Spain vs. Latin America

Education Abroad
Agenda

Study Abroad: How can we shift student study abroad interest from Spain to Latin America?

- Study Abroad: comparing national and local initiatives
- Advising: credit and financial considerations
- Study Abroad program providers: creating change and opportunity with new program options
- Faculty-led programs: targeted programming
- Student perspective
- Discussion
Presenters

Monya Lemery, Associate Director Study Abroad, UT Austin

Lia Haisley, Sr. Academic Advisor, International Relations and Global Studies, UT Austin

Jennifer Attal Allen, President and Executive Director, Academic Programs International

Dr. Deborah Palmer, Associate Professor, Curriculum and Instruction, UT Austin
STUDY ABROAD

LATIN AMERICA MOBILITY

SHIFTING THE INTEREST FROM SPAIN TO LATIN AMERICA:
Comparing national and local initiatives
In 2012/13
Leading Destinations of U.S. Study Abroad Students

Italy 10%
Spain 9%
France 6%

Germany 3%
Australia 3%
Irland 3%
Costa Rica 3%

United Kingdom 13%
China 5%
Japan 2%

Other Destinations 43%

United Kingdom, Italy and Spain host 32% of U.S. students.
### Study Abroad

<table>
<thead>
<tr>
<th></th>
<th>National</th>
<th>UT Austin</th>
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<tbody>
<tr>
<td><strong>2012/13</strong></td>
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<tr>
<td>Total Study Abroad</td>
<td>289,408</td>
<td>2799</td>
</tr>
<tr>
<td>Spain</td>
<td>26,281 (9% of total)</td>
<td>355 (12% of total)</td>
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<tr>
<td>Caribbean</td>
<td>6,816 (2% of total)</td>
<td>7 (0.2% of total)</td>
</tr>
<tr>
<td>Mexico/Central America</td>
<td>19,616 (6.7% of total)</td>
<td>183 (6% of total)</td>
</tr>
<tr>
<td>South America</td>
<td>19,041 (6.5% of total)</td>
<td>260 (9% of total)</td>
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*Data Source: Open Doors 2012/13*
STUDY ABROAD

Data Source: Open Doors 2012/13
100,000 Strong in the Americas
• Goal: increase national numbers studying in Western Hemisphere to 100,000 by 2020.

Generation Study Abroad
• Goal: double national numbers studying abroad to 600,000 by 2020.

UT pledge to double numbers studying in Latin America to 1200 by 2020.
The top 5 destination countries for Latin America/Caribbean:

- Argentina
- Brazil
- Costa Rica
- Ecuador
- Mexico

Data Source: Open Doors 2012/13
Challenges

- Students think about Spain
- Large numbers of students going to one destination
- Safety concerns in Latin America
- Fewer course options in English in Latin America
- Years of limited mobility to Mexico
Study Abroad Programs in Mexico

- Regular
- Faculty Led
- BBA
- ISR

The University of Texas at Austin
International Office
• Re-engage with exchange partners
• Develop new Faculty-led Programs
• Identify English-language options
• Curriculum matching to degree plans
• Mirror same faculty-led model as Spain
• Lower cost options
• Engage campus partners
UT Austin: Latin America

• New program models
  • Internships
  • Service Learning
  • Projects for Underserved Communities
• Locations with multiple offerings and capacity for larger numbers
  • Hub Site (Mexico City)
  • Platform Programs (Antigua & Buenos Aires)
• Focus on finances
  • Cost effective programs
  • Scholarships
Spain vs. Latin America
An Academic Advisor’s Perspective

September 25, 2015

Lia Haisley, Senior Academic Advisor
International Relations & Global Studies
College of Liberal Arts, University of Texas at Austin
A student’s first conversation about study abroad will likely be with an academic advisor.

- Include study abroad in freshman/transfer orientation
- Be open to discussion early on
- Help students create graduation plan that includes study abroad
- Offer departmental specific study abroad information sessions
- Include study abroad session in your FIG (Freshmen Interest Group)
- Promote satellite advising
- Meet your Study Abroad Office contact!

—Plant the seed, plan early, graduate on time!
Academic Credit

- Identify good curricular matches
- Look for bottleneck courses offered abroad
- Encourage faculty led programs
- Partner with exchanges for hybrid models (Semester Plus)
- Identify programs with courses taught in English
Programs at a glance

UT Office of Student Financial Services

Semester at UT cost estimate: $13,458
Summer at UT cost estimate: $8,929

Universidad Pontificia Comillas (Madrid, Spain) $15,222 - fall 2015

ITESM Ciudad de México $9,464 - fall 2015

Universidad de Cantabria (Santander, Spain) $13,677 - fall 2015

Universidad Nacional de Córdoba (Argentina) $11,318 - fall 2015
## UT Scholarships & Grants

<table>
<thead>
<tr>
<th>UT Departmental</th>
<th>UT Program Specific</th>
<th>Additional Funding</th>
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<tr>
<td><strong>15/16 LILAS Awarded</strong>&lt;br&gt;Six $2,500 travel scholarships for 6-week summer programs.&lt;br&gt;Six $5,000 travel scholarships for semester-long programs.</td>
<td><strong>Maymesters</strong>&lt;br&gt;Cuba in Question&lt;br&gt;Nature, Society &amp; Sustainability (Ecuador)&lt;br&gt;<strong>Summer Faculty Led</strong>&lt;br&gt;Language &amp; Culture in Salvador (Brazil)&lt;br&gt;NAFTA, Narcos &amp; Neoliberalism (Mexico)&lt;br&gt;Language &amp; Culture Mexico City</td>
<td><strong>IEFS</strong>&lt;br&gt;First Abroad Planning Scholarship&lt;br&gt;Gilman Scholarship (Pell Grant)&lt;br&gt;Fund for Education Abroad Affiliated Provider Scholarships</td>
</tr>
<tr>
<td><strong>IRG Study Abroad Scholarship</strong>&lt;br&gt;$1300 for semester</td>
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Expanding Enrollments in Latin America: The API Perspective
EXPANDING API’S PORTFOLIO IN LATIN AMERICAN DESTINATIONS

- Mexico
- Costa Rica
- Argentina
- Chile
- Cuba
- Ecuador
MORE OPTIONS IN ENGLISH

• UAI (Viña del Mar, Chile): course offerings in business in English
• UB (Buenos Aires, Argentina): elective course offerings in English
• Veritas (San José, Costa Rica): elective course offerings in English
• ICDS (San José, Costa Rica): environmental studies, development studies, and health studies options in English
• Instituto (San Joaquín de Flores, Costa Rica): environmental studies track in English
• PUCV (Valparaíso, Chile): elective course offerings in English
• UC (Mendoza, Argentina): course offerings in tourism, human rights, environmental studies, etc in English

API Argentina Study Abroad Students
DIVERSITY OF INTERNATIONAL EXPERIENCES IN LATIN AMERICA

- **Embedded academic internships**: San José, Viña del Mar, Mendoza
- **Internships (stand-alone)**: Buenos Aires, Santiago
- **Service-learning courses**: Quito, San José, San Joaquín
- **Volunteer options**: Argentina, Brazil, Chile, Costa Rica, Ecuador, Guatemala

*API Teach in Mexico Participant*
UNIVERSITY RELATIONS FOCUS ON SMALLER PROGRAMS

Work with faculty to get courses pre-approved in target sites

Select more peer mentors and campus advocates from target destinations

Use on-site directors to promote programs at conferences
MORE FAMILIARIZATION TRIPS TO LATIN AMERICAN DESTINATIONS

Spain:
Spring 2010 - multicity visit to Cádiz, Granada, Madrid, Salamanca, and Seville, Spain

Latin America:
Summer 2010 - Buenos Aires, Argentina

Spring 2012 - San Joaquín and San José, Costa Rica

Summer 2014 - Buenos Aires, Argentina; Valparaíso and Viña del Mar, Chile

Summer 2015 - Havana, Cuba
SCHOLARSHIPS

- $450,000 in annual scholarship funding
- Scholarship categories:
  - STEM scholarship
  - First generation scholarship
  - Diversity scholarship
  - “Regional” scholarships
EXTENSIVE CUSTOMIZED PROGRAM OFFERINGS IN LATIN AMERICA

• **Argentina** (e.g., Spanish language, adopted models)

• **Cuba** (e.g., public health, education, entrepreneurship)

• **Chile** (e.g., business and Latin American studies)

• **Costa Rica** (e.g., business, sustainable development)

• **Guatemala** (e.g., public health)
Teaching Abroad in Latin America: The Faculty Perspective

Deborah K. Palmer
Bilingual/Bicultural Education
Department of Curriculum & Instruction
Language, Culture and Education: Summer Abroad in Antigua Guatemala

- Two 6-week Education courses
- Spanish or Kakchikel language courses
- English Teaching Volunteer opportunity in a local school
- Family Homestays
- Individual Projects in the community
- Excursions, speakers, etc.
The Courses: ALD 327 and ALD 330

• Required for many COE students
• Cross listed with Latin American Studies, Mexican American Studies
• Flags: cultural diversity, world cultures, writing
• Integrate well to the context
  – Principal goals of courses enriched in Guatemala
  – Preparation of teachers who will serve Mexican and Central American students
Language Courses

- Partner institution: Indigenous-run language institute, *Proyecto Linguistico Francisco Marroquín (PLFM)*.
  - Teach in small groups (1-5) at level
- Spanish credits for a range of ability levels INCLUDING the coveted 600 series courses
Teaching English at a Bilingual School

- Tours/Visits to a range of education contexts
- Interactions with children and youth
- Lesson preparation and teaching practice (in teams)
Family Homestays

• Delicious local food
• Informal language practice
• Direct cultural connections
• Building relationships with Guatemalans
Projects in the Community
Excursions
... the student perspective
The Student Perspective: Why Guatemala?

• It’s cheaper!
• There are too many tourists in Europe.
• Latin Americans are friendlier.
• “I have a friend who went to Spain and didn’t have to speak ANY Spanish!”
• “I didn’t want to go to Spain because it is too much like America.”
• Here, the culture is different... yet still close to home.
• “The thing I like is the indigenous diversity, the Maya languages and cultures.”
• And Tikal! And Lago! And chocolate. And bread. And the tortillas.
Student Perspective: Guatemala

• Celeste: People think of Latin America as the ‘3rd world’, countries that have nothing, and then people come in and say, ‘this is so beautiful.’

• Natalie: Compared to Spain, Guatemala is more culturally and linguistically relevant to the United states. People in Texas speak Latin American Spanish. Also there are a lot of people from Central America who are migrants. I knew that coming here would teach me more about people in Texas

• Andrew: I have been surprised how much I have learned about US history-like in the 40’s and 50’s we really messed up Guatemala.
Why don’t people choose Latin America?

- **Hannah:** We need to counter the idea about how *dangerous* it is here. My grandma is like, “Is Hannah still in Guatemala? Is she okay? When does she come home??” They are so worried about me!

- *(unidentified):* There aren’t that many programs offered here (Latin America). There are a lot more programs in Spain.
“Why did you come?”

• **Pamela:** One of my best friends came to Guatemala two years ago. She LOVED it. She told me I HAD to come!
“Why did you come?”

- **June:** The reason I came here, I took an Intro to Hispanic Culture course. I thought it was important to come to Guatemala because of the CIA influence, and because of decolonization, and indigenizing epistemologies. Each country has a different history, but the US used communism as a reason to be involved in a lot of Latin American countries. And we should know about that.

- **Me:** But, do people really want to be transformed in these ways?

- **Cat:** Then WHY study Abroad??
What can we do to attract more people to Latin America?

- **Natalie:** We need to educate people more about the countries and the cultures – it is just not something that gets talked about in the US unless you are from Central America. I had no idea about the history of Guatemala before [coming here]. The demographics and the recent history, is really fascinating.

- **Nadia:** What about how passionate we [current Guate students] are! Meagan can convince them all by herself!
Themes: What can we take from their words?

• Latin American Study Abroad has the potential to offer
  – relevance, connection
  – potential transformative experience
  – affordability, accessibility

• Many students choose Europe first because:
  – They know more about it
  – They feel safer, and parents approve.
  – It is more visible.
European/American Hegemony

- Preference for Europe is rooted in *History and Society* – factors beyond our control in the field of study abroad.
  - Euro-centric curriculum in PK-16
  - Hegemonic, postcolonial dynamics that endow European travel with higher status, Colonial languages and countries with superior reputations
  - Race/class Global North/South dynamics don’t go away with a few information sessions about Latin American study abroad opportunities.
Discussion: shifting campus culture