in policy, many organizations have been sponsoring travel to Cuba on these People-to-People licenses, granted by the Office of Foreign Assets Control (OFAC) via the U.S. Department of Treasury. Road Scholar, which is one of the largest non-profit educational travel organizations for older adults, is one of them; this is where my practicum was held.

There is a lack of research in the interpersonal outcomes of short-term tours to Cuba for Americans. In addressing this lack of research, my Course-Linked Capstone analyzes literature on studying abroad in Cuba to analyze interpersonal outcomes. Therefore, experiences from the author who worked directly with programming in Cuba for Road Scholar, are evaluated. From conclusions drawn about these experiences, it became apparent that training for Group Leaders was crucial to the success not only of the organization but also both the Group Leaders’ and participants’ experiences. This paper will discuss the need of training for Group Leaders, elements in the training itself, and the Cuba programs in which it affects.
Introduction

As a part of my SIT graduation requirements, I completed my six month full-time practicum with Road Scholar, a non-profit educational tour company for older adults. I was a little apprehensive as I began this position, as I was Road Scholar’s first practicum student. To foreshadow, I had many unanswered questions and I was still unclear about the organization even after my interview. At this time, my potential supervisor had told me I would be working exclusively with the Cuba programs. I instantly threw all my fears aside and immediately got excited about this opportunity, as my integrated project for the classes of “Design and Delivery,” and “Design Concepts and Evaluation in International Education” was based on developing a study abroad program in Cuba.

To set the context of the capstone, I did not receive any formal introduction or training regarding Road Scholar’s philosophy and history. I also had minimal understanding in terms of its organizational functioning. As I became more familiar with the organization’s structure, I learned that the Program Managers are responsible for developing programs from the ground up, which includes but is not limited to: site visits, negotiating contracts, creating budgets, and developing itineraries. Program Coordinators are charged with executing the logistics of the program and ensuring that it runs smoothly on the ground. I was contracted as a Program Manager Assistant. Training for this position consisted primarily of shadowing the administrative team and one Program Coordinator for just one day—I never shadowed a Program Manager. Four days into the practicum, I was told that I needed to go to Cuba the following week to co-Group Lead; I did not even know what a Group Leader was or what one did. I was excited because Cuba has been almost untouchable for Americans for about 53 years
and I had learned about programming in Cuba through my aforementioned class project. At the same time, I was anxious because I did not have any formal training with the organization and did not understand what my role in Cuba would be. In fact, it seemed the participants would know more about the organization than I would. Through hands-on experience, I learned that Group Leaders are the face of the organization. They need to be organized, time-oriented, responsible for facilitating group cohesion, manage a budget, confirm activities, and problem solve on a daily basis, for example.

After returning from Cuba, I learned that Road Scholar is the name for the programs developed and offered by Elderhostel, Inc., a not-for-profit organization. I also learned that Road Scholar “offers 6,500 educational tours in all 50 states and in 150 different countries via land and vessel programs” (Road Scholar, 2012a). All programs are developed for ages 55+ and Road Scholar has recently started offering inter-generational programs so that grandchildren can travel with various generations of their family. There are three main offices: the international development office, based in Brattleboro, Vermont; headquarters in Boston; and a customer service office in Lowell, Massachusetts. The Brattleboro office is divided into two departments: Program Development and Air Travel. These two departments bring in the most revenue as compared to the other offices and employ about 40 people. Currently, the most revenue-generating programs for Road Scholar are in Cuba.

After studying OFAC regulations, working on the license renewal, attending staff meetings, and going to Cuba with minimal training, it became apparent to me that some changes were necessary to improve the experience for all involved. If I had no idea what the organization’s philosophies were or how they were to be implemented, then neither would any of the Group Leaders. This lack of knowledge is a significant issue as the Group Leaders are Road
Scholar’s representative when the program is active and on-site. This lack of connection to Road Scholar, the ambiguities of understanding the organization, and not having formal training may influence the success of programs.

Program coordination in Cuba can be challenging on a number of fronts: conflicts between OFAC regulations, expectations of U.S. citizens, and many other factors which are unique to Cuba. To overcome these obstacles, it is essential that Group Leaders are provided with a detailed program rationale, the demographics of their participants (so Group Leaders can tailor their leadership techniques appropriately), and tips on working with their Cuban counterparts. My capstone aims to outline a strategy to enhance Group Leader’s connection to Road Scholar, provide them with the skills to effectively engage and work diplomatically with both Cubans and Americans, and create meaningful experiences by satisfying OFAC’s regulations.
Literature Review

Road Scholar’s participants are known as Lifelong Learners. Due to there being a lack of literature in the interpersonal outcomes of short-term tours to Cuba for Americans, literature on studying abroad in Cuba is explored. Studying abroad has become more prevalent among universities. For instance, the Open Doors Report indicates that 270,604 students studied abroad in the 2010/2011 academic year, which is an increase of 3.9% from the previous year (2010). Students decide to study abroad for several reasons: to develop career and professional opportunities via a foreign language, to increase personal development, and to connect to their genetic heritage (Miller, 1993; Pascarella & Terenzini, 2005). Studying abroad also promotes better understanding between nationals and internationals via face-to-face interactions (Bond, Koont, & Stephenson, 2005). According to Baxter Magolda, young adults represent a group of individuals who begin to shift from a reliance on others to self-reliance in constructing meaning from knowledge, identities, and relationships (Taylor, 2008). For example, upon return from studying abroad, students have reported that they learned something about themselves, enhanced their comfort level of interacting cross-culturally, and that their experiences helped them understand their own cultural values and biases (Edwards, Hoffa & Kanach, 2005). Clearly, study abroad programs are truly transformative experiences.

Mezirow’s approach to transformational learning indicates that this process is fulfilled through a rational and reflective process (Baumgartner, 2001). This model specifies that the learner must first go through a crisis or “disorienting dilemma,” which is followed by a period of assessment and reflection of the self and environment. All of these components can result in a paradigm shift (Baumgartner, 2001). To illustrate this shift, consider how studying abroad is a
“disorienting dilemma” due to entirely changing one’s environment and being completely immersed in a foreign culture; these factors can lead to personal growth by being exposed and adapting to different cultural norms and expectations. The learner seeks out external validation by talking through their recent transformation, which helps a new perspective to arise (Baumgartner, 2001). However, Magolda contends that knowledge is complex and learners encounter much ambiguity when they are trying to make sense of their social relations (Schrader, 2004). Even more ambiguity is present when an individual is not in his or her home culture, which increases barriers of being able to have these epistemological and transformational learning experiences.

**U.S.—Cuban Relations**

If being removed from one’s own culture was not enough to potentially hinder transformative learning, political barriers can also serve as a hindrance. Studying abroad in Cuba is politically charged from the start. After Fidel Castro took power from Fulgencio Batista in 1959, the United States had strong political relations with Cuba. For instance, imports Cuba received from the U.S. included: 1950s automobiles, revenue from tourism, and money from the many casinos which were being put in place by Americans. As a result, Castro did not want Cuba to become heavily populated with casinos as in Las Vegas, so he decided to discontinue construction of these casinos and subsequently nationalized all Cuban and American property. After this nationalization of property, the U.S. enacted a trade embargo on Cuba in 1962, which lead to Cuba’s Special Period, where resources such as food, water, and electricity were scarce. Once the U.S. discontinued economic relations with Cuba, the Soviet Union started to become one of Cuba’s strongest economic allies. This is when Cuba started receiving the majority of its
imports from not only the Soviet Union but also China. To illustrate how much the Soviet Union influenced Cuba, Russian became almost its second language. To add, because of the aforementioned nationalization of property, rumors spread in Cuba that the government was going to start “nationalizing” their children and start to place them in Soviet labor camps. When the rumor reached the U.S., the Central Intelligence Agency (CIA) helped children flee Cuba to Miami, also known as the Peter Pan Operation. This is one reason why there is a large Cuban Diaspora community in Miami.

Even though U.S.—Cuban relations have been tumultuous for the past 52 years, recently, several economic changes have been made. For example, since Raul Castro became President in 2011, he has permitted Cubans to own paladars, which are privately owned restaurants, and casa particulares, independently owned bed and breakfasts. In addition to these private enterprises, he has also currently allowed Cubans to have internet at home and has permitted them to buy and sell homes and cars. In the recent months, the U.S. has also been shipping items such as food, clothes, and medical equipment from Florida to Cuba on a weekly basis.

_Studying abroad in Cuba_

Studying abroad in Cuba reflects the aforementioned unstable U.S—Cuban political relations and has switched between being permitted and prohibited several times. The Venceremos Brigade is a Cuban and American political organization and includes members from the Students for a Democratic Society and officials from Cuba. This organization shows support for the Revolution, and in 1970 member Saul Landu, organized a student visit to Cuba. However, the students never reached their destination because they were stopped in Mexico City by the CIA (Stephenson, 2005). In 1975, one of former Senator George McGovern’s (D-SD)
daughters went on a short-term program to Cuba with a friend—her father was instrumental in developing this program. In 1977, President Jimmy Carter eliminated the travel ban to Cuba and thus, there was an influx of 125,000 visitors, many of whom were Cuban Americans and tourists (Stephenson, 2005).

To give a brief history of American educational programs in Cuba, the first school to lead an organized program to Cuba was the Graduate School of Social Work at Boston College. Additionally, in 1977 Johns Hopkins University and the University of Cuba signed an agreement of educational exchanges; this was the first U.S. institution that hosted a Cuban student (Stephenson, 2005). During Reagan’s presidency, tourist travel to Cuba was prohibited; however, some educational travel was still permitted. During President Clinton’s administration, the embargo persisted but communication and direct person-to-person contact was allowed. After Pope John Paul’s visit to Cuba in 1998, the U.S. had imposed stricter sanctions against Cuba such as eliminating food and medical trade. Shortly thereafter, a new “people-to-people” license was approved which allowed U.S. citizens to travel to Cuba. This license aimed to strengthen civil society, which was intended to encourage the Cubans to demand a democratic governmental change (Stephenson, 2005). To this day, this change has still not been achieved.

However, there are some significant barriers in completing the transformational process of studying abroad and coming to get to know oneself better. These barriers are strong especially while studying in a country such as Cuba, due to the aforementioned politically charged U.S.—Cuban relations. “Educational exchange in politically charged environments provides special insights and opportunities for students” (Faulk & Kanach, 2000). The long-term outcomes of these insights and interactions are unknown, though; a study by Bond, Koont and Stephenson (2005) contends that when undergraduate students studied abroad in Cuba via the
University of Vermont (UVM), School for International Training (SIT), and Dickinson College; they obtained their personal pre-determined goals. These students participated in short-term programs to Cuba and took tests both before and after to evaluate their cross-cultural learning and adjustment. Students from UVM and Dickinson learned about: history, culture, gender issues, U.S.—Cuban relations, sustainable development, and health care. Students from the SIT program learned about African Spirituality in the Caribbean via dance, music, art, and other cultural manifestations. Students also participated in group processing, maintained journals, as well as completed other academic assignments.

Furthermore, questionnaires were created using a Likert scale, which assessed the following: 1) background information about the respondent, 2) anticipated/actual challenges and outcomes of the Cuban experiences, 3) perceived similarities and differences between people and life in Cuba and the U.S., and 4) overall goals for and impact of the study abroad experience. At the end of each program, students identified more similar U.S.—Cuban basic values, while recognizing that Cubans and Americans have different day-to-day challenges and beliefs about government. Additionally, students reported that studying abroad in Cuba had significant effects on their understanding of their own personal strengths and weaknesses, of others, and U.S.—Cuban relations (Bond, Koont & Stephenson, 2005). These experiences and growth are truly transformational.

Currently, under the administration of President Barack Obama, in 2011 OFAC under the U.S. Department of Treasury started allowing educational exchanges for non-academic groups that are not in pursuant of a degree to travel to Cuba on a People-to-People license (U.S. Department of Treasury, 2011). Because this is a policy which has been consistently granted and revoked, there is a lack of research in this field. However, the aforementioned information on
studying abroad in Cuba can be applied to educational travel, due to the fact they both incorporate educational travel and involve adult learners as participants. Even though the above literature does not explicitly indicate that there was a training for the leaders of the programs, one can assume that this did happen or that highly qualified individuals were able to help students process their academic and social experiences. These leaders would aid in yielding transformational experiences for the students.

Training is a relatively new field and has been around since 1965; cross-cultural training in particular has been practiced since the 1960s (Kohls, 1995). The field of training has affected human resources and many learning methodologies; subsequently, there are two general types of training: traditional and experiential. Traditional training focuses on teaching content, decides what the trainee needs to learn, and assumes the role of the expert (Wight, 1995). In contrast, experiential training focuses on the process of learning, avoids giving advice, and helps the trainee arrive at their own conclusions. The trainee assumes responsibility for their own learning and change (Wight, 1995). Experiential training is optimal when the activities confront participants with “questions they have difficulty answering, problems they have difficulty solving, situations they have difficulty understanding, dilemmas they have difficulty resolving, reactions they do not anticipate, and situations that might be difficult to handle” (Wight, 1995, p. 7). Due to the nature of Road Scholar’s People-to-People programmatic activities and the aforementioned U.S.—Cuban relations, experiential training would be the best type to choose due to the above mentioned difficulties (for more information on the programmatic elements, please refer to the Programs in Cuba section of this capstone). This category of training will make transformational change at the socio-political level in terms of adhering to OFAC
requirements but also the individual level as participants would be in charge of their own learning and change.

Furthermore, an Experiential Learning Cycle (ELC) is associated with experiential training. Kolb indicates that there are four stages of the learning cycle: concrete experiences, reflective observation, abstract conceptualization, and active experimentation (Merriam, Caffarella, & Baumgartner, 2007). A person in the concrete experiences stage learns from experiences and has an openness to subject him or herself to new experiences. Reflective observation occurs when one learns via reflection so that new experiences can be viewed from different perspectives. Abstract conceptualization describes learning through thinking and theorizing in order to integrate ideas. An active experimenter uses decision making and problem solving skills so that the new ideas can be put into practice (Merriam, Caffarella, & Baumgartner, 2007, p. 164).

The world is also comprised of a variety of Learning Styles which mirror the ELC. Imaginative learners are associated with concrete experience and reflective observation learning; they need the opportunity to reflect on their own experiences, and need to construct personal meaning from learning. Analytic learners are associated with abstract conceptualization and reflective observation and they value inductive reasoning as well as creating theoretical models. Common sense learners are associated with abstract conceptualization and active experimentation because they value problem solving, decision making, and practical application. Dynamic learners are associated with concrete experience and active experimentation because they value carrying out plans, taking action, and getting involved in new experiences (Brooks-Harns & Stock-Ward, 1999). Guiding Group Leaders through the ELC during the training will solidify learning so that they can better understand their participant’s needs on a given program
with a variety of learners. Group Leaders are in charge of facilitating discussion and processing activities while in Cuba. Taking the ELC and the responsibilities of the Group Leader into consideration, it is essential to understand the types of learners the participants may be so that Group Leaders can effectively tailor their techniques to fit particular learning style differences.

To supplement the ELC, the VARK model discovered by Neil Fleming, contends that there are four types of learners: visual, aural, read-write, and kinesthetic (Hawk & Shah, 2007). For example, visual learners prefer maps, pictures, texts, and different colors when portraying information. Aural learners enjoy discussing topics, attending lectures, and using jokes. Read-write learners prefer lists, essays, and textbooks. Kinesthetic learners enjoy modes of field-trips, hands on experiences, and trial and error (Hawk & Shah, 2007). To be an effective Group Leader, it is essential to understand that there will be some participants in each of these learning categories, therefore, the Group Leader needs to appeal to all learning styles, as it will enhance group dynamics. Granted, it may not be possible to adapt to every learning style in every situation, though, it is critical to consider how one can adapt their facilitating skills beforehand to enhance participant’s experiences. This VARK model would also need to be covered in the Group Leader training.

In conclusion, transformational learning and experiences can arise from studying abroad in a politically charged country, such as Cuba. However, these transformational experiences need to be facilitated for this learning to actually happen. Educating Group Leaders in the ELC and various types of learners, in addition to facilitating participant transformational experiences are crucial. Group Leaders need to know how to tailor their group facilitation techniques to have effective processing dialogues; this processing would transcend to the solidification of participant’s transformational learning. In having this training, Group Leaders can help
participants on a given program learn more about themselves, which can be transformational in
and of itself.
Needs Assessment

Due to personal experience with Road Scholar, it became apparent that the organization was in need of training. For instance, for a full-time practicum student working six months with the company, it would have been in the company’s best interest to waste no time in getting the practicum student oriented within the organization. There was no formal training or education as to what Road Scholar is or what their philosophies are. Furthermore, no benchmarks or progress check-ins were in place and these preemptive evaluation indicators could have sped up the learning curve and the achievement of projects or goals. Though there was no training for practicum students, I also learned that there was no formal training for paid positions; rather, their training consisted of shadowing other positions. As previously discussed, this practice is not in congruence with the various types of learners, such as the VARK or the ELC models of which the organization consists. This incongruence may in fact serve as a hindrance to the employee and the organization by leading to unstable foundations of assumptions of knowledge, thereby influencing team dynamics. To add, every organization has turnover, so it is in the organization’s best interest to implement a training so that institutional knowledge can be easily disseminated to new employees.

Not to my surprise, there was no formal training for Group Leaders about Road Scholar, either. The common practice was for the Program Coordinator to review the orientation schedule and itinerary with the Group Leaders before they were to go on a program. At this time, there was a brief, though not comprehensive introduction to the organization itself. Furthermore, there had been constant comments in meetings from managers that Group Leaders did not feel connected to Road Scholar and that we were not maximizing our resources. For example, perhaps a Group Leader was fluent in Spanish and was consistently leading programs
in Spain. Though, because no database existed as to the experiences, languages and expertise of which the Group Leaders lay in, Road Scholar was unable to capitalize on their human capital by not using qualified Group Leaders in other countries. Additionally, having information as to the Group Leader’s professional goals or desires would add to their happiness within the organization, as Road Scholar may be able to tailor efforts towards their interests.

Another interesting piece to the puzzle was that training and formal professional development has never been in Road Scholar’s history. President and CEO of Road Scholar came to our office in Brattleboro to discuss the current Strategic Plan. One staff member had asked if professional development for management and/or staff was going to be a part of the plan. To my surprise, two days prior to our meeting a consultant had brought up the idea of professional development and training. The president has worked for Road Scholar his whole professional life and because professional development had not been a part of Road Scholar’s history, a need for it had not been seen. Though, once consultants brought training to his attention, he had said that he is now in the process of hiring someone to help create trainings.
About Road Scholar and its Participants

Interestingly enough, there is no clearly defined vision statement for Road Scholar on the website, though the mission states: “Not-for-profit Road Scholar inspires adults to learn, discover and travel. Our learning adventures engage expert instructors, provide extraordinary access, and stimulate discourse and friendship among people for whom learning is the journey of a lifetime” (Road Scholar, 2012b).

While creating programs, it is imperative to keep in mind the participant characteristics. Road Scholar participants tend to be active and energetic. On average, participants are about 70 years old, 64% are female, 73% are married, 58% are retired, and 60% are college graduates. Additionally, 49% have a $40,000 or higher household income, 30-35% listed education as their previous profession, and over 90% have traveled abroad before. Furthermore, they have specific learning styles and (Road Scholar, 2006):

- Appreciate a structured, organized learning environment;
- Want details about what will be taught and a brief biography of each instructor;
- Typically favor active vs. passive activities but need a balance of both;
- Want direct, person-to-person contact with faculty and dislike it when faculty read lectures;
- Want classes that offer opportunities for discussion
- Do not like surprises, such as changes in lectures, field trips, or travel plans without extensive advance notice and explanation.

In terms of learning atmospheres, Road Scholar participants (Road Scholar, 2006):

- Tend to be early risers;
- Prefer lectures in the morning;
- Need regularly scheduled breaks;
- Are bothered by classrooms that are either too hot or too cold and overcrowded;
- Need brief rest periods after strenuous activities and meals;
- Want stimulating activities in the evening, yet need to have a good night’s sleep.

Looking towards the future, it will be essential to keep in mind these participant demographics, the ELC, their learning styles and preferred learning atmospheres when developing programs and trainings.
Curriculum of the Training

There are several purposes of this training. An element I needed to keep in mind in developing this training was the English level of the audience. Many of our Group Leaders come from a variety of different cultures, so it was essential to use words and ideas that could be easily understood by all non-native English speakers. The training was created with the purpose, goals, and objectives of the organization’s mission, history, philosophies, types of programming, participant demographics, policies, activity levels, and crisis management plans (see slides 6-29 in appendix A) in mind. Many Group Leaders do not only lead groups for Road Scholar, but as a profession, working for several different companies at the same time. It is essential to explicitly communicate our standards and policies to prevent confusion with those other companies. In addition, one of Road Scholars’ philosophies is the emphasis on experiential education (see slide nine of appendix A). This philosophy aligns with the aforementioned Experiential Learning Cycle and fits nicely with this training and the Discussion Questions outlined in Appendix I. Educating Group Leaders about the ELC would ensure that they know how to appropriately process participants’ experiences, thereby increasing the success of transformational learning. Road Scholar also clearly delineates their types of learners, so educating Group Leaders about the types of learners (slides 36 and 37 in appendix A) will help them tailor their facilitation and leadership techniques.

This training is also meant for country-specific information, so the organization will be able to use this training as the base for Group Leaders of other countries. For instance, slide 39 of appendix A depicts the background of the Cuban flag, but this flag can be substituted for other countries’ flags to indicate that the proceeding information will be for that particular country. Additionally, slide 41 depicts Cuba-specific information for new Group Leaders who have never
been to Cuba. This information consists of points about understanding U.S. and Cuban culture, programming, and how programming is tailored to participant learning styles (see slides 41-45 in appendix A). Additionally, slide 46 of appendix A delineates the additional documents needed per OFAC standards, and slides 49-53 speak to tips for working in Cuba as well as the Group Leader’s role.

Organizational benefits of the training

Because Road Scholar Group Leaders live all over the world, e-mailing the PowerPoint training is both accessible and convenient for learning about the organization and the country in which they will be working. The goal is to have the Group Leaders read the PowerPoint training before the Program Coordinator speaks with the Group Leader on the phone about the program orientation and itinerary. This protocol gives Group Leaders the opportunity to come to the phone training with questions or concerns, which may enhance the efficiency of the phone debriefing. Furthermore, the PowerPoint will cut down on the organization’s personnel’s resources necessary to create a more in-depth training.
Health and Safety

Because Road Scholar’s programs are intended for older adults, it is important to assess the participants’ mobility and activity levels. For example, physical activity is a necessary self-assessment. There are five activity levels in which each participant needs to conduct a self-assessment prior to enrolling in a program. Easy programs involve minimal walking and not too many stairs. Moderate programs include activities such as walking up to a mile in a day through a city and standing in a museum for a few hours. Active programs are for people who enjoy walking as many as two miles a day, perhaps to explore historic neighborhoods or a nature trail. Moderately challenging programs are for those who enjoy a good physical challenge and spend most of their days on the go. Challenging programs are recommended for seasoned outdoor enthusiasts (Road Scholar, 2012c). All participants who go on Cuba programs must submit their Road Scholar health and safety forms 12 weeks prior to the program start date. If Road Scholar has any concerns about a participant’s health or safety on a given program, administrative staff or Program Coordinators will directly call the participant to assess their needs.

Cuba programs are all moderate to active levels of physical activity. Due to Cuba’s lack of infrastructure, many staircases do not have railings and the cobblestone streets are extremely uneven, which can be hazardous for participants who have mobility issues. During the program, Group Leaders are to have a direct conversation with the participants for whom mobility is an issue and offer alternatives for them to continue with the group. If a participant’s safety is in jeopardy the Group Leader is to ask him or her to sit out for that portion of the program. Safety is always a priority.
Travel Documents

Participants

In addition to the health and safety forms, participants must also have a passport that is valid for up to six months after the completion of the program. Due to OFAC several additional forms are required as well. Participants need to submit: a Charter Reservation form which permits them to get a Cuban visa and authorizes them to be on the chartered flight from Miami to either Havana or Cienfuegos (appendix B); a copy of the picture page of their passport; and a signed Participant Affidavit (appendix C), agreeing to participation in a full-time program. Road Scholar must also submit a signed Authorization to Travel Letter (appendix D) to the Travel Service Provider, which indicates that a particular participant is insured under the license to travel to Cuba.

Once their forms are processed, they are given to Cuba Travel Services who then issues flight tickets and visas. Additionally, the Group Leader must carry the aforementioned Participant Affidavit and Authorization Letter for each participant while in Cuba. Road Scholar and the participants must keep these documents up to five years after the program completion date, in case of an audit. Other documents which are distributed in a small packet to participants during orientation in Miami include: Cuba health form which assesses participant illnesses (upon arrival in Cuba there is a nurse desk which checks these forms to assess health of travelers), Customs Declaration form, visa, and flight tickets. On the back of the flight ticket there is a stamp which functions as the insurance card for foreigners.
Group Leader

Group Leaders for Cuba are charged with more responsibility than for other countries and need to report on their activities per OFAC requirements. They must submit: a Program Coordinator Affidavit which indicates that the predominant portion of the activities were not with prohibited individuals or Cuban entities (see appendix E); pictures of People-to-People interactions to ensure that the activities in fact align with OFAC requirements; and a Detailed Activities Report (appendix F), which details the People-to-People activities. All of these forms must be submitted within two weeks of the program completion date in case OFAC requests to see these documents. However, receiving these documents can be difficult, as many Group Leaders go on back-to-back programs, making it difficult to punctually submit these time-sensitive documents. Therefore, it is essential that Group Leaders understand the responsibilities with which they are charged upon being hired.

Office of Foreign Assets Control: People-to-People License

Programming in Cuba is often compromised by the tense political relations between the U.S. and Cuba. U.S. citizens may not legally travel to Cuba unless they are licensed under OFAC via the U.S. Department of the Treasury. Currently, there are 12 types of licenses:

1. Family visits;
2. Official government travel;
3. Journalistic activities;
4. Professional research and professional meetings;
5. Educational activities;
6. Religious activities;
7. Public performances, clinics, workshops, athletic and other competitions, and exhibitions;
8. Support for the Cuban people;
9. Humanitarian projects;
10. Activities of private foundations or research or educational institutes;
11. Exportation, importation, or transmission of information or informational materials; and

For purposes of this capstone, I will just focus on the educational activities license, which is the license issued to Road Scholar. Road Scholar must maintain a full-time schedule of People-to-People activities for the program; this typically translates into at least two People-to-People activities every day.

Road Scholar was granted their People-to-People license under educational activities domain in August, 2011, which was to expire in August, 2012. Because OFAC did not indicate when to submit the renewal application, Road Scholar submitted re-licensing materials six months prior to license expiration. To prepare the re-licensing documents, Road Scholar needed to ensure that they had all documents from each program and participant:

- Participant Affidavit;
- Authorization to Travel letter;
- Passport information;
- Program Coordinator Affidavits from Group Leaders (see appendix E);
- People-to-People interaction pictures (due to confidentiality purposes, an example of these pictures are not in this capstone), and;
- Detailed Activities Report detailing the People-to-People interactions.
After Road Scholar submitted the renewal application, OFAC announced new parameters for reapplication. In these changes, the U.S. government indicated that renewal applications could not be submitted more than three months in advance. They also wanted to know how the People-to-People interactions would: foster meaningful interactions between Cubans and Americans, enhance contact with the Cuban people, support civil society in Cuba, and promote the Cuban people’s independence from Cuban authorities (U.S. Department of Treasury, 2011, p. 23).

After receiving the initial renewal application, OFAC requested additional information. It was difficult to get this information compiled in a timely manner. Many organizations were either denied or delayed in receiving their license renewals after submission. However, Road Scholar was one of three companies who were granted their license renewal in June of 2012. The new license is also now valid for two years.
Programs in Cuba

As previously mentioned, the Cuba programs for Road Scholar at this time are the most popular and the most revenue generating programs for the organization. There are currently three programs to Cuba:

1. Cuba Today: People and Society
2. Shalom Cuba: Exploring Jewish Heritage
3. Havana: City of Art and Artists

The scope of this capstone focuses specifically on the “Cuba Today” program. This program always begins with an orientation in Miami and a flight to either Havana or Cienfuegos the following day. No matter where the program begins, the participants always spend four nights in Havana and three nights in Cienfuegos. Road Scholar offers the best accommodations available in staying at the historic Hotel Nacional in Havana and Hotel Jagua in Cienfuegos. Even though Road Scholar offers the best accommodations, due the Cuban infrastructure, there will always be issues on a given program; for example, issues with a leaking faucet or bath tub are common. Cuba’s quality of infrastructure is a point that Group Leaders need to continuously emphasize to participants because of how much it differs from the standards of living in the U.S.

Another point of interest is food, especially for vegetarians. Cuba is a meat-heavy culture and their concept of vegetarianism is not the same as that of the U.S. For instance, there may be pieces or drippings of bacon in a vegetarian dish of beans and rice. It is the responsibility of the Group Leader to act as a cultural liaison, explaining these differences and accommodating participants’ needs to the best of their ability. All meals are included in the program except for one dinner where participants are able to venture out to try a paladar, a privately owned
A restaurant located in either a house or an apartment. Additionally, many activities are pre-paid and proof of payment in Cuba is shown via vouchers.

**Orientation**

Before orientation in Miami begins, participant orientation packets are distributed either upon check in or during orientation so that participants can start reviewing the information. These orientation packets were developed for a couple of reasons. In program evaluations, participants requested maps and more information about Cuba prior to departure. Including maps and informational documents in the participant orientation packet tailors to the read-write and visual learners from the VARK model, as these learners desire concrete visual materials. Along similar lines, this orientation packet caters to the needs of participants who are imaginative learners from the ELC. Reviewing these materials and having the opportunity to think about and reflect upon this information gives them the chance to relate what they have read to their own personal experiences. Additionally, by distributing these materials during orientation, instead of mailing it to them, participants are less likely to forget these packets at home and are able to constantly refer back to them throughout the program.

Maps of Cuba, Havana, and Cienfuegos are included in the orientation packet as well as Cuba Forget-Me-Not’s, which are welcome letters to participants. These letters serve the purpose of reminding participants about important information regarding food, accommodations and OFAC (see appendix G). Also in the packet is a document titled “Interesting Information about Cuba,” which includes poetry from Cubans, information about the Cuban Art Revolution, the Special Period, and a timeline of historical events. Furthermore, there is a list of **paladars** included as participants have a free night where they are able to have dinner on their own. A
document on the stages of culture shock is also included as this program may be the first international travel participants may embark upon, so understanding their emotions is important to the success of their transformational change. Additionally, an online evaluation reminder is included as Road Scholar always strives to improve its programs. Since the organization began providing these packets, I have witnessed participants constantly refer back to them while on program. As a result, there has been less confusion and questions arising among participants throughout their travels and learnings. For an example of the participant orientation packet, please refer to appendix G.

During orientation in Miami, a variety of elements are discussed, such as: logistics, travel procedure, culture shock and the need for flexibility. Furthermore, information on health and safety, where to exchange currency, and tipping are explored. Another significant element of the orientation is the discussion of OFAC regulations and reasoning behind some of the programming elements. Even though the days can be tiresome, a full-time schedule is mandatory per OFAC requirements. It is also crucial to lower the participants’ expectations in terms of service, food, and malfunctioning accommodations, as they are travelling to a country where infrastructure has not been progressing at the same rate as that of the capitalistic world. Therefore, setting their expectations at a reasonable level will enhance their experiences during the program. For a detailed list of the orientation topics, please see appendix H.

Itinerary

In Havana, participants attend expert-led presentations about architecture, U.S.-Cuban relations, and religion and identity conformity of Cuba. Additionally, participants visit the Guanabacoa region where they first visit a home with a Cuban family. During this visit,
participants candidly discuss family life and realities of living in Cuba, which is constantly a highlight of the program. Participants also interact with Cubans who practice the Afro-Cuban religion of Santeria and visit a Jewish community center where participants learn about the outreach they do to serve the community. Participants also attend the book sellers market where they are able to interact with Cubans and discuss literature. Another highlight is the visit to the Sisters of Charity, where nuns discuss the work they do with skin diseases, such as leprosy.

On the day of departure to Cienfuegos, also known as the Pearl of the South, participants go to the Bay of Pigs museum where they learn about this invasion from the Cuban perspective. Upon arrival in Cienfuegos, they are greeted with a performance from a beautiful choir and have the opportunity to ask choir members about their profession and future endeavors. Other highlights in Cienfuegos consist of interactions with a casa particular (a free enterprise, similar to a bed and breakfast) owner in Trinidad, and the Santa Clara Jewish community to learn about how they were able to re-build the synagogue in order to reach out to their members on the southern part of the island. Also, in Santa Clara participants visit a typical family home which like the majority of Cuban homes is owned by the government. It is mandatory that the family make repairs and to keep the home and property it in good condition, otherwise the government may fine them. The woman who lives there is disabled and does not have a stable livable income. Though she is faced with these hardships, she is proud of her refrigerator and rice cooker and is eager to show participants her home and have a dialogue about life. Because this home is not to the same standards of those in the U.S., these interactions can be humbling and difficult. To offset these emotions, Group Leaders are to help participants process what they have seen and felt on the bus going back to Trinidad, by utilizing the Experiential Learning Discussion Questions (see appendix I).
Additionally, participants meet with seniors at a Senior Center where they engage in interchanges about retired life. Next, they visit the Che mausoleum and museum where participants learn about Ernesto Che Guevara’s life and his influence in the Cuban Revolution. Due to some of the interactions, it is essential for Group Leaders to help participants process what they are learning and feeling. Please refer to appendix I for these ELC discussion questions. After all of these interactions, participants have a farewell dinner where the Group Leader facilitates discussions about what participants saw and learned in Cuba.

Cost and price of program

The price of the program is between $3,495 and $3,890 and includes all accommodations, meals, visas, chartered flights, travelers insurance, and tips. This program is priced at 18 participants but the minimum to run the program is 15 and the maximum is 24. Appendix J is the general template of when it is and is not cost effective to run a program. The costs negotiated with vendors are confidential, and so they are not presented in this capstone. To conceptually understand the framework of pricing, please refer to appendix J.
Crisis Management

Depending on the crisis, Road Scholar’s general crisis management plan consists of the Group Leader completing an Incident Report and either contacting the Emergency Duty Officer/Program Coordinator, or calling Travel Assist—the overseas insurance provider, if necessary. This plan varies depending on the crisis, for example a minor crisis would be a lost or stolen wallet and a more severe crisis would be a participant who needs any type of medical attention.

Please refer to slides 27-30 in appendix A for more details. However, for crisis’s such as natural disasters, this is elevated to management and senior management, if necessary.

Due to my own Group Leading in Cuba, I experienced first-hand how crises were managed and the flexibility needed to problem-solve and think on your feet. Two days into the program, an 80 year old participant fell and broke three bones in her body, which we discovered at the international clinic. Navigating the medical system in Cuban Spanish and learning Spanish medical terminology is an example of the complexity of the issue with which I was dealing. During this program, another staff member was co-leading the group and was able to stay with them, as my time was consumed by trying to get the woman evacuated back to the U.S. Though, due to the difficulties of communication in Cuba, this process was extremely difficult. The internet was slow, faxing was not an option, and phone calls needed to be made from my hotel room which was 2.65 USD per minute. Subsequently, I emailed the office in Vermont the information they needed to open a case with Travel Assist and made short phone calls to my supervisors as I only had a surplus fund of 200 CUC. Though, when I was talking to Travel Assist, they had told me that it was “illegal” for them to work with Cuba. In contrast, I had just spoken with my supervisor, who said that they did indeed have an agreement to work with them.
Furthermore, I did not know that there was an international clinic before I was in Cuba. This is information that Group Leaders need to have just in case an emergency does arise.

*Communication plan*

Before this crisis, the office and I had been under the impression that it was simply not possible to call Cuba from the U.S., and that we could not call the U.S. from Cuba. What we did know for sure was that American cell phones do not work in Cuba. However, while Group Leading in Cuba, I had talked with the operator at the Hotel Nacional, and was informed that we could indeed call the U.S., but at a very expensive rate of $2.65 per minute, as previously mentioned. Therefore, whenever I needed to make a call to the U.S. or to Travel Assist, I needed to be in the hotel. The phone fees were going to need to be paid out of my small contingency fund of 200 USD, though, the price of phone calls on this trip ultimately superseded this amount.

Making phone calls was extremely difficult as the Group Leaders’ days of activities took place outside of the hotel. I proposed the idea of our vendor issuing a voucher to pay for the phone charges and Road Scholar would reimburse them, as we still had six days left on the program; luckily, this was a possibility and was implemented.

Due to there not being a comprehensive contact list with emergency phone numbers, such as the international clinic, I created one when I returned to the office, and in doing so, put the international health clinic’s information on this list. Furthermore, I added contact information for the Red Cross, lecturers, site visits, restaurants, and other important entities to ensure a smooth program, in case the Tour Guide and Group Leader are unable to work as a collective team. Please see appendix K for this contact list. After my return to the U.S., Road Scholar had decided to invest in Cuban cell phones. These cell phones only work when they are in Cuba and due to the company that provides us with the service, they do not itemize to whom the calls were
made. Subsequently, the Group Leaders need to keep track of their phone calls and log how long they talked on the phone and to what phone number. For more information about the Cuban cell phones, please see appendix L. Where the crisis management plan may have been in place, it was ineffective as there was no communication plan and I was not trained on how to manage a crisis in Cuba. Therefore, implementing the above measures will improve the crisis response and communication.
Program Evaluation Plan

Program evaluations from participants are strongly considered in making adjustments or recommendations to alter programs. Starting March of 2012, all evaluations for Road Scholar programs are completed online. Once the program is complete, participants are sent a link to their email addresses so they can complete the online evaluation. Participants evaluate not only accommodations and food, but also lecturers, the Tour Guide and Group Leader. Due to these evaluations, changes to the programs have been made. For instance, participant orientation packets were created and implemented due to participants asking for more information about Cuba prior to departure. Because of feedback about lecturers we have been able to coach presenters in how to adapt their presentations or information to a Road Scholar group. Also, we have been able to receive feedback about not only the Tour Guides, but also the Group Leaders. This information has been invaluable as we have been able to be more strategic in staffing the programs and coaching Tour Guides or Group Leaders, as necessary. Please see appendix M for a copy of the evaluation. Group Leaders are also asked to complete a report asking their opinion of the restaurants and programmatic elements, as they are the Road Scholar representatives and have hands-on knowledge in how to better the programs.
Limitations, Recommendations, and Conclusion

Thus far, verbal feedback from the Group Leaders has indicated that the training was helpful in that they learned much about the organization and the importance of the ELC. On similar lines, new Group Leaders for Cuba have appreciated the effort put into the PowerPoint training. Before sending it out to new Group Leaders, I piloted it with the Program Operations Manager, Program Coordinators, and Administrative teams to receive feedback on it so that I could make appropriate adjustments. The in-house staff really appreciated this training, as many did not receive any background knowledge on the history, mission, or philosophies of the organization upon hire, themselves. Furthermore, one Program Coordinator indicated that he was going alter the country-specific information in the training for one of his Group Leaders’ in the Middle East. Internet access and reliability of the connection may be a limitation due to the many different countries in which Road Scholar’s Group Leaders reside, though this is not the case for Group Leaders for Cuba.

At this point, the Group Leader PowerPoint training does not have an evaluation. In the future, it would be in the organization’s best interest to send out a training evaluation that gauges what was helpful and what could have been improved. Additionally, perhaps Road Scholar could convert this training into a narrated PowerPoint that way the narrator could have sufficient time to explain concepts, such as the ELC and the VARK model to the audience. Additionally, hiring a person devoted to training, for not only Group Leaders but also in-house staff is suggested as this will decrease all new hires’ learning curves. Furthermore, Road Scholar is currently creating a database of all of the Group Leaders, so that in the future, Road Scholar can invite them to group lead for a program they have always wanted to do or Road Scholar can use their experiences and expertise in different countries. Once this database is complete, the
organization will be maximizing its resources by using Group Leaders in a variety of different countries.

In conclusion, taking into consideration the personal experiences of the author regarding her practicum and Group Leading in Cuba, a PowerPoint training was created for new Group Leaders as they need to be knowledgeable about the organization, the participants with whom they work, and the appropriate models that fit the needs of their participants. Group Leaders need to be trained and educated about the organization and how to facilitate transformational experiences for participants via the ELC and VARK models. Using these models will help Group Leaders tailor their leadership techniques to their participants which will yield transformational changes on not just the individualized interpersonal level, but also that of the socio-political via OFAC standards.
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Group Leader Training

Program Director: Yves Marceau
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Updated 5/7/12

Agenda

• Background of Road Scholar

• Tiers of Programming and types of Road Scholar programs

• Activity levels

• Participant characteristics and learning preferences

• Road Scholar policies and emergency procedures

• Experiential learning and types of learners

• Country specific information
Purpose, Goals, and Objectives

• **Purpose:** Enhance connection to Road Scholar, its history and participants by being able to understand and articulate our programs to those not familiar with us

• **Goals:** Increase understanding of Road Scholar programs and programming and how participant characteristics play a role in programming decisions

• **Objectives:**
  – Learn the history and types of Road Scholar programs and programming
  – Understand how to put Experiential Learning into action and consider how it can play an impactful role in the participants’ experience
  – Understand Road Scholar participant Learning Preferences and Types of Learners and utilize tips to meet participant needs
  – Carry-out policies and emergency procedures

Road Scholar

Road Scholar, the not-for-profit leader in educational travel since 1975, offers 6,500 educational tours in all 50 states and 150 countries. Alongside local and renowned experts, experience in-depth and behind-the-scenes learning opportunities, from cultural tours and study cruises to walking, biking and more

Road Scholar is the name for the programs developed and offered by Elderhostel
Your Road Scholar Network

• In 2012 an estimated 97,000 people will have gone on a Road Scholar program
• 6,500 program lecturers
  — 30% managed by Road Scholar offices
  — 70% managed by 100+ provider networks (colleges, universities, educational travel companies, museums, community organizations)
• 1,000+ lectures/year
• 5,000+ guides/year
• 600+ Group Leaders/year

Welcome to one of the largest non-profit educational travel companies in the world!

Our Mission

Not-for-profit Road Scholar inspires adults to learn, discover and travel. Our learning adventures engage expert instructors, provide extraordinary access, and stimulate discourse and friendship among people for whom learning is the journey of a lifetime.
History

• Elderhostel was founded in 1975 by Marty Knowlton, a social activist and former educator, and by David Bianco, a university administrator.

• In his mid-50s, Knowlton went on a four-year walking tour of Europe, living in youth hostels.

• He became very well acquainted with the youth hostel programs and folk schools of Scandinavia and was impressed.

• He liked the folk schools in Scandinavia, where he saw older adults handing down age-old traditions -- folk arts, music, lore and dance -- to younger generations.

History...

• In the first year (1975) 220 participants went on programs on college campuses in New Hampshire.

• 1981 - First international programs offered in Great Britain and Scandinavia.

• 1982 - Start of the Independence Fund/Annual fund (scholarships to help people go on programs).

• 1999 - Enrollments top 250,000/yr.
  -- Participants receive communications via e-mail.
  -- Elderhostel purchases its first building in Boston to serve as its headquarters.
Our Philosophy

- **Subject matter**- Strongly reflective of program’s location and partner institution’s expertise

- **Instructors**- Have established credentials in subject program matter which attracts lifelong learners
  - Skilled in *experiential learning methods*

- **Learning/experiences**- Road Scholar offers “behind the scenes” and “inside access” experiences which are not provided to independent travelers or other groups

- **Group Leader**- Competent, and caring, responds to individual needs, promotes interaction between participants and builds group cohesion

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What’s the difference between RS and other Tour Company’s?

- Distinguished by the depth, breadth, and quality of *educational content*

- Fellowship of learning and camaraderie

- Educational content is fluid, dynamic, and involves a variety of ways to meet participants seeking *experiential learning* opportunities

- *Delights* participants by unpublished home visits, home-hosted meals, and one-on-one time with local residents

- “Inclusive pricing”- covers accommodations, most if not all meals, educational curriculum, excursions, gratuities, taxes, emergency medical evacuation insurance
History of Name Changes

• Is Elderhostel a for profit company?
  – No. Elderhostel bought Lyon Travel which was a for-profit company. Elderhostel will always be a non-profit organization.

• Why did we change our name from Exploritas to Road Scholar?
  – After the first Exploritas catalogs were mailed, we were notified that a profit-making tour company for high school students had filed a trademark infringement complaint against us because they thought the Exploritas name was similar to theirs.
  – We had followed federal law in registering the Exploritas trademark, and were legally granted ownership of it by the U.S. Patent and Trademark Office.
  – The court ruled that there was “confusion” and we decided that our mission is much more important than the name so we are moving forward

• How much did the lawsuit cost?
  – Fortunately, Elderhostel was insured for the cost of our defense

• Will you keep the Elderhostel name?
  – Yes, Elderhostel will remain the official name of our organization, carrying on our tradition as the not-for-profit world leader in lifelong learning

Name Changes with Road Scholar

• Why aren’t you going back to the name Elderhostel?
  – Active, engaged lifelong learners do not identify themselves as “elderly.”
  – The word “hostel” does not come close to describing our comfortable accommodations
  – We want our name to be as welcoming to today’s 50 and 60 year olds as it was to their parents and grandparents.

• How do you know that there won’t be another lawsuit?
  • The Road Scholar name has been trademarked since 1992 and has been used by Elderhostel since 2004.

• Is Road Scholar a new company?
  – No. We have been using the Road Scholar name for some of our programs since 2004. We’re just extending the Road Scholar name to all of our programs, our catalogs and our website.
  – Road—means journey and real-world experience
  – Scholar—reflects a deep appreciation for learning
  – Sometimes Road Scholar can be confused with a Rhodes Scholar who is a person who won an international postgraduate award from the University of Oxford—a very prestigious award
Programming Tiers

- Tier I: Traditional
  - Educational content (presentations/lecturers): 4 hours/day (e.g., 10 day program has 32 hours)
  - Cultural enrichment field trips: 4 hours/day
  - Free-time: Limited (1 am or pm/wk)
  - Meals: almost all

- Tier II: Structured instruction with flexibility= FLEX programs
  - Educational content: 3-4 hours/day
  - Cultural enrichment field trips: 4 hours/day
  - Free time: 25%
  - Meals: 2/day (breakfast, lunch, or dinner)

- Tier III: High-level of instruction, few group activities (1 program= Independent City Discovery line)
  - Educational content: 2-3 hrs/program day (e.g., 10 day program = 16-24 hrs)
  - Meals: 1/day
  - Free time: 40%

Types of RS Programs

**Traditional**

- Operate year-round
- Stay in comfortable, well situated hotels, conference centers and camps with private baths
- Vary in length (3-12 nights)
- Single-study themes, and double-focus programs
- Field trips and evening programs balance classroom experiences with enriching hands-on learning opportunities

**Active Outdoor**

- 1/3rd of the total program is for the great outdoors (i.e., hiking, kayaking, biking, etc.)
- Themes:
  - Camping in the dunes of Baja California while studying gray whales
  - Hiking in Patagonia
  - Bike and Barge along the Mekong
Types of RS Programs...

**Service**
Learning and hands-on work to serve the needs of a community

Provide the chance to give something back to society

**Examples:**
- Conducting wildlife or marine research to protect endangered species, tutoring school children to build affordable housing

**Intergenerational**
Programs for grandparents and grandchildren

**Examples:**
- Dinosaurs, hot-air ballooning, Yellowstone's wildlife, and space travel

Types of RS Programs...

**Exploring North America**
Themes in designated areas of the U.S. and Canada

**Example:**
- On the Road: Following In the Footsteps of Lewis and Clark from Missouri to Oregon

**Adventures Afloat**
Cruise ships, liners, river barges and sailing vessels

**Lectures:**
- Naturalists, historians and other experts

**Themes:**
- Music of the Mississippi, French Impressionism and the wildlife of Antarctica.
- Aegean Sea, mighty Mississippi, remote Japanese bays, and New Zealand fjords
### Activity Levels

**Easy:** Exercise their minds more than their bodies.
- Minimal walking and not too many stairs

**Moderate:** Walking up to 1 mile in a day through a city and standing in a museum for a few hours

**Active:** Walk as much as 2 miles/day, perhaps to explore historic neighborhoods or a nature trail

**Moderately Challenging:** For hardy explorers who enjoy a good physical challenge, spending most of their days on the go.

**Challenging:** Highest-energy group for seasoned outdoor enthusiasts

### Participant Demographics

It is important to know who we are working with. This will help you in articulating Road Scholar to the public, making business connections, or simply interacting with the group

- Average age is 72
- 1st time participant 65 years old
- 64% are female
- 73% are married
- 58% are retired
- 60% are college graduates
- 49% have income per household of $40,000 or higher
- 30-35% listed education as their previous profession
- Over 90% had previously traveled abroad
General characteristics of participants

• Active in community organizations and volunteer at home, involved in the outside world, and generally well-traveled, not interested in activities designed for senior citizens

• Dedicated to Road Scholar as a non-profit organization and want to see the organization succeed

• Believe they are providing information the organization will use to make improvements when offering criticisms

• Have strongly-held opinions, beliefs, and values

General characteristics of participants...

• Interested in direct educational experiences (i.e. seeing and doing, not just hearing lectures)

• Participate in other educational programs at home

• Relatively advantaged in terms of educational and occupational background

• Appreciate a good sense of humor

• Generally friendly and open to new experiences and people, but want to be prepared with as much information as possible
**Desired Learning Styles for Programming**

- Details about what will be taught and a brief biography of each instructor
- Active vs. passive activities, but need a balance of both
- Direct, person-to-person contact with faculty, locals
- Discussion of lecture topics, culture, politics, history, education, social problems, and need Q&A

**Desired Learning Atmosphere of Road Scholar Participants**

- Want schedules and people to operate on time and as published in catalog and itinerary
- General sense of feeling in control of situations
- Want to feel respected in social and intellectual situations
- Want stimulating activities in p.m. but need to have enough time to get a good night’s sleep
- Participants are early risers, eat breakfast early, and like to have lectures begin by 9:00 a.m.
- Need regularly scheduled breaks for: refreshments and going to the bathroom. Need brief rest after strenuous activities and meals
Programming participants do NOT like

• Surprise changes in lectures, field trips, or travel plans, without extensive advance notice and explanation

• Faculty- read lectures

• Classrooms that are too hot or cold and overcrowded, distracting background noise, or having to stand or sit too long in one place

The Group Leader Role

• Advocate for participants making sure that their needs are being met

• Act as a cultural liaison to help participants understand local ways and adapt
  – Help interpret and understand what the participants are experiencing

• Be the logistics coordinator by making sure the activities on the itinerary are completed in a timely, efficient manner
Road Scholar Policies

• GL should be available during free-time
  – Let participants know where you will be and invite them to be with you during free-time

• Full days:
  – If participants are tired or need a break, the coach can take them back to the hotel—others will want to stay with the group

• Absent without Reimbursement:
  – Form that needs to be filled out if a participant leaves the program for a full day

• Can’t sell optional tours or activities at additional costs

• No organized shopping stops
  – If you shop, there needs to be an educational component to it (i.e., lecture at the location for 30 min, 15 min. of shopping)

How do I fit in with Communication?

Program Director

Program Manager (buyer)

Program Coordinator and EDO

Operations Manager

Administration

Group Leader

Vendors (TSP) / Lecturers / Guides
## Emergency Procedure for Incident Reports

- Email/Fax/Call info to **Program Coordinator** when:
  - No professional medical attention is necessary
  - Arrive 1 day late to program
  - Delayed/missing luggage, but does **not** need additional assistance locating and/or retrieving items
  - Leaves a program early (family emergency, not enjoying program, undisclosed personal reason, etc.)
  - Minor injury (i.e., minor cuts, scrapes, bruises, fever, slight reaction to medication, etc.)
  - Altercation with another participant
  - Fire alarm goes off in hotel; participant temp moved outside
  - Coach has mechanical problems; results in missed activity

## Emergency Procedure for Travel Assist

- Contact Travel Assist when professional **medical attention** is required:
  - Requires hospitalization for injury or illness
  - Falls and injures self (i.e. wrist) while walking at a program site- hospitalization/evacuation
  - Loses consciousness during activity and gets medical attention
  - Severe reaction to medication or allergic reaction to food
  - Food poisoning and gets medical attention
  - Loses wallet, travel tickets/travel documents, credit cards (Participants needs assistance in securing new documents)
  - Death
Emergency Procedure for calling Emergency Duty Officer (EDO) in Vermont

- Serious concerns about participant’s health (mental or physical) or behavior
- Multiple participant injuries and/or fatalities
- Missing or lost participants
- Unusual participant accident, injury or death
- Unusual group incident (bus accident with multiple injuries, fire at hotel with injured participants, group robbery, etc.)
- Significant world event (political unrest, natural disaster, airline strike, terrorist incident, etc) affecting or potentially affecting group or travel plans
- Significant change to the program is required that affects participants
- Participants are very unhappy

**Not sure how to handle something**

Contact Procedure for Emergencies

Does **NOT** require medical attention (illness and injury):

1. Complete Incident Report and email/fax, if you can’t complete the IR, email details to Program Coordinator/Admin and they will fill it out
2. Notify EDO as necessary

**Does** require medical attention:

1. Seek medical attention
2. Contact in-country staff and local authorities/Tour Guide to help you...
3. Contact EDO
4. Open a case with Travel Assist
5. Complete IR and email to Road Scholar Vermont
# Road Scholar and Experiential Learning

- Experiential Learning is the Philosophy of Road Scholar
- Experiences/activities are carefully chosen that are supported by reflection and critical analysis
- Sets Road Scholar apart from other companies
- Participants are engaged in their learning, and needs are satisfied
- Participants arrive at their own conclusions—self-directed learning
- Profound impact on their experiences and can enhance self-awareness and spark new interests
- Solidifies learning via group participation and shared learning, and reflection. Learning is authentic
- Helps us adapt to challenging situations
- Balance between affective, behavioral, and cognitive learning, which compliments the Types of Learners**

## How to use the Experiential Learning Cycle

1. **Experience** the activity

1. **Share** what happened:
   - What happened (at the home visit)?
   - What struck you about (the visit)? How did you feel about that (what you learned about the family)?
   - What were you aware of?
   - What did you observe about yourself or the group?
How to use the Experiential Learning Cycle

3. Processing
• What does that (the home visit) mean to you?
• How does this all fit together? How does this compare with their society?
• What does that suggest to you about yourself/the group? How does this compare to the U.S.?

4. Generalizing
• What might we infer/conclude from that (the home visit and the ___ people/economic status, etc)?
• What does that say about __________(country) in general?
• How does this relate to your other experiences?

End of the Experiential Learning Cycle

5. Applying—to be saved for the Program Wrap-up
– How would you do this again? What was a surprise for you?
– How could you make it better?
– What would you like to do with what you have learned?
The Experiential Learning Cycle

Types of Learners

**Visual**
- Tend to be fast talkers
- Exhibit impatience and have a tendency to interrupt
- Use words and phrases that evoke visual images
- Learn by seeing and visualizing

**Auditory**
- Speak slowly and tend to be natural listeners
- Think in a linear manner
- Prefer to have things explained to them verbally rather than to read written information
- Learn by listening and verbalizing

**Tip:** Be patient and give participant time to walk, look, and touch what they’re experiencing. Provide handouts, maps, graphs, and charts when possible

**Tip:** Verbally tell participants what will happen the following day the evening before and in the afternoon.
### Types of Learners...

<table>
<thead>
<tr>
<th>Read-Write</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Prefer information to be displayed in writing, such as lists of ideas</td>
<td>– Tend to be the slowest talkers of all</td>
</tr>
<tr>
<td>– Emphasize text-based input and output</td>
<td>– Tend to be slow to make decisions</td>
</tr>
<tr>
<td>– Enjoy reading and writing in all forms</td>
<td>– Use all their senses to engage in learning</td>
</tr>
<tr>
<td><strong>Tip:</strong> Write orientation agenda on flip-chart and/or key-words (i.e. flexibility if participants need to remember this). Write itinerary for following day and post it</td>
<td>– Learn by doing and solving real-life problems</td>
</tr>
<tr>
<td></td>
<td>– Like hands-on approaches to things and learn through trial and error</td>
</tr>
<tr>
<td></td>
<td><strong>Tip:</strong> Give opportunity to try local foods and dance local dances</td>
</tr>
</tbody>
</table>

### Important notes

- It is important to understand that we are working with a diverse group of people. Try to tailor modes of communication (i.e., orientation, discussions, etc.) as much as possible to the following Types of Learners.

- Keep learning styles in mind when engaging in the Experiential Learning Cycle.

- As a Group Leader you may have tension with some types of learners. Your ability to adapt to the different Learning Styles will impact Group Dynamics.
Purpose, Goals, and Objectives for Cuba

• **Purpose:** To have a general understanding of the reasoning behind programming in Cuba

• **Goals:**
  1) Increase knowledge of participants' expectations of Cuba
  2) Be able to manage participant expectations
  3) Understand what is expected of you as the Group Leader

• **Objectives:**
  - Understand the working dynamics in Cuba and how it differs with U.S. culture
  - Understand the complexity of programming in Cuba
  - Compare Road Scholar participant expectations with the reality of programming
  - Understand the required documentation to travel to Cuba
  - Utilize the helpful Group Leading tips while in Cuba
## Understanding U.S. and Cuban Culture

It is important to keep in mind these differences when working with Cubans and in understanding Cuba.

<table>
<thead>
<tr>
<th>U.S.</th>
<th>Cuban</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individualistic</strong> - values personal autonomy, freedom, right to privacy</td>
<td><strong>Collectivistic</strong> - loyalty to groups, group decisions</td>
</tr>
<tr>
<td><strong>Work</strong> - formal agreements, rules, and procedures</td>
<td><strong>Work</strong> - consider relationships and situational contingencies in making decisions</td>
</tr>
<tr>
<td><strong>Time</strong> is money/commodity, things are scheduled, <em>change is fast</em></td>
<td><strong>Time</strong> is a process, needs of people interfere with keeping a set time, <em>change is slow</em></td>
</tr>
<tr>
<td><strong>Relationships</strong> begin and end quickly, things get done via procedure and paying attention to a goal</td>
<td><strong>Relationships</strong> depend on trust and build slowly, how things get done depends on relationships with people and group process (Tirmizi, 2008)</td>
</tr>
</tbody>
</table>

## Understanding Programming Cuba

- Due to U.S.-Cuban relations, programming is difficult in Cuba
  - There are official and unofficial channels to professionally work in Cuba
  - Cuba programs are not a typical Road Scholar program
    - There will always be itinerary and time changes. Flexibility is key
    - Not much free time-- full-time scheduled activities
    - Not as many presentations/lectures
    - Many People-to-People activities and contact with the local community
- Required to do People-to-People activities, as this is our U.S. Office of Foreign Assets Control (OFAC) license
- Some organizations have been more open large travel groups (i.e., Jewish community) while others have not
- 13 hour work days
### Managing our participant expectations

<table>
<thead>
<tr>
<th><strong>Expectations</strong></th>
<th><strong>Reality</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have strongly-held opinions, beliefs, and values</td>
<td>• This will constantly have tension as participants will be learning about the Cuban perspective</td>
</tr>
<tr>
<td>• Relatively advantaged in terms of educational and occupational background</td>
<td>• Participants are well-off enough to travel and there may be ambiguous sentiments about what they see and what they have—Experiential Learning questions is key here</td>
</tr>
<tr>
<td>• Appreciate a good sense of humor</td>
<td>• Your sense of humor will definitely set the tone of the group.</td>
</tr>
</tbody>
</table>

### Managing our participant expectations...

These expectations may push you as a Group Leader in facilitating conversations or trying to remain patient.

<table>
<thead>
<tr>
<th><strong>Expectations</strong></th>
<th><strong>Reality</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Want to feel they are in control of situations</td>
<td>• Cuba is a different culture than the U.S. It is important to remind participants that this is not a typical RS program.</td>
</tr>
<tr>
<td>• Want to be prepared with as much information as possible</td>
<td>• Important to remind pax that itinerary changes WILL happen, because of the culture of Cuba and the challenges of programming</td>
</tr>
<tr>
<td>• Want schedules and people to operate on time</td>
<td></td>
</tr>
<tr>
<td>• Strongly dislike changes in schedule or other surprises without advance notice and are suspicious of inadequate explanations</td>
<td></td>
</tr>
</tbody>
</table>
How programming fits with Road Scholar learning styles

• Want details about what will be taught and a brief biography of each instructor
  – Important to introduce lecturer prior to lecture

• Favor active vs. passive activities, but need a balance of both
  – Due to OFAC regulations we have several active activities

• Want direct, person-to-person contact with faculty; dislike it when faculty read lectures
  – Due to the nature of the OFAC license, we have many People-to-People activities

• Want classes that offer opportunities for discussion of lecture topics, questions and answers
  – Group Leaders need to facilitate these discussions, in addition to the Q&A sessions. Tour guide may not do this. Refer back to the Experiential Learning Cycle questions

Required Forms and Documents

• Need to submit your:
  – CTS and Participant Affidavit forms, otherwise you too cannot go on the program. Once we have one copy of passport, we don’t need further copies

  – Program Coordinator Affidavit
    • Ensures predominate portion of programming was not with prohibited officials of the Cuban government
    • How do the activities: support independence from Cuban authorities, enhance civil society, are meaningful interactions for both the Cubans and Americans?

  – Pictures of People-to-People interactions

• Must submit pics, PCA, DAR and Budget paperwork within 2 weeks of return
What is in your Group Leader Packet?

- LDC= itinerary
- Budget. Fill it out each day and collect receipts.
- Envelopes for tips. Be discrete about tipping.
- Incident Reports (IR)—if someone gets hurt on the program, fill this out, or email details to Road Scholar
- Program Orientation Outline
- Program mailings (1 & 2)
- Program Coordinator Affidavit and Example
- Emergency contact info:
  - Program staff
  - RS International Travel Assistance Plan
  - RS Trip Cancellation Interruption & Travel Delay Insurance info
  - Lecturer/people-to-people connections

What is in your Group Leader Packet?

- Passenger information:
  - Participant list (1 for each participant and 5 for you)
  - Passport information
  - Rooming list
  - Special needs of passengers (i.e., allergies, dietary restrictions
  - Health and Safety forms
  - Copies of RS Participant Affidavit (indicates it’s a full-time program)
  - Travel Authorization Letters (has OFAC travel license #)
Tips prior departing for Cuba

• **Orientation:**
  – Wear Road Scholar T-shirt
  – Place participant orientation folder on chairs before they arrive and go through it with them
  – Lower the standards/expectations of participants—this program is not like other Road Scholar programs
  – Remind participants that they will have culture shock, and perhaps reverse culture shock
  – Cuban health form—do not put down you have a cough or a cold

• **Do you have special dietary restrictions?**
  – Difficult for vegetarians—Cuba is culturally a meat-heavy culture

• **Airport:**
  – Wear Road Scholar hat and polo
  – Group Leader must be the last person to leave, because you won’t be able to get back in
  – You will be questioned by Cuban officials in Cuban airport—tell them you’re on a People-to-People license (gente a gente) and show them the itinerary. This is typically not a long or scary process

Tips while in Cuba

• **Encourage participants to tip the bathrooms—if not, tip them out of the Contingency Fund (~1CUC)**

• **Helpful to wear something that makes you stand out (i.e., scarf, etc.) so that participant can easily find you**

• **If you know something will not be up to RS standards (ex. Poor lighting in a restaurant) talk with Tour Guide and restaurant to change it**

• **Follow Road Scholar itinerary (LDC). Tour Guide can lose his/her license if they somewhere not on their itinerary**

• **Your cell won’t work and internet is SLOW—email Road Scholar necessary info if you need to submit an IR—faxing is not a good option—check in with Program Coordinator as necessary and/or every other day**

• **Cubans/Guides are not allowed to talk about certain things (i.e., politics) and may feel uncomfortable responding to questions (i.e., STDs, teen preg, etc) try and answer participants’ questions and remind them to remain culturally sensitive when posing questions**
Group Leader Role in Cuba

• Go over the itinerary for the whole day in the morning with the group
  – Go over the itinerary for the following day in the evening, after or during dinner with the group

• Give participants the all the days that donations are accepted on the first day
  – Tell participants the night before they can give donations for the following morning/day so that they can bring it on the bus
  – Have participants give donations to GL or TG to ensure appropriateness of donations

• Don’t promote or sell optional tours or events, such as Tropicana. Step in when necessary to make sure this does not happen. The Tour Guide works with many other companies so reiterate to them that this is not a standard or policy Road Scholar holds.

• Reiterate that all tipping is covered by Road Scholar and not to feel the obligation to tip

Group Leader role in Cuba

• Tip musicians at the beginning and ask them to NOT come to our group with the basket

• Get receipts for water from the bus driver

• Be early. Tell participants to be there 15 minutes prior to departure. Be strict about departing on time

• Review vouchers with the Tour Guide

• Give options for physically strenuous days (i.e., taxi’s for walks in Old Havana and Trinidad)

• Make sure to have a First Aid Kit and Imodium with you at all times

• Make sure water is on the bus every morning and hand them out
Group Leader role in Cuba

• If participants are asking too sensitive of questions (i.e., politically charged or inappropriate) jump in and acknowledge that the TG is not answering their questions for a reason. Re-direct the conversation or get the answer to them in a more appropriate time and place.

• Facilitate processing and discussion of all home visits

• Do a Program Wrap-up and take notes of participants’ suggestions, comments, and concerns

• Be the time-keeper, and figure out hand signs or signals, etc to give the TG/lecturer if time is running too short (i.e., if you’re in the back, pointing to your watch means it’s time to go, etc).
  — Perhaps alternate who is charge of keeping time with the activity or day.

• **Go over these roles with the Tour Guide on the first day of the program

---

Tour Guide Roles

• Go over the itinerary in the afternoon after lunch, or on the bus

• Call to confirm site visits and activities (is this subject to change once we get cell phones?)

• Don’t promote or sell optional tours or events (i.e., Tropicana and paladars). Never take participants’ money for shows or make restaurant reservations. Direct the participant to the concierge.

• Be early. Tell participants to be there 15 minutes prior to departure. Be strict about departing on time

• Do NOT organize activities that require Road Scholar participants to pay additional costs

• If a crisis happens, try as much as possible to be there when the participants needs to be evacuated.
Tour Guide Roles

• Make sure water is on the bus every morning
  — We are not allowed to have anyone on the bus who is not with our group (i.e., giving rides to other Cubans)

• Be at all activities with the group. If you need to make or receive a phone call do so, then return immediately to the group

• Do a head-count of the participant on the bus

• Announce the meal and what the welcome cocktail drink is, aid participants in placing their orders

• If the TG is being asked too sensitive of a question, give a look or signal to the GL to have them intervene.

• Call the restaurants daily to confirm menu, number of people, and drinks.

Cuba is a great country and we have spectacular programs in it! We hope you enjoy your experiences with your new family and participants!

¡Que tengas un buen viaje!
### Appendix B

**Cuba Travel Services Reservation Form**

**Destination:** HAVANA

**Agency #:** 010

**Agency Name:** Cuba Travel Services

**Agency Telephone:** 305-478-9400

**Name Shown on U.S. Passport:**

- **First Name:** [Redacted]
- **Mother’s Maiden Name:** [Redacted]

**Name Shown on Cuban Passport (if applicable):**

- **First Name:** [Redacted]
- **Father’s Maiden Name:** [Redacted]
- **Second Name:** N/A

**Email Address:** [Redacted]

**Gender:** Male [ ] Female [ ]

**Country of Birth:** [Redacted]

**USA Address:**

- **City:** [Redacted]
- **State:** [Redacted]
- **ZIP:** [Redacted]

**CUBA Address:**

- **City:** HAVANA
- **Province:** HAV
- **Cuba Phone:** 357-836-3899

**Entry to:**

- **Cuba Travel Services Reservation Form**

**Travel**

<table>
<thead>
<tr>
<th>Doc Type</th>
<th>Doc Number</th>
<th>Doc Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passport</td>
<td>Country N/A</td>
<td>Other N/A</td>
</tr>
</tbody>
</table>

**OFAC Category:**

- **Cuba Safe Code:** 515.547
- **Cuba XYZ Category:** A5
- **A1: Government Officials**
- **A2: Journalists**
- **A3: Special Lic. #** CL-19243
- **A4: Visit Relatives**
- **A5: International Organisation**
- **A6: Professional Res./Conference**
- **B1: Cuban Resident Returning**
- **B2: Agricultural Sales**
- **B3: Telecom Products Sales**
- **B4: Medical Products**

**USA to Cuba**

**USA Address:**

- **City:** [Redacted]
- **State:** [Redacted]
- **ZIP:** [Redacted]

**Cuba Address:**

- **City:** HAVANA
- **Province:** HAV
- **Cuba Phone:** 357-836-3899

**In case of an emergency, please contact:**

**Telephone:** [Redacted]

**Public Charter Operator-Passenger Contract**

This agreement sets forth the terms and conditions under which Cuba Travel Services, Inc. assumes the payment of the services and other services included in this arrangement, and agrees to provide the services described herein.

**Responsibility:**

- The provider is responsible for ensuring that the services described herein are provided as agreed.
- Any disputes arising from this agreement will be resolved through mediation or arbitration as agreed.

**Reservations and Payments:**

- Reservations must be made at least 7 days in advance of the departure date.
- Payment is due upon booking.

**CUBA Travel Information:**

- **Currency:** CUC
- **Exchange Rate:** [Redacted]
- **Length of Stay:** 7 days

**Travel Information:**

- **Flights:** Direct flights from Miami to Havana are available.
- **Visa Requirements:** Visas are not required for U.S. citizens holding valid passports.

**CANCELLATION AND REFUND:**

- Cancellations must be made at least 14 days in advance of the departure date.
- Refunds will be made within 10 days after cancellation.

**Charges:**

- **Passenger:** $125 per person
- **Children:** $75 per child

**Additional Information:**

- **Contact Information:** Cuba Travel Services, Inc.
- **Phone:** 305-478-9400

---

**Signature of Applicant:**

[Redacted]
Appendix C
Participant Affidavit

To ensure full compliance under our license, each participant must sign and agree to this statement that attests to their active participation in all meetings and activities as required under our license.

Name: ___________________________________________

Address: _________________________________________

City: __________________ State: _________________

Zip: __________________ Country: _______________

Cuba Travel Dates: ______________________________

Program Number: ______________________________

I, ____________________________ understand that I am participating in a full time program under a [name] special license to travel to Cuba (license #: CT-17843). I agree to engage in a full-time schedule of educational exchange activities that will result in meaningful interaction with individuals in Cuba. I agree to follow and participate in our proposed program.

Signature: _________________________________

Date: __________________________
DATE: November 12, 2012

SUBJECT: CT-17843 – AUTHORIZATION TO TRAVEL TO CUBA

To Whom it May Concern:

This document is to serve as authorization for **PARTICIPANT’S NAME** to travel to Cuba from **START DATE** to **END DATE** under the auspice of the Treasury Department **Specific License No. CT-17843** granted to **Elderhostel Inc** to engage in authorized activities and transactions as are directly incident to educational exchanges to promote people to people contact under 31 C.F.R. 515.565 (b)(2).

This confirms that **PARTICIPANT’S NAME** will be a full time participant in our Cuba program and will participate in a full-time schedule of educational exchange activities.

Nothing in this license authorizes any person subject to the jurisdiction of the United States to engage in any transaction or activity prohibited by the regulations.

Please do not hesitate to contact us with any questions or if any of this documentation is incomplete. Again, you are not traveling as a tourist to Cuba.

Kind Regards,

Yves Marceau, Director Program Development
Elderhostel Inc. / Road Scholar
Phone: 866-359-5966

**programinfo@roadscholar.org**
Appendix E
Program Coordinator Affidavit

Program Coordinator Affidavit:

I, __________________________ certify that the predominant portion of the activities engaged in by individuals traveling under our program(s) and license CT-17843 were not with individuals or entities acting for or on behalf of prohibited officials of the Government of Cuba, as defined in 31 C.F.R. § 515.337, or prohibited members of the Cuban Communist Party, as defined in 31 C.F.R. § 515.338. The majority of the activities on this program were with the following organization as part of the Final operated Daily Schedule:

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended _____ # RS Participants / _____ # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended _____ # RS Participants / _____ # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended _____ # RS Participants / _____ # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended _____ # RS Participants / _____ # Cubans
Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans

Description of Activity: Drive to Cienfuegos/Havana.
Organization: N/A
First and Last Name of Contact Person (s): N/A
# of participants attended (Road Scholar & Cubans): N/A # RS Participants / N/A # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans

Description of Activity:
Description of Activity:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans
Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans

Description of Activity:
Organization:
First and Last Name of Contact Person (s):
# of participants attended: _____# RS Participants / _____ # Cubans

Signature: ____________________ Date: __________________

Elderhostel, Inc., the not-for-profit world leader in lifelong learning since 1975, is the creator of Road Scholar educational adventures.
### Appendix F
### Detailed Activities Report

<table>
<thead>
<tr>
<th>Activity Day:</th>
<th>Activity AM</th>
<th>Activity PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Arrival in _________</td>
<td>Late Arrival in _________</td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
<td></td>
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<tr>
<td>Day 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ATTACHEMENTS:**
- Participant Name list and Passport information
- Sample Pictures and Coordinator Affidavit
- Day by day itinerary
- Participant authorization letter
- Participant affidavit
- Travel Reservation form.
- Copy of group members' passports
Cuba Forget-Me-Not for Program Participants

¡Felicidades! You are officially about to go to Cuba! This will be an exciting experience as not many Americans get this opportunity. As with new and exciting experiences, there may be some anxieties, which are a normal part of traveling to a new country, especially Cuba. Cuba is special and has particular needs due to the politics between both Cuba and the U.S., and therefore is different from other Road Scholar programs. It is imperative to keep this in mind and to remain **flexible**:

**Food**
Depending on your tastes and preferences, the Cuban food can be either phenomenal or sub-par, though, the restaurants we visit are the best available. If you are a vegetarian or vegan, you will have at least 1 vegetarian option each day. However, remember that Cuba is a meat-heavy culture and we have found it common that there may be pieces of meat/seafood in dishes. For example, we have found bacon in the beans and rice—which by U.S. standards is not considered a Vegetarian dish, though Cubans do. True vegetarians may want to bring protein bars and the like and/or may want to consider eating eggs. Also, menus may change daily as the restaurants’ inventories are also constantly changing. Keep in mind that Cuba is a developing country and food is a scarce resource. Please be as flexible as possible.

**Hotels**
We stay in the best available hotels, though they may not be up to the standards of hotels you would find in the U.S. or Europe. Cuba is a more relaxed culture, so service may also be more relaxed/slow. This is a cultural difference and it is important to remain patient and flexible. Don’t be surprised by the lack of urgency Cubans can show; it’s not “laziness,” rather it’s a reflection of the local realities.

**Office of Foreign Assets Control (OFAC)**
The Office of Foreign Assets Control (OFAC) is a part of the U.S. Department of Treasury which grants us our license and makes our travel to Cuba possible. Group travel and having People-to-People interactions is a legal way for Americans to go to Cuba. Taking into consideration the mandates of OFAC, we need to abide by certain regulations though, with these regulations may come some questions:
Why are the program days so full? I need a break.

To stay in accordance with our OFAC Cuba license, we need to have full-time scheduled activities, and yes, this can make for some long days. However, you know your body and your own personal limitations. It is important to be honest with yourself when you need to take a break or are getting sick. If you feel the need to sit-out, let the Group Leader know, and he/she will be able to accommodate your needs.

In the Final Mailing it said that we were going to do x, y, and z in the itinerary, and now we aren’t. That’s frustrating.

Due to the culture and reality of Cuba, things will change. In most Latin cultures, relationships and families will take precedence over other obligations. Transportation can also be an issue. This means that scheduled activities could be late, not happen, or need to be changed around completely. No amount of pre-planning will alleviate these issues. This can be a cultural clash with American values; understand that you need to be prepared. In undergoing these clashes, much can be learned about yourself. Remember, we are in Cuba and their culture is different than the American culture so it is important to be flexible and patient. If you let it, Cuba will charm you, but it does mean letting go of what we would consider basic expectations.

Why does the program seem heavy on Judaism?

Other religious communities have been reluctant to engage with non-religious groups as opposed to the Cuban Jewish communities who remain very open to organizing People-to-People activities. Because of previous religious licenses granted by the U.S. government, religious interchanges with the Cuban Jewish communities have remained strong and prominent.

To begin your journey, we have put together a packet for your perusal which includes:

- A map of Cuba, Havana, and Cienfuegos (Cienfuegos not applicable to Program 20610 Havana: City of Art and Artists)
- Interesting information about Cuba
- List of suggested Paladars
- Stages of culture shock
- Online evaluation reminder

Remember that in Cuba anything can happen and it likely will. Thank you for remaining patient and flexible with all of us on this exciting journey! We will see and experience things together that will be not only memorable, but also impactful. If you have any questions, comments, or concerns, please do not hesitate to talk to the Group Leader during your program.

¡Buen viaje!

The Road Scholar Team
Interesting information about Cuba
Three Poems from Cuba
By molossus on November 11, 2009 in POETRY

The Whole Island: Six Decades of Cuban Poetry, Ed. Mark Weiss. (U California P) $29.95

To celebrate the release of The Whole Island: Six Decades of Cuban Poetry, edited by Mark Weiss, Molossus is happy to publish three poems from that anthology. Our selection, recommended by Weiss, includes two late founders of the Orígines group, Piñera and Diego, as well as the younger Molina, b. 1968, now a expatriate living in Rome.

The anthology presents a wide selection from Cuba’s past sixty years of poetry, including many poets relatively unknown to English-language readers. The selection’s variety allows for a realistic survey of Cuban poetry, including all major schools, movements, and groups. The poems themselves are presented en-face, English translations across the page from their Spanish originals. On the whole, the translation itself—including work by editor Mark Weiss, Nathaniel Tarn, Mark Schafer, Mónica de la Torre, and Harry Polkinhorn—is competent and adheres relatively tightly to the form of the Spanish poems. Weiss’ introduction is dense with literary history, but more interestingly engages with the recent course of the Cuba-USA relationship, especially how its larger sociopolitical implications trickle into our literary correspondence. More information about the poets below, including the Spanish originals as well as more poems, can be found in The Whole Island.
Herbalist
_for Alicia, on her birthday_

The pharmacist’s youngest daughter
dressed like a schoolgirl set our each morning
for petal and root,
bullrush and honey.
Fear did what love could—it made her
a stalker, a beast of gaze and scent.
She stole, she watered, she begged
of the soil
that was also the soil of the dead.

Ancient star,
sun of other times that rots the flower’s pollen,
that sweetens it,
why did you awaken me
to the good and the suffering of others
but without the magic, the spells,
the effective action or power
with which the pharmacist’s daughter
hid a language,
kept secret her formulas.

_by Alessandra Molina, tr. by Mark Weiss_

The House of Bread

“Enter the white shop: see the table covered with flour—white flour.

“Outside the town, the path barely twists towards the open air, and there it is, the house of bread—the white shop.

“Where a black with a distant smile removes from the oven palettes of crusty bread. He removes the palettes of crusty bread from the enormous, quiet oven.

“How long have you been here?” you ask him, “how long have you spent with flour?”

“He answers with ready jokes: since ceremonies and masks, since sails and escapes, since tobacco bugs and machines, since circuses and flutes.
“Since they lit the fire in the oven.”

by Eliseo Diego, tr. by Mark Weiss

At the One-Eyed Cat

At the One-Eyed Cat there are no cats.
At the One-Eyed Cat there are people,
with their eyes like binoculars,
mouths like vents,
hands like tentacles,
feet like detectors.

At the One-Eyed Cat
there’s a night within night,
with a moon that emerges for some,
a sun that shines for others
and a cock that crows for all.

At the One-Eyed Cat
there’s the seat of happiness,
the seat of misfortune
and also the terrible seat of hope.

At the One-Eyed Cat,
will I dare to say it?
there’s a cloth to wipe away tears,
and there’s also
—I scarcely dare it—
a mirror to look at yourself face to face.

At the One-Eyed Cat
on a certain night two lovers say yes to each other,
and at the One-Eyed Cat
another night they killed the one they’d loved.

At the One-Eyed Cat
there’s an expectant moment
when the imagined lover
makes his appearance.

He casts an amorous glance and says:
“I belong to the one who waits for me!”
And then the feeling reaches the heart, at the One-Eyed Cat plus Revolution.

1967

by Virgilio Piñera, tr. by Mark Weiss

THE WALL STREET JOURNAL

MARCH 22, 2008

The Cuban Art Revolution

Collectors are betting the next hot art hub will be an island most Americans still can’t visit. Now, some U.S. art lovers are finding legal ways into Cuba to shop for works -- before the market gets too crowded.

By: Kelly Crow

John Crago, an agricultural exporter from Colorado, took a business trip to Cuba last spring. He came back with 60 paintings, from island landscapes to abstract works, rolled up in his carry-on luggage.

With art from Asia and Russia in demand, some in the art world are betting on Cuba to be the next hot corner of the market. Prices for Cuban art are climbing at galleries and auction houses, and major museums are adding to their Cuban collections. In May, Sotheby’s broke the auction record for a Cuban work when it sold Mario Carreño’s modernist painting ”Danza Afro-Cubana" for $2.6 million, triple its high estimate.

Like Piranesi’s etchings of 18th-century Rome, Mr. Garacoia’s photographs of Havana’s crumbling architecture never lapse into nostalgia.

Now, with a new Cuban president in power and some hope emerging for looser travel and trade restrictions between the U.S. and Cuba, American collectors and art investors are moving quickly to tap into the market. Some are getting into Cuba by setting up humanitarian missions and scouting art while they’re there. Others are ordering works from Cuba based on email images and having them shipped.

The collectors are taking advantage of a little-known exception to the U.S. trade embargo with Cuba: It is legal for Americans to buy Cuban art. Unlike cigars or rum, which are considered commercial products, the U.S. government classifies Cuban artworks as cultural assets, and Americans can bring them into the U.S.

Getting into Cuba to buy the art is a trickier proposition. The U.S. trade embargo, in place since shortly after Fidel Castro’s 1959 communist revolution, has severely limited visits to the island by American art buyers. The U.S. Treasury Department’s Office of Foreign Assets Control says
it gives out only about 30 travel licenses a year to Americans who ask to travel to Cuba to scout for "informational materials" like art. Typically they are curators or art dealers.

Other collectors are taking advantage of legal loopholes to get into Cuba to shop for art. The Treasury Department, for instance, gives out travel licenses to Americans who pledge to do humanitarian, scholarly or religious work in Cuba.

Percy Steinhart, a Palm Beach, Fla., maker of luxury tuxedo slippers, created a one-man foundation a few years ago, securing a humanitarian license to deliver gym clothes and dress shoes to disabled Cuban children. But he also used the trip to visit the studio of Kcho, one of Cuba's most popular artists, and paid $3,000 for a pair of the artist's drawings, including one showing people using stilts shaped like oars to wade into the sea.

Ben Rodriguez-Cubeñas, a New York collector, helped form a charitable group called the Cuban Artists Fund in 1998, which allows him to visit Cuba about once a year. He buys several works per trip. "It's the forbidden fruit," he says.

Mr. Crago, who takes licensed agricultural trips to Cuba, has bought 130 works of art, paying anywhere from about $300 for a dreamy landscape by a lesser-known artist such as Danya Diaz to $30,000 for a modernist abstract painting by Aguedo Alonso, a Cuban art star.

A spokesman for the U.S. Treasury Department says such moves may "seem contrary to the spirit of the rules" but are nevertheless legal.

Even those who gain illegal access to Cuba by flying first to Canada or Caribbean islands and then booking a flight to Havana using a Cuban or Mexican airline -- a practice that can carry a fine of $15,000 to $65,000 -- can legally buy artworks once there, says Michael Krinsky, a New York lawyer who specializes in art and embargo law.

WSJ.com Podcast
Some American collectors think that Cuba may be the next trendy art hub with prices already rising. Kelly Crow speaks with 31 year old Havana artist Juan Capote one of the rising stars of Cuban Contemporary Art.

Market watchers expect American demand for Cuban art to surge if travel or trade restrictions are loosened through diplomatic talks between Cuba's new president, Raul Castro, and the next U.S. president. The likelihood of that scenario could depend on who is elected to the U.S. presidency in November. Last month at a debate, Illinois Sen. Barack Obama said that if elected, he would meet Mr. Castro "without preconditions," though he would first seek "preparations," including progress in Cuba on human rights. Sen. Hillary Clinton said at the debate that she would push for reform in Cuba but only meet with Mr. Castro if there were evidence of changes there. Republican Sen. John McCain has consistently said that he wouldn't hold diplomatic talks with Mr. Castro.

Cuban art embodies a pluralistic mix of Spanish, African, and Caribbean influences and motifs. Wifredo Lam, who died in 1982, is considered Cuba's Picasso, and Cuba's current contemporary
art stars include Kcho, Manuel Mendive and the art duo Los Carpinteros. These artists tend to favor found objects like weathered woods and scrap metals. Cuban art has long addressed themes specific to the island, such as isolation and the sea: Rafts, towers and oars are frequent symbols. Lately more of the art has also tried to address global concerns like immigration and the economy. Photographer Juan Pablo Ballester, now living in Spain, hires porn actors to pose in Catalan police uniforms as a sly political critique.

In Havana, artists must give up to half their sales to the government and must gain approval to travel or show anywhere off the island. A smattering of state-owned commercial galleries across Cuba sell to tourists. Some of Havana's top dealers also show at art fairs in Paris and Germany.

Cuba began trying to differentiate its art market from the Latin American pack as early as the 1980s, with a biennial in Havana that drew curators and collectors from around the world. These exhibitions -- now typically held every two to three years as government funds permit -- have nurtured ties between Cuban artists and galleries worldwide, including in the U.S. In New York, Tomás Sánchez's scenic paintings now sell for up to $700,000, double his asking price five years ago, according to his dealer at Manhattan's Marlborough Gallery.

Works by Cuban artists aren't necessarily less expensive in Havana than in New York or London. With international interest in Cuban art on the rise, Cuban galleries now charge international prices, and many insist on payment in euros.

But collectors who meet and form relationships with artists in Cuba may get a small discount and are likely to get first dibs on the best new work -- before it reaches galleries in Europe or New York. This type of access is particularly valuable for Americans competing with European and Latin American collectors who have been coming and going freely in Cuba for years. Cuban dealers say that Americans now make up more than a third of their buyers; some dealers put the figure as high as 80%. The U.S. government generally does not allow Havana-based artists to visit America.

Travelers hoping to take artwork home from Cuba must bring it to Cuba's Ministry of Culture, along with a small payment and a letter from the artist or gallery attesting that the work isn't stolen or wanted by any Cuban museums. Ministry workers then issue a letter of approval allowing the work to leave. Collectors say Cuban customs officials at the airport invariably ask to see these letters and will confiscate any undocumented artworks; customs officials on the U.S. side rarely ask.

Not everything gets out. Clyde Hensley, a Florida art dealer, says two years ago he tried to bring back a painting by the artist Quiaila from eastern Cuba depicting a Chinese rice cooker with wings descending onto a Cuban landscape -- at a time when the Chinese were boosting their investments in Cuba. He was denied a letter of approval. Ultimately, he returned the painting to the artist, who got the necessary approvals from the ministry's branch office in Guantanamo and sent it along with a relative who had permission to visit family in Florida.
Picturing Cuba: A guide to five prominent Cuban artists
Prominent American collectors of Cuban art include software developer Peter Norton, philanthropist Beth Rudin DeWoody, developer Craig Robins and Howard Farber, a Miami collector. Mr. Farber made his fortune as co-owner of the Video Shack chain. In the 1990s, he spent $2 million scouring China and buying up canvases by contemporary artists such as Fang Lijun, Wang Guangyi and Cai Guo Qiang for as little as $10,000 apiece. Last October, he auctioned off 45 works at Phillips de Pury for $20 million. British collector Charles Saatchi was among the buyers.

Now, Mr. Farber is buying up to three Cuban works a month, priced anywhere from $7,500 to $140,000. The catalyst, he says, was a "magical" visit he made to Havana seven years ago on a cultural tour led by the Metropolitan Museum of Art. He says he sees parallels between the rebellious art made in China following the Tiananmen Square protests and art made during pivotal periods in Cuba’s revolutionary history.

Unable to get permission to return to Cuba, Mr. Farber says he has largely relied on email to cultivate a network of artists and dealers in Havana who send him digital images of art for sale. He says the cost to ship one sculpture from Cuba to Miami can top $10,000 because the seller often needs to send the work on a circuitous route that might include stops in Nicaragua and London before reaching him in Florida. Mr. Farber says he has never found a cargo company that would agree to ship a large sculpture directly from Havana to Miami.

Art experts are still divided over Cuba's market potential. Carmen Melian, Sotheby's director of Latin American art, says that the markets for China, India and Russia benefit from the vast population and recent wealth creation in those countries. By contrast, Cuba’s wealthy diaspora established itself in Miami decades ago, and its seasoned collectors are just as likely to buy contemporary stars like Richard Prince as Cuban works, Ms. Melian says. Some Cuban-Americans are also reluctant to buy works by artists who stayed in Havana during Castro's tenure, though Miami private dealer Jose Alonso says that if the Cuban art market blossoms, collectors won't worry about Castro ties.

Yoan Capote, a popular 31-year-old artist living in Havana, came of age during what Cubans call the "Special Period" of economic crisis in the 1990s following the collapse of the Soviet Union. Recently, his conceptual sculptures have won attention from dealers in the U.S. and, in 2006, a fellowship from the John Simon Guggenheim Memorial Foundation. For one piece, titled "Nostalgia," he built a brick wall inside a suitcase.

He first met American buyers through a string of museum-led tours during a spell in the late 1990s when the U.S. travel restrictions were loosened, a trend that ended sharply after the attacks of Sept. 11, 2001. Now, he says, Americans are beginning to trickle into his studio again, and he and his peers are "preparing now for a time when Cuba will change."

For him, that means strengthening ties with the local, government-owned Galeria Habana, which until recently he overlooked in favor of his New York and European dealers when selling major works. His local dealer Luis Miret last month found an American buyer who paid about $44,000
for "The Island," a seascape he made by weaving together thousands of bloodied fishhooks. He says the city's two other top galleries are also positioning themselves to handle an influx of high-end visitors.

"Maybe we'll lose our exoticism," he adds, "but I think we can develop another kind of attraction."

**Can the West cultivate ideas from Cuba's 'Special Period'?**

**AGRICULTURE**

March 29, 2009 | By Matt Ford For CNN

Cuba experienced a reordering of its food production in the early 1990's. A boom for organic foods, but problems persist.

Since the revolution in 1959 Cuba has been many things to many people, but the collapse of the Soviet Union meant few have seen the island state as a vision of the future.

But that could be changing -- at least in one aspect.

As worries grow in developed nations about a future without plentiful supplies of oil, the communist republic is proving to be an increasingly popular example of how to cope when the spigots run dry, for the simple reason: they've already been there.

With the loss of supplies from oil-rich Russia in 1991, and a U.S. embargo preventing imports from elsewhere, Cuba was plunged into a severe recession in the early 1990's, referred to as "the Special Period."

Suddenly society was faced with dramatically reduced amounts of hydrocarbon energy, and the result was a fundamental reorganization of food production, leading to a boom in urban organic agriculture, which requires fewer inputs than conventional farming.

Despite the increase in organic production, problems remain for Cuba's agricultural system and ability to feed itself with local produce.
"Some estimates of the amount of food imports in Cuba go as high as 80 percent of domestic consumption," says CNN's Havana Bureau Chief, Morgan Neill. "This isn't to say that small scale organic farmers couldn't learn for isolated growers, but Cuba's overall agriculture is one of the government's biggest problems."

Cuba's organic example, however, has been a source for inspiration for many outside of the country, such as the UK-based Cuban Organic Solidarity Group (COSG).

"With the collapse of the Soviet Union Cuba was in a position where no-one thought it would survive -- they lost 80 percent of their trade overnight," says Wendy Emmett of COSG.

"As a result the priority given to food changed, and it was immediately seen as much more important."

All over Havana small-scale organic gardens were started on roof-tops, backyards and in empty parking lots, spreading rapidly to other cities and urban centers.

Farmer's markets known as "Kiosks" sprang up providing city-dwellers with access to locally-grown fruit and vegetables, cutting the use of oil in transporting food in from the countryside.

In the countryside, oxen and horses replaced tractors. Manual labor replaced machines. A huge program of land re-distribution was instigated. Many of the vast collective farms beloved by communist planners started to look inefficient, and so were broken up into units more manageable without fleets of tractors.

The process is still ongoing. In February 2009 the Cuban authorities announced that 1,827 square miles of state land would be given to Cubans with agricultural experience or other citizens.

But this change wasn't easy. Prior to the "Special Period" Cuba had been a heavy user of oil-based chemical fertilizers, and much of the land was heavily degraded, requiring years of careful manuring to restore fertility. However, despite the obstacles, they did it.

"I was there in 1992, which was one of the most difficult years, and certainly people were moaning a lot, but they worked together, they still kept the milk coming for the schoolchildren," says Emmett.

"Throughout it all they didn't close any hospitals, they didn't close any schools; they kept going against the odds. In many ways they show us what is possible, what a community can achieve when they work together; the power of co-operation."

A blue-print to cope with problems post-peak oil?

Of course a powerful authoritarian state and strong central planning made such huge changes easier to implement; a similar process of development might be very different, and possibly less successful, in the West.
But as an increasing number of people believe we will soon face a major social and economic crisis as oil supplies dwindle over coming decades, many believe we have a lot to learn from the Cuban experience.

"The industrialized world can learn that its dependency on oil will eventually push it through similar experiences to that which Cuba had to face in the 1990's, and with similar outcomes," says Julia Wright, author of "Sustainable Agriculture and Food Security in an Era of Oil Scarcity: Lessons from Cuba."

"We can also learn that if we do not have the necessary capacities in place, our food production system will be caught short, as was Cuba."

All over the world from New Zealand to the United Kingdom members of the Transition Town Movement, which aims to help communities prepare for the twin challenges of peak oil and climate change, hold regular screenings of the film, "The Power of Community", an upbeat documentary that explores the Cuban experience, alongside films about our oil addiction such as "The End of Suburbia" and "A Crude Awakening."

"Cuba inspires groups overseas wanting to develop alternative, more sustainable farming and food systems, partly based on the myth that has built up around Cuba being organic," says Wright.

"Organic farming in Cuba only operates in urban areas, not rural... [but] the Cuban organic movement and the people within it are highly dedicated to their work and will continue to influence and be influenced by the organic movement overseas."

The future is less clear. New allies are once again opening Cuba up to the outside world -- and providing fresh oil supplies.

"Hugo Chavez is supplying Cuba with increasing quantities of oil and agrochemicals, so Cuban agriculture -- and here I'm talking about rural farms which supply 95 percent of the nation's domestic food needs -- is becoming more industrialized, though it will not revert back to the extreme practices of the Soviet era," says Wright.

Organic urban agriculture will continue and likely continue to expand out to peri-urban areas."

But whatever the years ahead bring, Wright believes the experience of the "Special Period" has left its mark on Cuban society.

"The crisis that Cuba suffered has made it a better place in certain aspects, as people had to become more resilient and self-sufficient and less wasteful," says Wright. "Although Cubans would certainly say that their food shortages and lack of inputs has been a hardship."
Cuba timeline: A chronology of key events

1492 - The navigator Christopher Columbus claims Cuba for Spain.
1511 - Spanish conquest begins under the leadership of Diego de Velazquez, who establishes Baracoa and other settlements.
1526 - Importing of slaves from Africa begins.
1762 - Havana captured by a British force led by Admiral George Pocock and Lord Albemarle.
1763 - Havana returned to Spain by the Treaty of Paris.

Wars of independence
1868-78 - Ten Years War of independence ends in a truce with Spain promising reforms and greater autonomy - promises that were mostly never met.
1886 - Slavery abolished.
1895-98 - Jose Marti leads a second war of independence; US declares war on Spain.
1898 - US defeats Spain, which gives up all claims to Cuba and cedes it to the US.

U.S. tutelage
1902 - Cuba becomes independent with Tomas Estrada Palma as its president; however, the Platt Amendment keeps the island under US protection and gives the US the right to intervene in Cuban affairs.
1906-09 - Estrada resigns and the US occupies Cuba following a rebellion led by Jose Miguel Gomez.
1909 - Jose Miguel Gomez becomes president following elections supervised by the US, but is soon tarred by corruption.
1912 - US forces return to Cuba to help put down black protests against discrimination.
1924 - Gerardo Machado institutes vigorous measures, forwarding mining, agriculture and public works, but subsequently establishing a brutal dictatorship.
1925 - Socialist Party founded, forming the basis of the Communist Party.
1933 - Machado overthrown in a coup led by Sergeant Fulgencio Batista.
1934 - The US abandons its right to intervene in Cuba's internal affairs, revises Cuba's sugar quota and changes tariffs to favor Cuba.
1944 - Batista retires and is succeeded by the civilian Ramon Gray San Martin.
1952 - Batista seizes power again and presides over an oppressive and corrupt regime.

1953 - Fidel Castro leads an unsuccessful revolt against the Batista regime.

1956 - Castro lands in eastern Cuba from Mexico and takes to the Sierra Maestra mountains where, aided by Ernesto "Che" Guevara, he wages a guerrilla war.

1958 - The US withdraws military aid to Batista.

**Triumph of the revolution**

1959 - Castro leads a 9,000-strong guerrilla army into Havana, forcing Batista to flee. Castro becomes prime minister, his brother, Raul, becomes his deputy and Guevara becomes third in command.

1960 - All US businesses in Cuba are nationalized without compensation.

1961 - Washington breaks off all diplomatic relations with Havana. The US sponsors an abortive invasion by Cuban exiles at the Bay of Pigs; Castro proclaims Cuba a communist state and begins to ally it with the USSR.

1962 - Cuban missile crisis ignites when, fearing a US invasion, Castro agrees to allow the USSR to deploy nuclear missiles on the island. The crisis was subsequently resolved when the USSR agreed to remove the missiles in return for the withdrawal of US nuclear missiles from Turkey. Organization of American States (OAS) suspends Cuba over its "incompatible" adherence to Marxism-Leninism.

1965 - Cuba's sole political party renamed the Cuban Communist Party.

1972 - Cuba becomes a full member of the Soviet-based Council for Mutual Economic Assistance.

**Interventions in Africa**

1976 - Cuban Communist Party approves a new socialist constitution; Castro elected president.

1976-81 - Cuba sends troops first to help Angola's left-wing MPLA withstand a joint onslaught by South Africa, UNITA and the FNLA and, later, to help the Ethiopian regime defeat the Eritreans and Somalis.

1980 - Around 125,000 Cubans, many of them released convicts, flee to the US.

1982 - Cuba, together with other Latin American states, gives Argentina moral support in its dispute with Britain over the Falkland Islands.
1988 - Cuba agrees to withdraw its troops from Angola following an agreement with South Africa.

Surviving without the USSR

1991 - Soviet military advisers leave Cuba following the collapse of the USSR.

1993 - The US tightens its embargo on Cuba, which introduces some market reforms in order to stem the deterioration of its economy. These include the legalization of the US dollar, the transformation of many state farms into semi-autonomous cooperatives, and the legalization of limited individual private enterprise.

1994 - Cuba signs an agreement with the US according to which the US agrees to admit 20,000 Cubans a year in return for Cuba halting the exodus of refugees.


1998 - Pope John Paul II visits Cuba.

1998 - The US eases restrictions on the sending of money to relatives by Cuban Americans.

1999 November - Cuban child Elian Gonzalez is picked up off the Florida coast after the boat in which his mother, stepfather and others had tried to escape to the US capsized. A huge campaign by Miami-based Cuban exiles begins with the aim of preventing Elian from rejoining his father in Cuba and of making him stay with relatives in Miami.

2000 June - Elian allowed to rejoin his father in Cuba after prolonged court battles.

2000 October - US House of Representatives approves the sale of food and medicines to Cuba.

2000 December - Russian President Vladimir Putin visits Cuba and signs accords aimed at boosting bilateral ties.

2001 October - Cuba angrily criticizes Russia's decision to shut down the Lourdes radio-electronic center on the island, saying President Putin took the decision as "a special gift" to US President George W Bush ahead of a meeting between the two.

2001 November - US exports food to Cuba for the first time in more than 40 years after a request from the Cuban government to help it cope with the aftermath of Hurricane Michelle.

Spotlight on Guantanamo
2002 January - Prisoners taken during US-led action in Afghanistan are flown into Guantanamo Bay for interrogation as al-Qaeda suspects.

2002 January - Russia's last military base in Cuba, at Lourdes, closes down.

2002 April - Diplomatic crisis after UN Human Rights Commission again criticizes Cuba's rights record. The resolution is sponsored by Uruguay and supported by many of Cuba's former allies including Mexico. Uruguay breaks off ties with Cuba after Castro says it is a US lackey.

2002 May - US Under Secretary of State John Bolton accuses Cuba of trying to develop biological weapons, adding the country to Washington's list of "axis of evil" countries.

2002 May - Former US president Jimmy Carter makes a goodwill visit which includes a tour of scientific centers, in response to US allegations about biological weapons. Carter is the first former or serving US president to visit Cuba since the 1959 revolution.

2002 June - National Assembly amends the constitution to make socialist system of government permanent and untouchable. Castro called for the vote following criticisms from US President George W Bush.

Dissidents jailed

2003 March-April - "Black Spring" crackdown on dissidents draws international condemnation. 75 people are jailed for terms of up to 28 years; three men who hijacked a ferry to try reach the US are executed.

2003 June - EU halts high-level official visits to Cuba in protest at the country's recent human rights record.

2004 April - UN Human Rights Commission censures Cuba over its rights record. Cuban foreign minister describes resolution - which passed by single vote - as "ridiculous".


2004 October - President Castro announces ban on transactions in US dollars, and imposes 10% tax on dollar-peso conversions.

2005 January - Havana says it is resuming diplomatic contacts with the EU, frozen in 2003 following a crackdown on dissidents.

2005 May - Around 200 dissidents hold a public meeting, said by organizers to be the first such gathering since the 1959 revolution.

2005 July - Hurricane Dennis causes widespread destruction and leaves 16 people dead.
2006 February - Propaganda war in Havana as President Castro unveils a monument which blocks the view of illuminated messages - some of them about human rights - displayed on the US mission building.

Castro hospitalized
2006 July - President Fidel Castro undergoes gastric surgery and temporarily hands over control of the government to his brother, Raul.
2006 December - Fidel Castro's failure to appear at a parade to mark the 50th anniversary of his return to Cuba from exile prompts renewed speculation about his future.
2007 April - A lawyer and a journalist are given lengthy jail terms after secret trials, which rights activists see as a sign of a crackdown on opposition activity.
2007 May - Castro fails to appear at Havana's annual May Day parade. Days later he says he has had several operations. Anger as the US drops charges against veteran anti-Castro militant Luis Posada Carriles, who is a former CIA operative and Cuba's "Public Enemy No. 1" accused of downing a Cuban airliner.
2007 July - First time since 1959 that Revolution Day is celebrated without Castro present.
2007 December - Castro says in a letter read on Cuban TV that he does not intend to cling to power indefinitely.

Fidel steps down
2008 February - Raul Castro takes over as president, days after Fidel announces his retirement.
2008 May - Bans on private ownership of mobile phones and computers lifted.
2008 June - Plans are announced to abandon salary equality. The move is seen as a radical departure from the orthodox Marxist economic principles observed since the 1959 revolution. EU lifts diplomatic sanctions imposed on Cuba in 2003 over crackdown on dissidents.
2008 July - In an effort to boost Cuba's lagging food production and reduce dependence on food imports, the government relaxes restrictions on the amount of land available to private farmers.
2008 September - Hurricanes Gustav and Ike inflict worst storm damage in Cuba's recorded history, with 200,000 left homeless and their crops destroyed.
2008 October - State oil company says estimated 20bn barrels in offshore fields, being double previous estimates. European Union restores ties.
**Ties with Russia revitalized**

2008 November - Russian President Dmitry Medvedev visits. Two countries concede new trade and economic accords in sign of strengthening relations. Raul Castro pays reciprocal visit to Russia in January 2009. Chinese President Hu Jintao visits to sign trade and investment accords, including agreements to continue buying Cuban nickel and sugar.

2008 December - Russian warships visit Havana for first time since end of Cold War. Government says 2008 most difficult year for economy since collapse of Soviet Union. Growth nearly halved to 4.3%.

2009 March - Two leading figures from Fidel era, Cabinet Secretary Carlos Lage and Foreign Minister Felipe Perez Roque, resign after admitting "errors". First government reshuffle since resignation of Fidel Castro. US Congress votes to lift Bush Administration restrictions on Cuban-Americans visiting Havana and sending back money.

2009 April - US President Barack Obama says he wants a new beginning with Cuba.

**Crisis measures**

2009 May - Government unveils austerity program to try to cut energy use and offset impact of global financial crisis.

2009 June - Organization of American States (OAS) votes to lift ban on Cuban membership imposed in 1962. Cuba welcomes decision, but says it has no plans to rejoin.

2009 July - Cuba signs agreement with Russia allowing oil exploration in Cuban waters of Gulf of Mexico.

2010 February - Political prisoner Orlando Zapata Tamayo dies after 85 days on hunger strike.

2010 May - Wives and mothers of political prisoners are allowed to hold demonstration after archbishop of Havana, Jaime Ortega, intervenes on their behalf.

2010 July - President Castro agrees to free 52 dissidents under a deal brokered by the Church and Spain. Several go into exile.

2010 September - Radical plans for massive government job cuts to revive the economy. Analysts see proposals as biggest private sector shift since the 1959 revolution.

2011 January - US President Barack Obama relaxes restrictions on travel to Cuba. Havana says the measures don't go far enough.

2011 March - Last two political prisoners detained during 2003 crackdown are released.
Reforms gather pace

2011 April - Communist Party Congress says it will look into possibility of allowing Cuban citizens to travel abroad as tourists.

2011 August - National Assembly approves economic reforms aimed at encouraging private enterprise and reducing state bureaucracy.

2011 November - Cuba passes law allowing individuals to buy and sell private property for first time in 50 years.

2011 December - The authorities release 2,500 prisoners, including some convicted of political crimes, as part of an amnesty ahead of a papal visit due in 2012.

Adapted from BBC News January 25, 2012 http://news.bbc.co.uk/2/hi/americas/1203355.stm

Paladar Options in Havana


NOT long ago, a popular refrain in Cuba was: "What are the three failures of the revolution?" The answer: "Breakfast, lunch and dinner."

What is a paladar? A paladar is a term used in Cuba to refer to restaurants run by self-employers. Mostly family-run businesses, paladares are fundamentally directed to serve as a counterpart of state run restaurants for tourist seeking for a most vivid interaction with Cuban reality, and looking for homemade Cuban food.

Basic food shortages, a desperate lack of ingredients and a punitive tax system aimed at private restaurants (or paladares) conspired to make the food scene in the capital of Havana something of a running joke. But recent moves by the government to balance huge public-sector job cuts and a loosening of small-business regulations means times are changing. More paladares have opened in the past six months than in the previous six years, and certain state restaurants are evolving into sophisticated dining spots. But, as always in Havana, you need to be in the know, with the new wave of exciting restaurant openings often concealed in quiet residential streets.

Best newcomer -- Le Chansonnier: This once-faded, French-themed paladar has reinvented itself in a new location as the best restaurant in Havana. Everything about the place, from its inventive interiors (bespoke shelves, spacious yet homely kitchen, walls of polished concrete and reclaimed aluminum) to its great little bar with resident mixologist and moody, ambient music, reveals a refined, modern sensibility more akin with Paris. But this is Havana, and the architects probably traipsed through rubbish dumps to find the aluminium, and hand-painted the blue bulbs
that decorate the industrial hanging lamps in the bar. The menu, from maitre'd and chef Hector Higuera, is wide-ranging, with everything from baba ganoush to rabbit terrine. More: Calle J #257 between Calle 15 & Linea, Vedado; +53 7 832 1576.

**Best location** -- Dona Eutimia: Booking is imperative at this diminutive paladar in a cobbledstoned alleyway off Plaza Cathedral, one of Havana's most iconic colonial squares. Though only recently opened, Dona Eutimia feels like it's been here forever; its walls are crowded with decorative antique clocks, paintings and local artwork and its rooms are divided by a splendid stained-glass window. The food is classic creole chicken, pork and fish, cooked well, and there are decent fresh juices (pineapple, guava, orange and papaya) and coffee-- not always a given in Havana. The fried malanga (a Cuban root vegetable) appetizer is not to be missed. Prices are good for a place that attracts its fair share of tourists, with no extra charge for sides such as rice, beans and salads. More: Callejon del Chorro #60C, Plaza de la Catedral, Habana Vieja, +53 7 270 6433.

**Best antiques** -- San Cristobal: In the same neighborhood as the vastly more famous La Guarida, San Cristobal shares its neighbor’s penchant for covering its walls with antiques, photography and religious iconography. But while La Guarida has taken over a series of rooms in a tenement, San Cristobal on Calle San Rafael occupies one of the few grand residential homes in central Havana. Its high-ceilinged side terrace, with foliage and resident parrot in a cage, is a delight, with quality objets d'art scattered about. San Cristobal was originally the casa of owner Carlos Cristobal Marquez's grandmother. The personable Marquez converted the family home into this appealing paladar last year and his world travels might explain the eclectic menus, from chicken Agrigento to gazpacho and Cuban-style mezze plates with octopus and fried sweet potato. More: Calle San Rafael #469 between Calle Lealtad & Calle Campanario, Centro Habana; +53 7 860 1705.

**Best Florida vibe** -- Cafe Laurent (personal favorite of Yves Marceau, Director of Program Development at Road Scholar): Occupying the penthouse space of a mid-century block in Vedado, a middle-class enclave close to central Havana, just 2 blocks from the famous Hotel Nacional de Cuba, the chilled-out, immaculate Cafe Laurent offers a laidback Florida vibe. A beige palette, walls papered in 1960s black-and-white magazine advertising, and a breeze-crossed terrace decorated with billowing white curtains provide a beachy, art-deco aesthetic. Expect pleasantly low-key service and well-cooked food with a Spanish seafood slant. Red snapper in salsa verde is the house specialty, though there's a plethora of beef options, from solomillo to chateaubriand and, unusually, a range of innovative puddings. Cafe Laurent's creators are former chefs and managers at El Templete, Havana's classiest seafood state restaurant, and it's a great example of the new wave of public restaurateurs taking their expertise to the private sector. More: Calle M #257 between Calle 19 & Calle 21, Vedado; +53 7 832 6890 or 831-2090.

**Most elegant interiors** -- La Esperanza: Esperanza is small but perfectly formed, a home apparently preserved in aspic for the past five decades, offering a glimpse of a more elegant yesteryear. Brimful of tasteful antiques, paintings and black-and-white family photographs, the restaurant features polished marble floors, stained glass and a romantic garden and is owned by a member of the Polar brewery family. "French Cuban fusion" is the specialty though the accent is
heavily creole. Dishes include green curries and pork stewed in malt, as well as simply cooked fresh fish. Service can be frosty. More: Calle 16 #105 between Avenida Primera & Avenida Tercera, Miramar; +53 7 202 4361.

**Best view --** Vistamar: As the name suggests, the unique selling point here is the ocean view. The malecon de la Habana, the city's famous boardwalk, never extended as far as well-heeled Miramar, and the majority of this barrio's seafront properties are a mess. Which is why this mid-century home-turned-restaurant is a gem, with its original pool fronting the choppy Florida Straits. The food, a combination of classic Cuban and European staples, lives up to the views, and service is friendly and efficient. Don't miss out on the octopus starter or the serrano stuffed with a honey and fig paste. More: Avenida Primera #2206 between Calle 22 & Calle 24, Miramar, +53 7 203 8328.

**Best seafood --** El Templete: El Templete, which opened in 2004, remains the best state restaurant in Havana, specializing in comida marinera: lobsters, paella, fish en papillote, grilled red snapper, prawn and seafood brochettes. Its harbourside position, behind the sumptuous Plaza de Armas, makes it one of the most pleasant eating-out experiences. Go al fresco under the large awning, with a decent glass of wine. Come for dinner, and at 9pm you'll hear the Canonazo fired at La Cabana fortress across the water: it once signaled the closing of Havana's city gates. El Templete was named after the mini neo-classical temple that was built in 1519. More: Avenida del Puerto, corner Calle San Pedro, Habana Vieja; +53 7 866 8807.
Appendix H
Cuba: Outline of Program Orientation
Updated: 2/27/12

NOTE: If possible, write an outline of what will be discussed during orientation on the board/poster on 1 page, then on a separate page write the logistics for the following day (what time to meet in the lobby, etc).

Introduction of RS Staff
- Your experience as a Group Leader (with Road Scholar and other programs, if applicable)
- Your experience in Cuba (if applicable)
- Always give your hotel room # at all hotels
- Explain the difference between a GL and Tour Guide. GL helps with logistics and maintains the RS standards. Group Leader is responsible for telling the pax the itinerary for the next day and making sure the program runs smoothly and the pax are informed of any itinerary changes. The Tour Guide is the official Cuba Expert and is there to answer questions from the pax.

US-Cuba Travel Procedure
Cuban Customs & Immigration—it’s good to start the orientation with the Forms as this will be a good precursor to start talking about Cuba:

1. Forms: Fill out all forms (Immigration & Health Forms) 1 by 1 with the participants. (Health form: Arrival = Hotel Nacional/Hotel Jagua). Do not put down you have a cough or cold on the Health Form—this will hold up the entire group, if these forms are looked at

2. Departing the Miami Airport:
   - Make sure pax know when to meet in the Hotel lobby for the transfer to the airport—perhaps write this on the flip-chart.
   - Luggage surcharges & restrictions:
     - NEW: MIA—CFG = Checked bags can’t exceed 70lbs. Carry on’s can’t exceed 15lbs. After 15 lbs, pax will be charged $40 at their own expense.
       - $65 for 2nd checked bag
       - $95 for 3rd checked bag
     - MIA-HAV = Each participant is allowed to bring 44 lbs of total luggage (Carry on & Checked baggage combined) free of charge. Any weight above the 44lbs is assessed at a $1.00 per lb excess baggage fee (subject to change). Additionally there is a $20.00 charge (subject to change) per second checked bag.

Logistics
1. If there is an emergency at the hotels — GL needs to pick a spot at each of the hotels to meet the group.
2. If you are returning to the Hotel when you get back from Cuba/post-night, you can leave things here at the reception desk, for free!
3. Don’t be late to the bus, be on time—very important to follow the itinerary especially in Cuba
   a. Stay together on field trips as much as possible so everyone can hear the Tour Guide’s explanation. Let GL or Tour Guide know if you’re leaving the group...even for a few minutes. It’s the pax responsibility to not wander away, these causes the GL/Tour Guide to search for you, which makes the group late.
   b. There are no listening devices on this program as they are not allowed in Cuba
4. Release from Liability Form: Pax must fill out this form if they choose to do an activity that is different from the program
5. There are safes in the hotel rooms. It is up to the participant to decide whether or not they want the safe (3 CUC/day at Hotel Nacional & 2 CUC/day at the Jagua)—these prices are subject to change
   a. Do not keep your passports with you at all times...bring a copy with you and keep it in your name-tag. Do not wear a lot of jewelry
6. Change seats on the bus, often.
   NOTE: Bathrooms on the bus are for emergencies only—buses only have a certain amount of water they have per program. Some of the buses won’t have bathrooms.
7. Evaluations: Remind pax to fill out evaluations online at the end of the program. Encourage participants to take notes so they can respond later. We are no longer giving out written evaluations starting Mar. 1.
   a. Encourage participants to write an online review on the RS website—they can also upload pictures on the website itself (this is new as of March 1, 2012)

What to expect in Cuba
- Culture Shock: Cuba is a developing Country—be prepared to see living disparities and how to rectify it with pax personal life—tell pax of these disparities
  1. Honeymoon phase—You will be in love with the food, music, people, and culture
  2. Negotiation phase—You may become irritated with what you once loved: food, people, culture, music. You may also be frustrated with cultural nuances: NOT flushing the toilet paper down the toilet
  3. Adjustment—You get used to the music, food, and culture and also NOT flushing the toilet paper down the toilet
  4. Reverse Culture Shock—You miss your new-found friends, culture, music, food, and people. Important to keep in touch with your new friends.
- Be flexible with daily itinerary changes---this WILL happen in Cuba, which is not likely to happen with other RS programs (NOTE: This is important for pax who have gone on several RS programs). Participants need to understand that no amount of pre planning in Cuba will prevent this.
- Historically, Cuban Jewish communities have been more open to non-religious groups rather than other denominations...this is why it may seem that we have many Jewish activities scheduled
- What can be consumed in Cuba NEEDS to be consumed in Cuba.
  1. Not allowed to bring back: rum, coffee, or Cuban cigars
2. You are allowed to bring back to the U.S: Art/paintings, prints, photographs, information/educational materials, music, and books

- Internet:
  1. Hotel Nacional: 2.5 CUC cash (price is subject to change) for 15min—the internet is VERY slow
  2. Hotel Jagua: 3 CUC (price is subject to change) for 30min on a card—the internet is ALSO VERY slow
  3. Because the internet is so slow participants may want to hold off on writing personal emails, unless they need to work

- **Lower expectations:**
  1. Hotels—we have the best available hotels, they are not up to the standards of hotels you would find in the U.S. or Europe but they are clean and well cared for. Cuba is a more relaxed culture, so their service is more relaxed/slow.
  2. Food—the restaurants we visit are the best available that can handle large groups. Each day will have at least 1 vegetarian option, though; there may be pieces of meat/seafood in dishes. For example, bacon may be in the beans and rice—which is not considered a Vegetarian dish by U.S. standards. Vegetarians may want to bring protein bars and the like which can be bought behind the reception desk at the hotel. Vegetarians may also want to consider eating eggs.
  3. If/When there is a problem with hotel rooms/food etc. participants should know to go to the group leader with the problem, not the front desk of the hotel to avoid frustration. If they go directly to the front desk, the front desk staff will tell them that someone will be there to fix the issue, but no one will show up. It’s best for the group leader to deal with issues.

**Money**

- RS gives monetary donations and tips hotel staff, maids, sites, etc. However, if you feel the need or inclination to tip extra, you can go ahead and do that. If you bring donations, the GL/Travel Guide will let you know when to bring it on the bus
- If pax want to tip more we suggest the below:
  - Guide: 7-10 CUC
  - Driver: 5-7 CUC
  - Maid: 1 CUC per day
- CUC’s are used by tourists/foreigners vs. CUP’s are for Cubans. No other country in the world has 2 official currencies. The CUC is hard currency and is used for business transactions and buying consumer goods (i.e., vacuum cleaner, etc). CUPs are soft currency which is what the locals’ salary is paid in. Foreigners are not allowed to buy things with CUPs.
- 1 CUC = $0.87 USD
  - Cubans will ask you to switch CUC for USD/CUP in the streets (CUPs can be used as souvenirs)—there is begging in Cuba.
- US credit cards are not accepted and there are no ATM’s, Cuba is a cash society
  1. Make sure everyone has enough cash on them for the week, we have suggested $500, but this also depends on their spending habits. Change your money as you go.
2. Easier to exchange money at Hotel Nacional prior to going to Hotel Jagua—you can exchange money at the CFG airport, as well
3. Talk about the prices for bottles of wines, paintings (sello= stamp in Spanish, and you need to get one of these if the painting is over a certain size----sello’s are inexpensive and is a tax), dinner on free-night.

Health
- If you or a friend/partner gets sick, let the GL know…it’s important to look out for each other
- There is a doctor in Hotel Nacional and Hotel Jagua
- The stamp on the back of your airline ticket is your Insurance Card and you are able to be seen for free for medical needs!
- Travelers Diarrhea is not the same as Food Poisoning. Travelers Diarrhea is commonly caused by touching things—we really encourage washing your hands frequently and using antibacterial/antimicrobial hand sanitizers even after washing your hands in the bathrooms. If you have Food Poisoning, you will be violently ill and unable to hold any liquids, pax should notify group leader immediately.
- If you have an open sore while in Cuba, get it sterilized by the Doctor in the hotel—infestations can happen quickly. Do not wait!
- Bring Kleenex or toilet paper for bathroom visits while in Cuba

Programming & OFAC
- Participants won’t feel like being in Cuba is a dictatorship, there are no armed guards or police cars… they will feel like it’s a pretty safe society
- Cubans/Guides are not allowed to talk about certain things: There is no freedom of speech and they are not allowed to talk poorly about their government. Therefore, Cubans may not be able to answer certain questions and may feel uncomfortable in talking about particular topics (i.e., STDs, teen pregnancy, etc.). It’s important to remind participants to be culturally sensitive in posing their questions.
- Office of Foreign Assets Control dictates and controls the programming to be full-time, hence we are not able to schedule in R&R or time-on-your-own, however, if you need to take a break/or get sick ask the GL when would be appropriate to sit out

Donations
- Participants can bring donations to give to certain sites on the program; the Group Leader should go over what is appropriate and what isn’t appropriate for donations. If participants are giving old clothes, they need to be washed and not have holes or rips in them, they should be in good condition. The group leader should collect all donations before getting to the site, check them to make sure they are appropriate and give them to the site. Pax shouldn’t be individually giving donations; this is to avoid inappropriate donations. Donations should also be placed in clear plastic bags and not be wrapped so the sites can easily see what the donation is.
- Please let the pax know that there is no obligation for them to bring donations, they don’t have to bring donations. We do give the sites monetary donations.

What to expect at the Cuban airport:
- GL will be the last person through immigration—wait by the bathroom
• If you don’t find your luggage, look on the floor—people will take them off the belt and line them up
• What pax need to say if stopped by a Cuban Official: “I am on a licensed People-to-People program with Road Scholar”—get GL if necessary.
• A Havanatur Representative will be looking for us. Go with him/her to the bus if the group leader says OK if about half of the participants already have their checked luggage—stay together!
• Extremely difficult to re-enter the Cuban airport

Return to the U.S.
  o You need to keep a copy of the license and travel authorization letter for **5 years per OFAC standards**.
  o At the airport in Cuba you are able to convert CUC to USD at no cost

Participant self-introduction—this needs to stay brief, keep your eye on time, some pax may be long-winded
  • Name
  • Where they are from
  • # of Road Scholar programs have been on
  • Career
  • Talk about what you’re looking forward to most on the program
  • Why they chose this program

Wrap-up (Opportunity for pax to ask questions/participant introductions)

Annie Betancourt’s lecture if she is available

Dinner
Appendix I
Processing Discussion Questions
Discussion Questions and Talking Points for Group Leaders to Facilitate Discourse
Updated: 4/12/12

Before engaging in the discussion questions, prompt the participants by saying something like: “We’ve seen a lot thus far on the program, and I think it would be beneficial to discuss and process what we’ve been experiencing...” You can be creative in figuring out how to introduce the topics. Many of these discussions can happen on the coach and have the potential to flow into meal discussions, when applicable.

Bay of Pigs Discussion Questions

1. I understand that many of you remember the Bay of Pigs. What did you see at the museum today? How was this visit for you?
   a. What were you aware of? How did you feel about that? How many felt the same? How many felt different?
   b. What do you understand better about yourself/group or being an American?
2. What struck you about what you saw and learned? How was that significant? What does that mean for you?
3. What might we draw or pull from that? What did you learn from the Cuban perspective and how does it compare to that of the U.S.?
4. How can you apply what you learned to the future or what you already knew about the Bay of Pigs?
5. Would any of you like to make a comment or a statement as to what we saw and heard?

Beny More Music School Visit Discussion Questions

**Remind Tour Guide to talk about Cuba’s Educational System

1. How was this visit for you? What did you see at the school today?
   a. What were you aware of? How did you feel about that? How many felt the same? How many felt different?
   b. What do you understand better about yourself/group?
2. What in particular will you be taking away from this visit? What struck you about what you saw and learned? How was that significant? What does that mean for you?
   a. What might we draw or pull from that?
3. How does this compare to education systems in the U.S.?
4. How can you apply what you learned to the educational system you had and what we have now in the U.S?
Ration Stores and CUC stores, if you go here
**Remind Tour Guide to talk about the differences**

1. Have you or anyone you know had to ration food before? How was this visit for you?
What did you see at the Ration store?
   a. How did you feel about that? What were you aware of? How many felt the same? How many felt different?
2. What in particular will you be taking away from this visit? What struck you about what you saw and learned? How was that significant? What does that mean for you?
3. What might we draw or pull form that? How does this compare to what you already knew about ration stores?
4. How does this/these stores compare to ours in the U.S.?
5. What do you understand better about yourself/being an American?
6. How can you apply what you learned to the future about U.S.–Cuban relations?

Typical Cuban Home Visit Discussion Questions (this happens FIRST if it’s a CFG arrival, SECOND if HAV arrival)

1. How was this visit for you? What did you see at Rosa Rafaela’s house today? What were you aware of?
   a. How did you feel about that? How many felt the same? How many felt different?
2. What will you take away from this home visit? What struck you about what you saw and learned? How was that significant? What does that mean for you?
3. This is the average home in Cuba. What are you thinking and feeling regarding the house we just saw and the woman we just met?
   a. How does her life compare to ours?
   b. What do you think the woman is thinking and feeling?
   c. Have you seen or experienced anything like this before?
4. What might we draw or pull from that? How does this compare to what you already knew about Cuban lives and homes?
5. What do you understand better about yourself and where you come from or even being an American?
6. **How does this home compare to the first home we visited?**
   a. What are your thoughts and feelings among the differences?
   b. How does her life compare to ours?
   c. What might we draw or pull form that?
7. What do you understand better about yourself and where you come from or even being an American?
Carolyn’s Home Visit Discussion Questions (this happens FIRST if it’s a HAV arrival, SECOND if CFG arrival)

1. How was this visit for you? What did you see at Carolyn’s house today? What were you aware of?
   a. How did you feel about that? How many felt the same? How many felt different?
   b. Were you able to identify with the woman and her family, at all?
   c. What do you understand better about yourself/group or being American?

2. What will you take away from this home visit? What struck you about what you saw and learned? How was that significant? What does that mean for you?
   a. What are you thinking and feeling regarding the house we just saw and our interactions we just had?

3. What do you understand better about yourself and where you come from or even being American?

4. ****How does this home compare to the first home we visited?
   a. What are your thoughts and feelings among the differences?
   b. How does her life compare to ours?
   c. What might we draw or pull from that?

5. What do you understand better about yourself and where you come from or even being American?

Program Wrap Up Questions

1. What was your image of Cuba prior to departing the U.S.?
2. Has it changed? How? What did you learn?
3. What were your experiences with Culture Shock? Do you think you will experience any Reverse Culture Shock?
4. What was your biggest surprise?
5. What was difficult about this program?
6. Of all the sites you visited on the program, which was your favorite? What did you enjoy most about the program?
7. What will you remember the most?
8. Do you have any special thoughts or comments you would like to share with your fellow group members about the experiences you had on this program? How will you apply what you learned/experienced to the future and/or conversations about your Cuba journey?
### ROAD SCHOLAR COSTING SHEET

**GENERAL INFORMATION**

Original prepared by: 
Date: 

This revision by: 
Date: 

1. **CATALOG**
   a) Season: 
   b) Year: 

2. **PROGRAM**
   a) Country: Cuba
   b) Name: Cuba Today: People and Society
   c) Designation Code: 
   d) #s: 

### COSTING INFORMATION

1. **VENDORS**
   a) Contracted in Currency
      1
      2
      3
      4
      5
      6
   b) Contracted in USD
      1
      2
      3
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      9
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3. COST ADJUSTMENTS

4. COSTING SCENARIOS (Variations by R.O.E. & # Pax)
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5. PRICING DECISION
   a) Land + Admin Cost to EH:
b) Based on:

Min# Pax: 18  
R.O.E.: 1

6. Revenue Projections (based on above selling price):

<table>
<thead>
<tr>
<th># PAX</th>
<th>Program</th>
<th>Per pers</th>
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<tbody>
<tr>
<td>10</td>
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</table>

Actual Max. # Pax Per Program: 24

7. Single Supplement:

Net to LTA 10% Selling Price

8. Price per night at suggested cost to EH:
**Appendix K**

**Contact List**

**Cuba Today Contacts**

*Note: Many of these numbers and names are omitted due to privacy*

<table>
<thead>
<tr>
<th>Emergency Contacts</th>
<th>Contact</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road Scholar EDO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Assist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator for Cuba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incident Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>U.S. Interests Section</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone: (53) (7) 833-3551 through 59 Emergencies/After Hours: (53) (7) 833-2302</td>
<td>Calzada between L &amp; M Sts. Vedado, Havana Hours: 8:00 a.m. to 4:30 p.m. (We are closed on U.S. and Cuban Holidays)</td>
<td></td>
</tr>
<tr>
<td><strong>Clinica Central Cira Garcia</strong> (International clinic)</td>
<td>Telephone: (537) 204-2811/ fax: (537) 204-2640</td>
<td>Calle 20 No. 4101 esq. Ave 41 Playa, Ciudad de La Habana, Cuba. Open 24 hours E-mail: <a href="mailto:faculta@cirag.cu">faculta@cirag.cu</a></td>
</tr>
<tr>
<td><strong>Manuel Fajardo Hospital</strong></td>
<td>Telephone: 011-537-832-0842</td>
<td>Calle Zapata esquina a D, Vedado, La Habana Ciudad de La Habana, 10400, Cuba</td>
</tr>
<tr>
<td><strong>Tourist Police Department</strong></td>
<td>Monserrate &amp; Empedrado Sts, M-8002</td>
<td></td>
</tr>
<tr>
<td><strong>National Police Headquarters</strong></td>
<td>Chacon and Cuba Sts, 7100</td>
<td></td>
</tr>
<tr>
<td><strong>Cuban Red Cross</strong></td>
<td>Tel: (53) (7) 206-10- 55/206-14- 03Fax: (53) (7) 206-10-58Telex: 511149 MSP CU para Cruz RojaTelegram: CRUOCU HABANAE-mail: <a href="mailto:crsn@infomed.sld.cu">crsn@infomed.sld.cu</a></td>
<td>Calle 20 #707 entre 7ma.y 29 PlayaCiudad de la HabanaC.D. 11300 Cuba Web: <a href="http://www.sld.cu/sitios/cruzroja/">http://www.sld.cu/sitios/cruzroja/</a></td>
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<table>
<thead>
<tr>
<th>Miami</th>
<th>Contact</th>
<th>Email</th>
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<tr>
<td>Lecturers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annie Betancourt</td>
<td></td>
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<tr>
<td>Cuqui Zuloaga</td>
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<td><strong>CTS</strong></td>
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<tr>
<td>Pedro Sanfie</td>
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<tr>
<td>Luisa Franco</td>
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<tr>
<td>Todd Work</td>
<td></td>
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<tr>
<td>Michael Zuccato</td>
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<tr>
<td><strong>Courtyard Marriott</strong></td>
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<tr>
<td>Michelle Navarro, Event Manager</td>
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<tr>
<td>Jerry Rice, General Manager</td>
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<table>
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<tr>
<td>Café Del Oriente</td>
<td>07 8606686</td>
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<tr>
<td>Caleta Buena</td>
<td>045 915589</td>
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<tr>
<td>Casa Verde Cienfuegos</td>
<td>043 514198</td>
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<tr>
<td>Club Cienfuegos</td>
<td>043 512891</td>
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<tr>
<td>Cocina de Lilian</td>
<td>07 2096514</td>
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<tr>
<td>El Aljibe</td>
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<td>El Patio</td>
<td>07 8671035</td>
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<tr>
<td>La Divina Pastora</td>
<td>07 8608341</td>
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<tr>
<td>La Ferminia</td>
<td>07 2736786</td>
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<td>La Imprenta</td>
<td>07 8649581</td>
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<td>La Torre</td>
<td>07 8383088</td>
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<tr>
<td>Plaza Mayor</td>
<td>041 996456</td>
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<tr>
<td>Terraza De Cojimar</td>
<td>07 7665151</td>
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<tr>
<th>Lecturers</th>
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<td>U.S. Cuban Relations</td>
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<tr>
<td>Field Trip Sites, Contacts, Guides</td>
<td>Contact</td>
<td>Notes</td>
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<td>Callejon de Hammel</td>
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<td>Guanabacoa House Visit</td>
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<td>Casa Particular Trinidad</td>
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<td>Jewish Cemetary</td>
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<td>Jewish Com. CFG</td>
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<td>Patranato Community Center</td>
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<td>Jewish Com. Santa Clara</td>
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<tr>
<td>Cienfuegos Choir Director</td>
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<tr>
<td>Director of Santa Clara Art School</td>
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<tr>
<td>Sisters of Charity at San Lazaro</td>
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<td>Colon Cemetery Guide</td>
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<thead>
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<th>Representatives</th>
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<th>Notes</th>
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<tr>
<td>Havanatur Alberto Celimar</td>
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<tr>
<td>Dolores</td>
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<tr>
<td>Havanatur Ileana Pino</td>
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<td>Havanatur-Michel Marti Duarte</td>
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<tr>
<th>Hotels</th>
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<tr>
<td>Hotel Jagua---Desk</td>
<td>011-53-43-551003</td>
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<tr>
<td>Hotel Nacional--Desk</td>
<td>(0)7 836 3564 67</td>
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Appendix L
Cuba Cell Phones

Background information: American cell phones do not work in Cuba. It is not possible to use calling cards or U.S.-issued cellular phones to call the United States while in Cuba. It is possible to make direct calls to the U.S. from your hotel room but they are very expensive (approximately $3 CUC per minute).

Road Scholar VT will be renting 6 cell phones from World Cellular Rentals – the vendor that we feature in our Cuba PrepMats. (http://www.worldcr.com/contact.htm / 877.626.0216).

These phones will be for the use of Road Scholar staff ONLY and will be distributed and rotated out to the Group Leaders who handle our Cuba programs. Group Leaders who lead numerous Cuba programs will have one of these cell phones assigned to them for the season. One phone will remain in the RSVT office for our staff when we visit Cuba. Each phone will come with a zippered case, phone user manual, instructions on how to dial in/out of Cuba, phone holster that clips on a belt, a travel charger and an adaptor.

Rates:
Rental fees for phones: None – waived
Local calls within Cuba: $0.69 /minute
Incoming calls (USA to Cuba): $0.69 /minute
Outgoing calls (Cuba to USA): $3.15 /minute
Text message: $0.45 /text

These cell phones will only work in Cuba and will not operate if they are physically in the USA.

There is NO voicemail ability on these phones.

Please note that Road Scholar has not opted to take out the optional insurance on these cell phones. If the cell phone is lost or stolen, it will cost approximately $385 plus the cost of DHL shipping to replace the phone. Once you assigned a phone, you are liable for the cost of replacement if you lose the phone.

Pre-Programmed Numbers:
The phones will have important numbers on speed dial, all of which are confidential. Other numbers will be added as we see fit.

Billing/Logging Calls:
Road Scholar will be invoiced once a month with an itemized bill for each phone. Staff members/Group Leaders may receive and make calls to any of the pre-programmed numbers listed above without having to report/log those calls. Invoices with calls to/from those numbers will automatically be approved by the Program Operations Manager.

Any calls made to a number that is NOT pre-programmed will have to be logged, justified and reported by the Group Leader. Examples may be to the local guide in Cuba or if a participant used the phone to call the USA in the case of an emergency...
RSVT will keep a list of which phones are assigned to each program/coordinator.

**How to make calls:**
Local calls within Cuba – dial city code + phone number
Calling from Cuba to USA/Canada – dial 119 + 1 + area code* + phone number
Calling a cell phone in Cuba from the USA/Canada – dial 011 +53 + 5 + phone number

*Area Codes in Cuba:
Bayamo 23 Las Tunas - province 31
Camaguey 322 Manzanillo 23
Ciego de Avila 33 Matanzas 45
Cienfuegos 432 Pinar del Rio 82
Guantanamo 21 Santa Clara 42
Guantanamo Bay 99 Santiago de Cuba 226
Havana 7 Sancti Spiritus 41
Holguin 24

If you have any problem with the cell phone assigned to you, please call WCR at:
1 514- 327- 0216 or 1 877- 626- 0216
Appendix M
Road Scholar Evaluation Plan

Road Scholar
Program Evaluation

We hope you enjoyed your recent Road Scholar adventure. To help us ensure that our programs are of the highest quality, we would appreciate your feedback on your recent experience. The detailed evaluation we are asking you to complete is used by Road Scholar to monitor overall program quality. Evaluation results will be shared with the Program Provider. We hope you will take a few minutes to help us evaluate the various components of your program by completing a short evaluation.

This evaluation should be completed by:

Program Name:

Program Number:  
Program Date:

1. Overall, please tell us how satisfied you were with:
   - Your program in general
   - The educational quality of your program
   - The overall value for your money

2. Would you recommend this program to friends if their interests were similar to the program’s content?
   - Would absolutely recommend this program
   - Very likely would recommend this program
   - Somewhat likely to recommend this program
   - Not very likely to recommend this program
   - Would not recommend this program at all

3. Please rate your program’s Group Leader, [Group Leader name], on the following criteria:
   - Leadership ability
   - Warmth and approachability
   - Availability
   - Ability to foster group cohesion
   - Problem-solving ability
   - Organizational skills

Please use the space below to share any comments about your Group Leader(s):

Continues on opposite side...
Please rate the program instructor(s), [Instructor A name], on the following criteria:

<table>
<thead>
<tr>
<th>Subject matter expertise</th>
<th>Very High</th>
<th>Somewhat High</th>
<th>Neither High</th>
<th>Somewhat Not High</th>
<th>Very Low</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation quality</td>
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<tr>
<td>Feedback quality</td>
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<tr>
<td>Understandability</td>
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</table>

Please use the space below to share any comments about your instructor(s). We would like to know who you feel provided an outstanding and meaningful learning experience, as well as any instructor who may not have met your expectations, and, if so, why.

Please consider the portion of the program based in [Location A] at the [Accommodation Name] and rate your satisfaction with that portion of the program on the following criteria:

<table>
<thead>
<tr>
<th>Quality of the educational content</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Neither</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational value of the field trips</td>
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<tr>
<td>Quality of the meals included</td>
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<tr>
<td>Comfort and cleanliness of transportation</td>
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<tr>
<td>Comfort and cleanliness of accommodations</td>
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<tr>
<td>Convenience of the accommodation location</td>
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<tr>
<td>Overall program experience at this location</td>
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</table>

Faced Scholar provided many of the shore-based field trips for your program. Please rate your satisfaction with these field trips on the following criteria:

<table>
<thead>
<tr>
<th>Educational value of the field trips provided by Faced Scholar</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Neither</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of shore-based guides</td>
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<tr>
<td>Quality of transportation used on field trips</td>
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<tr>
<td>Quality of meals while on field trips</td>
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<tr>
<td>Overall quality of the field trips provided by Faced Scholar</td>
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</table>

Please rate your satisfaction with [Ship/Vessel] on the following criteria:

<table>
<thead>
<tr>
<th>Comfort and cleanliness of your cabin</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Neither</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
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<tbody>
<tr>
<td>Ship amenities and services</td>
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<tr>
<td>Comfort of ship staff</td>
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<tr>
<td>Quality of the meals included</td>
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<td>Dis/Embarkation process</td>
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<td>Onboard lectures offered by ship</td>
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<tr>
<td>Shore excursions conducted by ship</td>
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</tbody>
</table>

Continued on next page...
10. Read Scholar programs generally employ a variety of educational methods. For the following methods included in your program, please tell us if your program employed too much, too little, or just the right amount of that educational method.

- Lectures ("telling")
- Demonstrations ("showing")
- Experimental ("hands-on") activities
- Independent exploration ("freestyle")
- Instructor-led field trips (group outings to program-related sites)

<table>
<thead>
<tr>
<th>Too Much</th>
<th>Just Right</th>
<th>Too Little</th>
<th>Never Used</th>
</tr>
</thead>
</table>

11. If you had to pick ONE change to make this program better, what would it be?
- Better quality accommodations
- Better instructors
- Less free time
- Better planning of program details and logistics
- More welcoming to solo participants
- More educational content
- Larger group size
- This program could not have been improved

12. In the space provided below please comment on the parts of the program that you particularly liked.

13. In the space provided below please comment on the parts of the program that you believe can be improved.

14. The physical activity level for this program is [X], which Read Scholar describes as follows: "[Description of Activity Level]." Please answer the following questions about the activity level in relation to your recent program.

- Activity level assessment:
  - Overall, this program was more physically strenuous than its activity level indicated
  - Overall, this program was less physically strenuous than its activity level indicated

- Please check one of the following statements that best describes your experience on the program:
  - Some participants were not able to keep up with the program’s stated activity level, and this made the overall program experience less satisfying for me
  - Some participants pushed to increase the program’s pace beyond the stated activity level, and this made the overall program experience less satisfying for me
  - Differences in physical capabilities were accommodated on the program and had no impact on my overall satisfaction with the program

15. Read Scholar has recently begun introducing state-of-the-art listening devices on many of our programs. If listening devices were used on your program, please let us know what you think about them (please skip this question if listening devices were not used on your program):

- Easy to use?
- Satisfied with the performance?
- Did program staff provide adequate instruction and assistance with the devices?
Listed below are statements many Road Scholar participants make about their program experience. Please check all the statements that are true for you when you think about your recent program experience.

- [] I learned something new
- [] I was challenged
- [] My perspective on the world was changed
- [] I stepped outside my comfort zone
- [] I fulfilled a lifelong dream
- [] The program exceeded my expectations.
- [] The program was delightful.
- [] Other:

13. Part of the Road Scholar experience is interacting with others, and listed below are statements you might make about other participants on your recent program. Please check all the statements that reflect your experience on the program:

- [] The other participants were interesting.
- [] The other participants were welcoming.
- [] I intended to remain in communication with or share photos with some of the other participants.
- [] I did not have much in common with the other participants.
- [] The other participants were not as welcoming as I had hoped.

14. Before you departed on your program you received materials about your program via email or regular mail. Please state whether you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree with the following statements:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program materials were complete and thorough.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program materials were presented in an organized and attractive manner.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The program materials helped me prepare for the program itself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program materials were interesting and informative.</td>
<td></td>
<td></td>
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<tr>
<td>I contacted the program materials during the program itself.</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

15. Road Scholar strives to increase the diversity of participants it serves. Please help us document how well we are achieving our goals by selecting the category that applies to you (optional).

- [] American Indian
- [] Asian
- [] Black or African American
- [] Hispanic, Latino, or Spanish origin
- [] Pacific Islander or Native Hawaiian
- [] White
- [] Other [please specify]:

Thank you for completing our evaluation. If you would like to share information about Road Scholar programs with any friend or relative who, like you, values education and travel, please give us his or her name and address.

First and Last Name:
Street Address:
City, State, Zip:
Email address:

Program Evaluations
Road Scholar
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