



Cambodia Service & Cultural Immersion 2024

In partnership with



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A Partnership To Develop Active Citizens Of Tomorrow.

Hello and welcome! We are delighted at the opportunity to partner with Bunbury Cathedral Grammar School in 2024. Infuse specialises in outdoor education, cultural immersion, service-learning, and student-led expeditions for schools. We hope these programs further embed experiential learning into your curriculum and supports your students in their journey to becoming active citizens of our global community.

AN ALIGNMENT OF MISSION AND PURPOSE

Our mission at Infuse is to promote active citizenship through experiential learning programs that create positive change for people and the planet.

Infuse is well positioned to support you with your guiding values and mission:

- To provide excellence in all-round education within a unique environment by encouraging students to use all their gifts to flourish and to achieve their potential.

OUR VALUES

Excellence – We strive for excellence in everything we do. We are ambitious and attentive to detail. We better ourselves to better the world.

Integrity – We pride ourselves on our accountability and authenticity. We honour our commitments and work safely and respectfully with our partners.

Sustainability – We are committed to enhancing the lives of current and future generations. We seek lasting change that brings co-benefits for nature, people, and economies.

Diversity – We promote diversity, inclusivity, and individuality across all our business operations and programming. We celebrate the world's incredible richness of perspectives, peoples, cultures, and environments.

Connection – We cherish connections. Positive change is best achieved through transcending boundaries and meaningful relationships between people, places, and planet.

Learning – We are dedicated to continuous, life-long, learning. We believe in the transformational power of travel, dialogue, and new experiences.

Adventure – We embrace resilience, curiosity, and exploration. We reach beyond our comfort zones to live life to the fullest.

Humility – We believe in fairness, teamwork, and open-mindedness. We acknowledge power imbalances and emphasise the importance of listening.



Safety and Risk Management

Infuse understands that risk is an inherent aspect in any student travel program. Many of our programs in travel to remote destinations and wilderness contexts where definitive medical care is greater than two hours away. However, risk is an essential component of experiential learning and personal growth. Taking risks such as trying new foods, summiting a demanding peak, journeying through undeveloped areas, and challenging students' assumptions about themselves and their world, are all part of the learning process while traveling. We believe that the positive transformations our students undergo are a direct result of carefully managed risk.

OUR APPROACH TO RISK MANAGEMENT

Risk management begins with a process of identifying hazards and risks, then evaluating their potential outcomes and likelihoods. We use this information to formulate a management plan to mitigate risk through prevention and to outline appropriate control and response measures. Risk Management at Infuse occurs on four levels: advisory board, Australia operations, program specific, and medical screening.

1. Through our membership with [Cornerstone Safety Group](#), our advisory board consists of a safety and risk management advisor, a medical director and a mental health practitioner. Combined with our Australian and international network of industry professionals and associations, Infuse is well-resourced with expert advice to train and support our team.
2. Our Australian Operations Manager and team of Program Managers maintain risk management plans for each program offered and location visited, perform safety assessments on service providers, vet vendors, and monitor local conditions through our network of local staff and community partners. Our Australian operations department provides 24/7 support and a Critical Response Team for Program Leaders while programs are running.
3. Program Leaders are trained on localised risks, activity standards and child protection to focus their attention on the safety and wellbeing of our students. Program leaders hold appropriate qualifications and/or experience to safely lead our programs and are trained to respond to situations that may arise, with additional operational support available to assist with emergencies.
4. Each Participant completes our medical and emergency information forms. The information in each form is reviewed by our medical screener before the trip begins to ensure participation is safe and appropriate for each student. Participants are also well-prepared for a program through pre-departure meetings with their Group Travel Coordinator.



The Infuse Learning & Teaching Framework

At Infuse, we provide a structured learning framework that has been carefully designed to advance two pedagogical priorities:



Global Citizenship
Education



Education For Sustainable
Development

In fusing together these two priorities, our programs cultivate active citizens that are committed to positive social and environmental change at all scales, from the local to the global. We achieve this through learner-centred and action-oriented pedagogies that include service learning, outdoor education, cultural immersion and other forms of experiential learning.

By actively involving students in change processes, Infuse programs provide new technical skills and knowledge alongside critical thinking and social and emotional learning. Enabling students to be a part of the change they want to see, we offer hopeful pedagogies with transformative potential. When designing our learning and teaching framework we have given careful consideration to numerous global goals and frameworks, including:

- The United Nations Sustainable Development Goals
- UNESCO's Global Education 2030 Agenda & Education for Sustainable Development Framework
- The United Nations Youth Strategy
- The Organisation for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA).
- International Baccalaureate
- The Australian Curriculum
- Duke of Edinburgh's International Award
- Round Square

Our learning priorities are well summarised in the United Nations Sustainable Development Goals, Goal 4, Target 4.7 to "ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development".

Service Learning at Infuse

Service learning is a form of experiential education where students contribute to meaningful social or environmental change while being guided through learning cycles of action and reflection. Effective service learning provides benefits to students, communities, and partner organisations through hands-on activities and the forging of new relationships for collective action. Service learning can be undertaken locally or internationally.

At Infuse, we provide pre- and post-departure learning guidance to ensure that learning cycles begin prior to, and extend beyond, service delivery. All of our service projects support community or partner-organisation identified needs and are developed collaboratively with our partners. This is the general framework we apply when developing our service-learning programs.



Below is an example of how this framework manifests for participants on a service-learning program with Indigenous communities in Australia:

- Students **investigate** the historical, social, racial, and economic issues that have impacted Australia's Aboriginal and Torres Strait Islander people since colonisation.
- Students **prepare** for travel through connecting with Aboriginal elders in their home communities to begin developing cultural awareness. Once in their travel destination, students meet local stakeholders and project partners to prepare them for engaging in community service projects.
- Students **act** by assisting with projects alongside locals that help achieve goals identified by community members.
- Students participate in facilitated **reflections** during their travels, thinking critically about how to support transformational changes in their world and advocate for poverty alleviation.
- Students **demonstrate** learning to their school community and are connected with resources and pathways for ongoing education, investigation and **action**.



Socio-Emotional Learning Themes

We believe in a key set of characteristics and capabilities that enable students to achieve personal growth and make a positive contribution to our world. The socio-emotional learning themes embedded in our program design are:

Empathy - Demonstration of kindness toward others and for the planet. Recognition of the innate value of every human being, and the value of diverse perspectives. The ability to switch perspectives and recognise dual viewpoints, and to show deep respect for others.

Critical Thinking - Understanding of how power, inequality and injustice shape the world. To have knowledge of global issues and the ability to connect local stories, struggles, and successes to larger structural and systemic issues facing the world.

Curiosity and Open-Mindedness - An eagerness and curiosity to learn, travel, and seek out adventure. A respect for difference and appreciation of diversity, and a willingness for new experiences and ideas.

Connection - A relational outlook that identifies and values the interdependencies within societies, as well as between people and nature. A deep respect for the intrinsic value of nature.

Intercultural Understanding - The desire and ability to behave and communicate effectively within and across cultures, to view issues from other perspectives, and to collaborate and engage in decision-making processes with diverse groups.

Leadership and Resilience - The determination to persevere through challenges and setbacks. The ability to think and act for oneself; to take responsibility for and stand behind one's beliefs and actions.

Lifelong Learning and Growth Mindset - A passion for learning and a belief that intelligence and abilities are malleable and can be developed with effort.

Reflexivity - The ability to think critically about one's place in the world and the consequences of one's actions, as well as how social and cultural norms have shaped one's perceptions. The ability to assess one's own strengths and weaknesses, analyse where and how to improve, and to reflect on and re-evaluate previous opinions or decisions. The desire to use an understanding of self to better relate to and communicate with others.

Teamwork - Enthusiasm for acting collaboratively and striving for the collective good. The ability to manage and resolve conflict.



Community Impact

Through responsible travel and well-designed service initiatives, our students comprehend pressing social and environmental challenges at a global level and contribute to efforts that combat these challenges at a local level. We take a comprehensive approach to community service, working with community partners from the design process through to monitoring and evaluation. Each year, we publish a report that presents our progress, accomplishments, and goals for the future.

Identify Partners

We spend time with our local partners and community members on the ground to understand their needs and priorities. Starting with a relational approach, we then collaborate to develop projects that address key needs and build on community strengths.

Build Relationships

We establish partnerships with a long-term view, recognising that real change can take time. We provide ongoing support to partners and projects, as well as pathways for students to continue being agents of change.

Co-design Projects

We collaborate with our partners to create well-defined roles for our students that harness their skills and ensure they make a meaningful contribution. Students can select programs based on personal interests and skill sets, maximising both their experience and the success of our service initiatives.

Co-implementation

Our students join the efforts of our local partners during their programs and work collaboratively to achieve project goals. Both students and communities utilise the unique skills they bring and learn from and about each other.

Monitor, Evaluate and Learn

We conduct regular evaluations with project partners and beneficiaries to evaluate and improve the processes and impacts of our ongoing initiatives. We use our evaluations to learn about and improve project design and implementation.

FIVE AREAS OF FOCUS



Education



Infrastructure



Environment



Community Health
and Social Services



Economic
Development



Sustainable Development & Our Theory of Change

Our **vision** at Infuse is for a more equitable world where people feel inspired to work together in caring for each other and the planet.

We pursue this vision by implementing our **mission** to deliver experiential learning programs that promote active citizenship, and we pursue our mission by implementing our 3-part Theory of Change:

The Challenge

From the climate emergency and mass species extinction to widening inequality and perpetual conflict, we face multiple crises in the world today. These challenges are deeply embedded in our political and economic systems and require systems change. Yet solutions offered are often short-term, failing to address or even worsening the root causes of the problems they seek to address. As crises continue to worsen, many people are left feeling helpless and unable to bring about change.

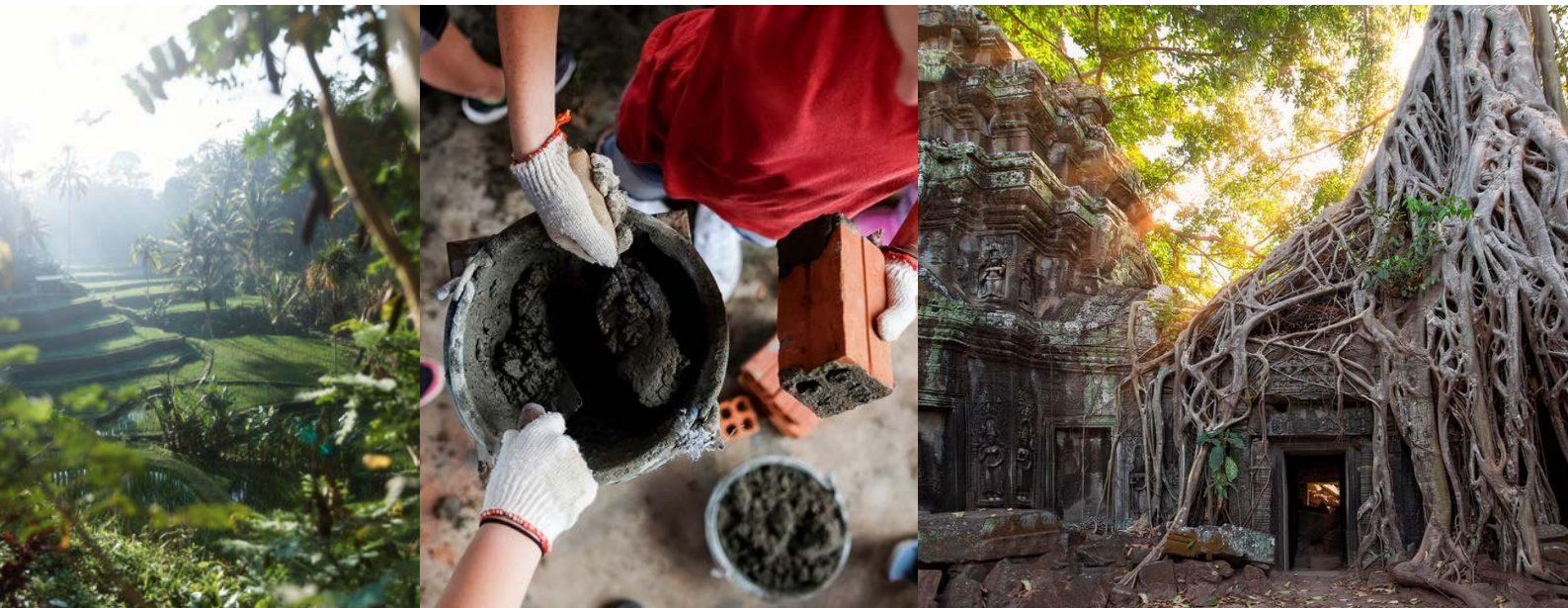
The Context and Opportunity

Where there are crises there are also opportunities. The context we see is a growing awareness of the need for urgent change, and an opportunity to better support young people in bringing forth the futures they desire. There are more young people in the world today than ever before, and today's youth are better connected, informed, and educated than any previous generation. At Infuse we believe that young people have tremendous potential to be present and future drivers of inclusive and sustainable development.

The Way to Success

To support young people in becoming active citizens for change we need to provide them with knowledge, critical thinking, and practical skills that are needed to promote sustainable and inclusive development. To turn this knowledge into action, we need to ensure that young people possess the social and emotional skills to work collectively, as leaders and as members of a team, as well as to persevere in the face of adversity and to be active listeners. To turn these skills into action, young people need to have opportunities to connect and share their ideas with others; they need to be provided with opportunities for engagement.

At Infuse, we believe that youth active citizenship is the key to a better future for us all.



Words from our community!

"As a teacher of 25+ years experience, I have attended numerous camps. This was the best camp I've attended. Why? Partially because of the mature group, but mostly due to the inspirational leadership of the leaders. Every activity was set to the appropriate level and the times of reflection were not overdone. I cannot recall one complaint from a student – that says it all. Deeply satisfying."

**EDUCATOR
ST JOSEPH'S COLLEGE**

"My son developed a better understanding of others and why they may behave the way they do. He grew in the confidence that he is a capable human being with much to offer while learning how to communicate with empathy and humour. He also fine tuned his leadership and team skills!"

**MELISSA GOSS, PARENT
BRISBANE GRAMMAR SCHOOL**

"I would recommend my child's school continue running similar programs because the boys came home so incredibly happy!"

**KIRSTEN SPANN, PARENT,
ST JOSEPH'S NUDGEE COLLEGE**

"Since 2012, Cornish College students have had the opportunity and privilege to work with a variety of communities with Infuse Travel. Our students raise funds for educational infrastructure then work alongside community members to provide labour for the projects. Infuse provides excellent leadership and service work that is achievable but challenging for Year 9 students; work that makes a difference for local communities."

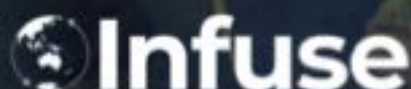
**EDUCATOR
CORNISH COLLEGE**

100%

Of parents whose child travelled with Infuse would recommend Infuse to a friend or colleague.

5/5 stars

Average parent review of 2023 Infuse Travel Program

 **Infuse**

Kampong Cham Service & Cultural Immersion

Cultural Immersion | Service-Learning | 8 days

This program encourages students to explore the intricate cultural dynamics and contrasts of Cambodia, where the echoes of the Khmer Empire resonate through this fascinating and mysterious kingdom. Service takes place at a village in Kampong Cham. Students work alongside a local development organisation to deliver educational exchange activities for local disadvantaged children and/or infrastructure projects for the community.

Program Highlights

- **Reflect** on Cambodia's rich and tumultuous past
- **Immerse** yourself in the life of the village
- **Wander** through the ruins of ancient temples
- **Watch** sunrise over Angkor Wat
- **Lend a hand** to the local community

Learning Intentions

- Provide adventure, fun, personal and group challenge, leadership opportunities, service, cultural experiences and outdoor education in Vietnam.
- Expand students' horizons - to travel, think, understand and serve beyond their community.
- Promote active citizenship through contributing to service projects that support communities with their needs.
- Build cross-cultural connection and a sense of global community.
- Empower students to positively impact people and the planet.
- Develop a greater understanding of self, others and the environment.
- Grow students' character

Sustainable Development Goal Alignment



Suggested Flights

Date	Flight Details	Departure Airport	Depart	Arrival Airport	Arrive	Duration
1 Jul 2024	Singapore SQ216	Perth (PER)	1:10am	Singapore (SIN)	6:35am	5h 25m
1 Jul 2024	Singapore SQ156	Singapore (SIN)	12:00pm	Phnom Penh (PNH)	1:05pm	2h 5m
8 Jul 2024	Singapore SQ163	Siem Reap (SAI)	10:40am	Singapore (SIN)	2:15pm	2h 35m
8 Jul 2024	Singapore SQ215	Singapore (SIN)	6:45pm	Perth (PER)	11:55pm	5h 10m

Itinerary Overview | Kampong Cham Service & Cultural Immersion

Day	Itinerary	Overnight
Sunday 30 Jun 24	Be at Perth airport at 11:00pm for 1am departure	In Flight
Monday 1 Jul 24	Fly Perth to Phnom Penh via Singapore Program Orientation and introduction to Phnom Penh	Hotel, Phnom Penh
Tuesday 2 Jul 24	Learning about Cambodia's history and genocide at Tuol Sleng Museum and the Killing Fields of Choeung Ek	Hotel, Phnom Penh
Wednesday 3 Jul 24	Drive to Kampong Cham Induction to service projects	Homestay, Kampong Cham
Thurs – Fri 4-5 Jul 24	Service projects: infrastructure and education	Homestay, Kampong Cham
Saturday 6 Jul 24	Drive to Siem Reap Phare Circus by Phare Ponleu Selpak	Hotel, Siem Reap
Sunday 7 Jul 24	Day at Angkor Wat, Bayon and Ta Prohm Temples Khmer dinner and night markets	Hotel, Siem Reap
Monday 8 Jul 24	Depart to Perth via Singapore Welcome home!	In your own bed 😊

Program Notes

- Detailed daily itinerary will be provided to families at time of enrolment.



Pricing, Inclusions and Exclusions

Indicative Pricing

Please note that pricing below is subject to change until the dates and itinerary are confirmed by Infuse. We rarely increase our prices once a quote has been provided, however we reserve the right to do so, as there may be fluctuations in airfares, costs, and exchange rates until the time of reservation.

Price per Student (AUD)

Program	Travel Dates	Duration	Price/Student	Group Size (Min - Max)
Kampong Cham Service & Cultural Immersion	1 - 8 Jul	8 days	\$4,395	20 -30

Inclusions

- International and domestic flights for program as listed or similar.
- Airline taxes and fuel surcharges.
- 1 x Australian program leader.
- 1 x Local program leader in Cambodia
- 2x Teachers travelling free of charge per group of 20 students.
- Comprehensive travel administration and logistics management
 - All travel reservations, bookings, and confirmations
 - Risk management documentation and vendor vetting
 - Medical screening and summaries via Operoo
 - Visa application assistance
 - Guidance on health and medical requirements for each program destination
- Breakfast, lunch, dinner and some snacks each day on program.
- All accommodation, as listed in itinerary or similar.
- Private and public transportation as listed in itineraries.
- Service projects, materials, and facilitation.
- All activities, and associated entry fees, as listed in the itineraries.
- Single point of contact from Infuse Travel before, during and after the program.
- Infuse 24-hour emergency support throughout program from in-country management teams and global operations staff.
- Pre-departure presentations and preparation at Bunbury Cathedral Grammar School, hosted by Infuse.



Exclusions

- Passport and visa costs
- International Travel Insurance (available upon request)
- Transfers to/from Perth airport
- Immunizations (if required)
- Personal expenses such as snacks, souvenirs, internet, phone call

Important Information

About Infuse Travel

Infuse Travel Pty Ltd (ABN 80 657 990 773) is an Australian student travel agency registered in the state of Victoria. Infuse Travel Pty Ltd may at times engage and contract third-party suppliers and partners to assist with the delivery of its programs in Australia and/or overseas.

Schedule Changes

Infuse reserves the right to change, alter, or amend the daily itinerary for this trip at any time. Changes can be made for various reasons including changes in flight or program schedules, changes in the schedules of various external tours incorporated in our trips, the addition of new activities into a trip, or the substitution of an old activity for a new activity. The itinerary shown here provides a good outline of the anticipated daily schedule for this program. As with any travel program, some changes may occur.

Cancellation Policy, COVID-19 And Refunds

If a COVID-19 restriction* at the date of cancellation prohibits the School or Participant ("You") from attending or participating in the Program, Infuse will refund all monies paid less any non-refundable or non-recoverable expenses incurred by Infuse. Non-refundable expenses will be itemised and provided as credit vouchers for travel with Infuse within 12 months of the cancellation date.

Once a booking has been made, cancellation for non-COVID reasons may result in a financial loss.

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COVID-19

*COVID-19 restrictions prohibiting a School or Participant from attending the Program include:

- Border closures prohibiting interstate travel that prevent You from being able to travel to the Program location.
- Lockdowns preventing intrastate travel that prevent You from being able to travel to the Program location.
- State or federal government health advice that prevents You from being able to attend the Program.
- Self-isolation or quarantine requirements due to COVID-19 health risks.

If a Program cannot safely proceed due to COVID-19 restrictions or government health advice, Infuse will either reschedule or cancel the Program. You will have the option to either transfer 100% of payments across to the new Program dates, or receive a full refund, less any non-refundable or non-recoverable expenses incurred by Infuse.

Liability Waivers, Releases, Medical Disclosures & Rules

All participants will be required to sign and comply with various liability waivers and releases prior to the beginning of any Infuse trip. These will be issued to families electronically during the pre-departure phase.

Infuse provides programs that are life-shaping experiences for young adults, and we hope this is the start of a wonderful journey for you.

Best wishes,

Alejandro Romero
Group Travel Coordinator

A handwritten signature in cursive script that reads "Alejandro".