

Expanding Your Horizons: A Study Abroad Resource for High School Girl Scouts

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## Introduction

We live in an increasingly globalized world, and it is important for all people to be familiar with and tolerant of other countries, cultures, languages, and worldviews. Studying abroad is an excellent way to acquire this cross-cultural perspective, since living and studying in a country, thus being immersed in a foreign culture, gives one much more in-depth insights than visiting for a week or two as a tourist. According to Allan E. Goodman, President and CEO of the Institute of International Education, study abroad “prepare[s] students to be global citizens and increase[s] mutual understanding between the United States and the other countries of the world.”<sup>1</sup>

The Institute of International Education (IIE) has a resource called Open Doors, which tracks US students studying abroad and international students studying in the United States. It releases an annual report with the statistics from the academic year before, and the 2013 report for the 2012-2013 year was released on November 12. According to the report, 819,644 international students studied abroad in the United States last year, which represented a 7.2 percent increase from the previous year.<sup>2</sup> Of these students, nearly 50 percent came from three countries in Asia; 29 percent of students came from China, 12 percent from India, and nine percent from South Korea.<sup>3</sup>

In comparison, only 283,332 US students studied abroad last year, which was a 3.4 percent increase from the year before.<sup>4</sup> Although overall the number of US students going abroad has been steadily rising (2012-2013 was a record high), these 283,000 students represent only about one percent of the almost 20 million US students enrolled in higher education during a single academic year.<sup>5</sup> The UK, Italy, Spain, France, and China are the top five study abroad countries for US students, and Western Europe remains the most popular region.<sup>6</sup> Additionally, the majority of US students (59 percent) study abroad for eight weeks or less, 38 percent choose a mid-length program, and just three percent study abroad for a full year.<sup>7</sup>

These numbers indicate how vital it is that more US students study abroad during their academic careers. One way to increase US study abroad participation is to educate high school students about the importance of international education. By introducing them to this subject before they enter college, they will be more prepared to take advantage of this opportunity while they are in college (or still in high school). This Honors capstone project focuses on one specific audience: high school Girl Scouts.

The Girl Scouts of the USA (GSUSA) is a member of the World Association of Girl Guides and Girl Scouts (WAGGGS). Since its creation in 1912, GSUSA has been dedicated to

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<sup>1</sup> Davis, Carter, ed., *IIE Passport 2013: The Complete Guide to Studying Abroad* (New York: Institute of International Education, 2013) 7.

<sup>2</sup> Institute of International Education, “Open Doors 2013 Report On International Educational Exchange” (open Doors statistics presented at a briefing at the National Press Club with the US Department of State Bureau of Educational and Cultural Affairs, Washington, DC, November 12, 2013), 5, accessed December 4, 2013, <http://www.iie.org/Research-and-Publications/Open-Doors>.

<sup>3</sup> Ibid., 8.

<sup>4</sup> Ibid., 25.

<sup>5</sup> Stacie Nevadomski Berdan, Allan Goodman, and Sir Cyril Taylor GBE, *A Student Guide to Studying Abroad* (New York: Institute of International Education, 2013) 8.

<sup>6</sup> Institute of International Education, “Open Doors 2013 Report On International Educational Exchange,” 26.

<sup>7</sup> Ibid., 33.

creating global citizens. The Girl Scouts encourages exploration of and learning about other countries and cultures through a variety of activities, including earning badges and awards related to these subjects. The organization also supports and encourages Scout troops to travel internationally, either on their own or to Girl Scout-sponsored programs in various WAGGGS centers. However, international travel is not generally a common occurrence during a girl's time as a Scout; because there are prohibitive logistics and financial considerations, domestic travel is more common. Despite this strong organizational emphasis on global learning and an international focus, GSUSA does not specifically teach girls about international education or study abroad.

By creating this presentation, I hope to encourage high school Girl Scouts to consider studying abroad. I am a lifetime member of GSUSA, and many of my Scouting experiences helped prepare me for the two semesters I spent studying abroad in Chile and Turkey during my undergraduate career. Although many girls are no longer members of the Scouting organization when they enter college, it would be helpful and beneficial to high school girls to provide them with information preparing them for the possibility of studying abroad in the future. I want to share with them the experiences I have had and emphasize the benefits of international education regardless of their major. This information will also help them start planning and identifying resources to help them financially. Even though I already knew in high school that I would study abroad at least once as an undergraduate, this project contains information that I wish I had received earlier than my freshman year of college. This capstone also serves as my follow-on service project for the Gilman Scholarship I received for my Spring 2013 semester abroad in Istanbul, Turkey.

The first section of this paper outlines GSUSA's international focus. It details the history of the Girl Scouts, the creation of Global Girl Scouting, information about badges, activities, and international travel in Scouting, and the USA Girl Scouts Overseas program. Additionally, it contains information from my Skype interview with Karen Scheuerer, the former manager of Global Action at GSUSA headquarters in New York. The second section contains my research on the subject of study abroad. It gives the history of study abroad and information about types of study abroad programs and study abroad organizations. I then summarize information about four specific scholarships for students studying abroad and finish with a brief summary of culture shock. The third section of this paper contains the speaker notes that accompany my Powerpoint presentation on this subject (which, in order to avoid confusion while presenting the information, do not follow the same heading system as the previous sections of this paper). Reading the speaker notes allows someone to present the information slide by slide, which ensures other people can use this presentation as a resource.

## Girl Scouts: International Focus

### History

The Girl Scouts of the USA has a strong global base and an international heritage: founder Juliette Gordon Low was living in Britain in 1911, when she met Lord Baden-Powell, who was the founder of the Boy Scouts there. Low started a Girl Guide unit for poor girls living in the rural areas of Scotland. In London, Low trained at the Girl Guide headquarters and spent time as a Guide Commissioner. She brought those ideas and experiences back with her to the United States and started the first US Girl Guide troop in 1912 with the help of a Savannah girls' school headmistress. The first Scouts were called Girl Guides, but the name was changed in 1913 because the word "Scout" evoked a more traditional American image. It also implied that the organization, like the Boy Scouts, would not only involve practical activities for girls (like homemaking) but fun ones as well (basketball was an early favorite).<sup>8</sup> The Scouting movement spread during the First World War, as girls were eager to join Scouts and demonstrate their patriotism. Before her death in 1927, Low turned her attention to making the Girl Scouts a global organization against the backdrop of US isolationism in the war era.<sup>9</sup>

### Global Girl Scouting

The Girl Scouts of the USA is one of 145 member organizations of the World Association of Girl Guides and Girl Scouts (WAGGGS)—each member country has its own national organization. GSUSA has a goal of creating global citizens and thus attempts to incorporate international understanding in its activities:

"Global Girl Scouting is dedicated to ensuring the Girl Scout Movement provides opportunities for girls to understand their relationship to the larger world—even if they do not travel beyond their local community—so they develop into responsible global citizens. Global Girl Scouting strives to increase girls' awareness about the world, promote cross-cultural learning opportunities, and educate girls on relevant global issues that inspire them to take action. Our goal is to promote a global voice for girls and foster responsible global citizens who make the world a better place."<sup>10</sup>

### Global Action Award

To earn this award, girls complete activities that teach them about the UN Millennium Development Goals, which increases awareness of the goals and helps to achieve them.<sup>11</sup> The eight United Nations Millennium Development Goals are:

1. Eradicate extreme poverty and hunger

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<sup>8</sup> Proctor, Tammy M., *Scouting for Girls: A Century of Girl Guides and Girl Scouts* (Santa Barbara, CA: Praeger, 2009) 11.

<sup>9</sup> Cordery, Stacy A., *Juliette Gordon Low: The Remarkable Founder of the Girl Scouts* (New York: Viking, 2012) x.

<sup>10</sup> "Global Girl Scouting," Who We Are, Global Girl Scouting, Girl Scouts of the USA, accessed December 4, 2013, [http://www.girlscouts.org/who\\_we\\_are/global/](http://www.girlscouts.org/who_we_are/global/).

<sup>11</sup> "Girl Scouts Global Action Award," Who We Are, Global Girl Scouting, Girl Scouts of the USA, accessed December 4, 2013, [http://www.girlscouts.org/who\\_we\\_are/global/global\\_action\\_award/](http://www.girlscouts.org/who_we_are/global/global_action_award/).

2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria, and other diseases
7. Ensure environmental sustainability
8. Global partnership for development and peace<sup>12</sup>

Earning the award enables girls to learn about global issues and provides an opportunity for them to “advocate for themselves and others, both locally and globally.” This award contributes to the Girl Scouts’ leadership goals of discovering one’s self and values, connecting to others by working in teams and by reaching out to local and international communities, and taking action to improve the world.<sup>13</sup>

### **Badges and Activities**

The only badge available concerning global citizenship is for Seniors (grades 9 and 10) and called “Traveler.” While earning this badge, girls are encouraged to imagine they are going on a trip anywhere and to explore both what the trip would look like and what would need to be done in order to make the trip possible. The activities completed while earning the badge help girls learn how to maximize their travels for the rest of their lives. The activities are:

1. Research destinations
2. Look into fun itineraries
3. [Learn] how to create a budget, including ways to travel inexpensively
4. Gain travel expertise before you go
5. Take your trip -- and make a memory

“When I’ve earned this badge, I’ll know how to plan a great trip of at least one night -- whether it’s around the corner or across the globe.”<sup>14</sup>

There is no corresponding badge for the Ambassador level (grades 11 and 12). However, girls have the opportunity once a year to create their own badges on a topic not already covered by existing badges.

### **World Thinking Day**

Each year, on Thinking Day on Feb. 22 (the birthdate of Lord Baden-Powell, founder of the Boy Scouts in England), Scouts participate in activities and projects “with global themes” that encourage them to think about their sister Scouts all over the world. Each year has a different theme that connects to the UN MDGs. World Thinking Day February 22, 2014, will focus on the theme “education opens doors for all girls and boys,” in conjunction with the second MDG of achieving universal primary education.<sup>15</sup>

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<sup>12</sup> “United Nations Millennium Development Goals,” United Nations, accessed December 4, 2013, <http://www.un.org/millenniumgoals/>.

<sup>13</sup> “Girl Scouts Global Action Award.”

<sup>14</sup> “Senior Traveler Badge,” Official Online Store, Girl Scouts of the USA, accessed December 4, 2013, <http://www.girlscoutshop.com/SENIOR-TRAVELER-BADGE>.

<sup>15</sup> “2014 World Thinking Day,” Who We Are, Global Girl Scouting, Girl Scouts of the USA, accessed December 4, 2013, [http://www.girlscouts.org/who\\_we\\_are/global/world\\_thinking\\_day/](http://www.girlscouts.org/who_we_are/global/world_thinking_day/).

GSUSA has a partnership with Speakers Match (a program through Peace Corps Coverdell World Wise Schools) to bring in Returned Peace Corps Volunteers (RPCVs) to speak about their experiences on Thinking Day. Coverdell World Wise Schools' Correspondence Match program helps girls learn about people and places from a current Peace Corps volunteer.<sup>16</sup>

## Twinning

Twinning is a partnership between two WAGGGS member organizations that lasts a minimum of two years. Girls connect with girls in another country to communicate, plan exchanges or trips, learn about issues facing their partner's community, and/or plan service learning or community action projects. US troops can contact Global Girl Scouting of GSUSA to start a twinning partnership.<sup>17</sup>

## International Travel

### Destinations

Destinations are various "travel adventures" ranging from two days to three weeks to both international and domestic locations. They are nationally sponsored trips designed for Girl Scouts, and girls apply for these individually instead of with their troops. There are six categories of destinations; four involve international travel. The other two categories are domestic and STEM trips.

- International:
  - Example: Germany Castles in the Sky, "Experience the Bavarian charm of Southern Germany and Austria."
- Outdoors:
  - Andes Trekking: Peru, "Be amazed by the natural and cultural beauty of this region as you trek over high mountain passes, connect with local community members, and visit the famous ruins of Macchu Picchu."
- People: "trail the history and future of women in leadership, community activism, and advocacy."
  - Incredible India, "Take action while visiting Sangam World Center in unforgettable India and discover the rich heritage of this home to one billion people."
- Apprenticeship: shadowing/learning experiences
  - Virgin Islands Tall Ship Sailing Experience, "Come sail away on a 100-foot-long tall mast sailing boat in the US and British Virgin Islands."<sup>18</sup>

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<sup>16</sup> "Peace Corps Speakers," Who We Are, Global Girl Scouting, Girl Scouts of the USA, accessed December 4, 2013,

[http://www.girlscouts.org/who\\_we\\_are/global/world\\_thinking\\_day/peace\\_corps\\_speakers.asp](http://www.girlscouts.org/who_we_are/global/world_thinking_day/peace_corps_speakers.asp).

<sup>17</sup> "Twinning," Who We Are, Global Girl Scouting, Girl Scouts of the USA, accessed December 4, 2013, [http://girlscouts.org/who\\_we\\_are/global/twinning/](http://girlscouts.org/who_we_are/global/twinning/).

<sup>18</sup> "Travel," For Girls, Girl Scouts of the USA, accessed October 6, 2013, <http://www.girlscouts.org/for girls/travel/destinations/>.

## International events

These are programs at the four WAGGGS World Centers (in Switzerland, England, India, and Mexico) and large camping events and jamborees hosted by international Scouting/Guiding organizations.<sup>19</sup> Individual troops can also plan their own international trips.<sup>20</sup> The Global Travel Toolkit is an expanded set of travel resources for international travel (planning, research, journaling, etc.).

The goals of these destinations and other trips are to focus on introspection before and during the trip and, upon return to the United States, to put into action the things learned during the trip. There is a strong emphasis on girls being heavily involved in the planning process, from deciding where they want to go or what they want to do, to planning the itinerary.

There are also various leadership/volunteer opportunities worldwide (such as volunteering at one of the World Centers for a period of three years) for adult Scouts between the ages of 18 and 35. Typically there are three or four Global Leadership Opportunities each year.<sup>21</sup>

## Juliette Low World Friendship Fund

The fund helps sponsor international travel, training, or other international events. Juliette Gordon Low, the founder of the US Girl Scout movement, believed that international travel gives girls an opportunity to “foster cultural understanding.” The fund was created in 1927 to “support girls as they travel internationally, connect with sister Girl Guides, and take action globally.” Anyone can make a contribution to this fund.<sup>22</sup>

## USA Girl Scouts Overseas

USAGSO was founded 1925 in Shanghai, China for girls of US military families to allow them to enjoy the same GS activities and programming girls in the United States did. The program serves Scouts living overseas (attending international schools, part of military families, foreign service families, missionaries, etc.).<sup>23</sup> At the end of 2012, there were 16,792 members in 92 countries, with approximately one volunteer for every three girls. Forty-four percent of USAGSO membership is military and 56 percent is civilian.<sup>24</sup>

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<sup>19</sup> “International Events,” For Girls, Travel, Girl Scouts of the USA, accessed December 4, 2013, <http://forgirls.girlscouts.org/travel/take-a-trip/international-events/>.

<sup>20</sup> “International Travel,” Who We Are, Global Girl Scouting, Girl Scouts of the USA, accessed December 4, 2013, [http://www.girlscouts.org/who\\_we\\_are/global/travel.asp](http://www.girlscouts.org/who_we_are/global/travel.asp).

<sup>21</sup> “Global Leadership Opportunities,” Who We Are, Global Girl Scouting, Girl Scouts of the USA, accessed December 4, 2013, [http://www.girlscouts.org/who\\_we\\_are/global/global\\_leadership\\_opportunities.asp](http://www.girlscouts.org/who_we_are/global/global_leadership_opportunities.asp).

<sup>22</sup> “Juliette Low World Friendship Fund,” Who We Are, Global Girl Scouting, Girl Scouts of the USA, accessed December 4, 2013, [http://www.girlscouts.org/who\\_we\\_are/global/juliette\\_low\\_fund.asp](http://www.girlscouts.org/who_we_are/global/juliette_low_fund.asp).

<sup>23</sup> “USA Girl Scouts Overseas (USAGSO),” Who We Are, Girl Scouts of the USA, accessed December 4, 2013, [http://www.girlscouts.org/who\\_we\\_are/overseas/](http://www.girlscouts.org/who_we_are/overseas/).

<sup>24</sup> “USA Girl Scouts Overseas 2012 Annual Report,” Girl Scouts of the USA, accessed December 4, 2013, <http://www.myvirtualpaper.com/doc/gs-annual-report/gso-annual-report/2013080201/>.



## Interview

In addition to researching GSUSA through its website, I also interviewed Karen Scheuerer, the former manager of Global Action at GSUSA headquarters in New York. The following information comes from that interview.

The exact origins of Girl Scouts of the USA's international focus are unclear, but there have been exchanges among countries for decades, likely starting in the 1920s when WAGGGS began holding its World Conferences. GSUSA hosted the 1926 conference in New York. After Juliette Gordon Low's death in 1927, GSUSA created the Juliette Low World Friendship Fund to facilitate international travel in Scouting and with the stipulation that 50 percent of the interest in the fund be used to support exchanges for girls. The money also helps fund girls traveling to the WAGGGS World Centers and supports Guides and Scouts coming to the United States. According to the 2011-2012 Biennial Report, the Fund was \$294,691 in 2012.<sup>25</sup>

GSUSA created the Girl Scouts Global Action department in 2006 in "an effort to leverage the global aspects" of Girl Scouting and to engage girls in its global focus. By integrating activities like World Thinking Day into the national program, Global Action encouraged girls to make connections between their local programming and the global component of the Girl Scout experience. Along with Global Action, GSUSA introduced the Global Action Award, which was based off a WAGGGS award focused on the UN MDGs and adapted for US Scouts and age levels. Global Action also refocused attention on World Thinking Day and related activities, and Thinking Day is now the highest-selling badge every year. It is now an official badge that can be worn on the front of the Scouting uniform with the official insignia. Even with declining Scout membership, the popularity of this badge has grown: a few years ago approximately 240,000 girls earned this badge, and last year about 300,000 girls earned it (compare that to the approximately 283,000 US students who studied abroad last year). Additionally, Karen Scheuerer was responsible for the creation of the related Returned Peace Corps Volunteers program in 2006.

Girl Scout headquarters went through an organizational redesign last year, which eliminated the Global Girl Scouting department due to an overall lack of resource capacity and funding. GSUSA is now focused on the Take Action experience, the service-learning aspect of Girl Scouting, so the future of Global Girl Scouting as a whole is uncertain. However, GSUSA has seen a tendency for girls to become more interested in the global focus of Scouting as they get older; GSUSA will not lose this focus, but there is no longer a specific department solely dedicated to it. As one of the initiatives last year, GSUSA established a Global Action volunteers program. These volunteers act as liaisons between the national office and their local council and work in partnership with the staff of the local council to bring the global experience to girls.<sup>26</sup>

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<sup>25</sup> "The Financials," Juliette Low World Friendship Fund Biennial Report 2011-2012, Girl Scouts of the USA, accessed December 4, 2013, <http://www.girlscouts.org/jlwff/Financials.asp>.

<sup>26</sup> Karen Scheuerer, video conference with author, Washington, DC, November 15, 2013.

## Study Abroad

### History of Study Abroad

Study abroad as we know it now did not exist before World War I. Before 1915, students who wanted to study abroad would enroll at foreign institutions, often German ones, for the duration of their degree program. After World War I, the international education system changed, as American institutions gained in stature, and German universities suffered as a result of both the war and US biases against them. Despite this change, however, there remained a strong desire among American students to study in Europe. In 1923, two East Coast schools offered programs to study in Paris, which became the basis of the “junior year abroad” model, where students arrive at the end of summer for intensive language preparation and orientation, then spend the next year at the foreign institution. The original programs were not direct enrollment programs; the intensive language courses were either taught by American professors who accompanied the students abroad or local bilingual professors.<sup>27</sup> When the academic year started, students would enroll in a few classes that they were interested in, in addition to a continuing intensive language class and one on the host country’s culture and history. After World War II, the United States became a major world power and many more students began to study abroad. The JYA model restricted many students who did not qualify for these programs (who did not have the required language background, for example) or could not fit a year abroad into their academic career or budget, and a wide variety of programs emerged.<sup>28</sup>

### Types of Study Abroad Programs

IIE defines five types of study abroad programs: university-sponsored, consortium, direct enroll, exchange, and programs through study abroad organizations. University-sponsored programs are usually at a branch university, that is, an overseas campus affiliated with the home university. If the program is not at a branch location, then the home university sends a professor abroad to teach the students. Consortium programs are single programs created by multiple universities. While the universities do collaborate on the program, students attending different universities may have different experiences, depending on how their home university handles the process. Direct enroll programs usually offer the most flexibility because students register with the host university and are therefore able to take any class in the course catalogue and are generally eligible for university-sponsored housing. Individual university study abroad offices can play a smaller or larger role in the process of enrolling in the host university. Exchange programs are less common and more competitive because essentially students swap places in their respective universities, so there has to be an international student to take the US student’s place.<sup>29</sup> Another type of program is an enclave program (sometimes called an island program), where students take classes at the host institution taught by the host institution’s professors, but these classes are only open to students from the home university. The classes offered may be a narrow, set selection (where students choose four of five, for example), or there may be more choice. University study abroad offices may offer one of these types of programs specific to the university, or they may assist students in applying for other programs. Lastly, students may

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<sup>27</sup> Judkins, David, *Study Abroad: The Astute Student’s Guide* (Charlotte, VT: Williamson, 1989) 20.

<sup>28</sup> *Ibid.*, 22.

<sup>29</sup> Berdan, Goodman, and Taylor, *Student Guide*, 54-55.

choose to go abroad through another US institution's program, or they may choose a program offered by an independent study abroad organization.

## Study Abroad Organizations

There are many organizations that offer study abroad programs for students; the four I am highlighting in this presentation are Youth For Understanding, the Council on International Educational Exchange (CIEE), International Student Exchange Programs (ISEP), and SIT Study Abroad (formerly the School for International Training). Youth for Understanding is a study abroad opportunity available to high school students. It is one of the oldest study abroad organizations, founded in 1951 as an exchange program between the United States and Germany to help heal the divisions between the two countries after WWII.<sup>30</sup> YFU's goal is to "advance learning across cultures."<sup>31</sup> YFU provides full-immersion programs (students live with a volunteer host family and attend the local school) for students ages 15-19 for short-term, semester, or yearlong programs.<sup>32</sup>

The following three organizations offer study abroad programs for college undergraduates. CIEE, the Council on International Educational Exchange, is a non-profit NGO that was founded in 1947 "to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world."<sup>33</sup> CIEE provides outbound international education experiences for US citizens, and provides study, internship, and work experiences for people coming to the United States. CIEE manages specific programs to achieve these goals; it advocates for international education by collaborating with groups, educating elected officials, and raising awareness; and promotes knowledge of its programs.<sup>34</sup> CIEE has more than 200 programs for US students in 41 countries around the world, and these programs include opportunities such as homestays, internships, and program trips. Each program has on-site staff that supports students before and during the program, and CIEE offers a range of scholarships to help increase access to international education. Students can search CIEE's programs either by region or by discipline. CIEE's programs cover the following areas: architecture/design and engineering; business; communications, journalism/media, and fine arts; environmental science and sustainability; international relations and political science; language learning; liberal arts; public health, international development, and service-learning; and STEM fields. Each discipline has a range of programs in different areas of the world to ensure students find the program that best meets their needs.<sup>35</sup>

ISEP, International Student Exchange Programs, is a non-profit organization that runs international exchange programs. It is a network of more than 300 accredited universities in 50 countries. ISEP offers two types of programs for students at member universities: exchange and direct. Students on exchange programs pay the cost of their home university, and these programs are a one-to-one exchange between the host and home universities. Students on a direct program pay a fee to ISEP, which covers the cost of the host institution's tuition and fees. ISEP's goals

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<sup>30</sup> "About YFU," Youth For Understanding, accessed December 4, 2013, <http://www.yfu.org/about-yfu>.

<sup>31</sup> "Welcome to YFU," Youth For Understanding, accessed December 4, 2013, <http://www.yfu.org/>.

<sup>32</sup> "Students," Youth For Understanding, accessed December 4, 2013, <http://www.yfu.org/students>.

<sup>33</sup> "Who We Are," CIEE, accessed December 4, 2013, <http://www.ciee.org/who/>.

<sup>34</sup> Ibid.

<sup>35</sup> "The CIEE Difference," CIEE, accessed December 4, 2013, <http://www.ciee.org/study-abroad/why-ciee/ciee-difference/>.

are to ensure students “are as fully integrated into their host institution as their length of stay and language skills permit, gain understanding of the international dimensions of their academic field, and develop intercultural competence and personal maturity through immersion in another culture.” ISEP also works to provide affordable programs to a wide variety of students.<sup>36</sup> Students work with the ISEP coordinator at their home university during the application and placement process; the ISEP coordinator at the host university helps students with academics and housing, runs the orientation program, and serves as a resource. ISEP’s programs are immersion-oriented, so students directly enroll in classes with students of the host institution. There are options for instruction in English, foreign language study with other courses taught in English for beginners, and immersion classes for those who have studied a language for at least two years.<sup>37</sup>

SIT Study Abroad (formerly the School for International Training) also offers a wide variety of programs all over the world for undergraduate students. Students can search for programs by location, or by SIT’s list of critical issues, which are: arts, media, and social change; development, urban studies, and entrepreneurship; global health; multiculturalism, migration, and indigenous peoples; natural resource management, biodiversity, and environmental policy; post-conflict transformation; and social movements, education, and human rights. SIT provides “field-based academic study abroad programs,” and its mission is to prepare students to be “interculturally effective leaders, professionals, and citizens” who are “committed to responsible global citizenship.” The SIT study abroad programs are more rigorous and hands-on than many other available programs: each program involves field work, intensive language classes, an independent study project, and urban and rural homestays. SIT offers semester or summer programs; there are no year-long programs available.<sup>38</sup> Students applying for an SIT program may also apply for SIT scholarships and grants, and students who apply for these scholarships are automatically eligible for programs such as the Pell Grant match award.<sup>39</sup>

## Scholarships

Boren Scholarships provide undergraduate students with up to \$20,000 for an academic year abroad (\$8,000 for STEM summer programs or \$10,000 for one semester). The scholarship is funded through the National Security Education Program, and students’ chosen abroad programs must contribute to a definition of national security that “include[s] not only the traditional concerns of protecting and promoting American well-being, but also the challenges of global society, including: sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness.” Programs in countries outside of Western Europe, Canada, Australia, or New Zealand are eligible, and students must study a language appropriate to their host country.<sup>40</sup> Prioritized fields of study include agricultural and food sciences, business and economics, computer and information sciences, health or biomedical sciences, history, international affairs, law, sciences and

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<sup>36</sup> “Who We Are,” ISEP, accessed December 4, 2013, [http://www.isep.org/About\\_ISEP/who\\_we\\_are.asp](http://www.isep.org/About_ISEP/who_we_are.asp).

<sup>37</sup> “Frequently Asked Questions - US Students,” ISEP, accessed December 4, 2013, [http://www.isep.org/students/US\\_students/faq\\_us\\_students.asp](http://www.isep.org/students/US_students/faq_us_students.asp).

<sup>38</sup> “SIT Study Abroad,” SIT, accessed December 4, 2013, <http://www.sit.edu/studyabroad/>.

<sup>39</sup> “SIT Scholarships,” SIT, accessed December 4, 2013, <http://www.sit.edu/studyabroad/scholarships.htm>.

<sup>40</sup> National Security Education Program, “Boren Scholarship Basics,” Boren Awards for International Study, accessed December 4, 2013, [http://www.borenawards.org/boren\\_scholarship/basics.html](http://www.borenawards.org/boren_scholarship/basics.html).

engineering, and social sciences.<sup>41</sup> For programs that do not match these requirements, students must demonstrate how their program of study can contribute to US national security in order to be eligible for the scholarship. This scholarship comes with a work requirement; after graduation, students must work for the US government in a national security position for at least one year (students are responsible for securing the job on their own).<sup>42</sup>

The Corinne Jeannine Schillings Foundation is a non-profit intended to assist undergraduate women who have earned at least their Girl Scout Silver Award and are studying languages or foreign cultures. Each year, the Foundation awards Scholarships to Study a Foreign Language and Scholarships to Study Abroad.<sup>43</sup> The Scholarship to Study a Foreign Language provides \$1,500 for women majoring or minoring in a language at a four-year university, and can be renewed for an additional three years (\$6,000 total), provided recipients meet the renewal requirements.<sup>44</sup> The Scholarship to Study Abroad is a one-time scholarship that provides recipients with \$1,000 upon verification that they have reached their study abroad destination. Applicants may receive this scholarship regardless of the length or timing of their abroad program and can also be recipients of the Foundation's Foreign Language scholarship.<sup>45</sup>

The Benjamin A. Gilman International Scholarship program is a national scholarship through the State Department and the Institute of International Education. This scholarship is intended to increase the access of people who are traditionally underrepresented in the population of American students who study or intern abroad; the scholarship prioritizes students with high financial need (applicants must be eligible for a federal Pell grant), students with disabilities, who attend community colleges, or who are studying underrepresented subjects such as STEM subjects. The scholarship encourages students to study in non-traditional locations outside of Western European countries and Australia. Students receive awards of up to \$5,000, and those attending a language-intensive program in a critical need language (including Arabic, Chinese, Japanese, Turkic, Persian, or Indic languages, Korean, Russian, or Swahili) are eligible for a Critical Need Language Award for \$8,000.<sup>46</sup> As part of their application process, applicants must design a follow-on service project that promotes international education and the Gilman in their home communities within six months of their return to the United States; this project was originally my follow-on service project and was expanded to become my senior Honors capstone.

The US Department of State offers a Critical Language Scholarship program. Recipients of this award attend a seven- to ten-week summer language institute and receive the equivalent

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<sup>41</sup> National Security Education Program, "Boren Scholarship Fields of Study," Boren Awards for International Study, accessed December 4, 2013, [http://www.borenawards.org/boren\\_scholarship/field\\_of\\_study.html](http://www.borenawards.org/boren_scholarship/field_of_study.html).

<sup>42</sup> National Security Education Program, "NSEP Service Requirement for Boren Scholars," Boren Awards for International Study, accessed December 4, 2013, [http://www.borenawards.org/boren\\_scholars\\_service.html](http://www.borenawards.org/boren_scholars_service.html).

<sup>43</sup> "About Us," Corinne Jeannine Schillings Foundation, accessed December 4, 2013, [http://www.cjsfoundation.org/html/about\\_us.html](http://www.cjsfoundation.org/html/about_us.html).

<sup>44</sup> "Academic Scholarship to Study a Foreign Language," Corinne Jeannine Schillings Foundation, accessed December 4, 2013, [http://www.cjsfoundation.org/html/academic\\_study.html](http://www.cjsfoundation.org/html/academic_study.html).

<sup>45</sup> "Scholarship to Study Abroad," Corinne Jeannine Schillings Foundation, accessed December 4, 2013, [http://www.cjsfoundation.org/html/travel\\_study.html](http://www.cjsfoundation.org/html/travel_study.html).

<sup>46</sup> Institute of International Education, "About the Program," Benjamin A. Gilman International Scholarship, accessed December 4, 2013, <http://www.iie.org/Programs/Gilman-Scholarship-Program/About-the-Program>.

of one year of university language instruction. This program was started in 2006 to fund study of thirteen languages that the US deems of critical importance: Arabic, Azerbaijani, Bangla, Chinese, Hindi, Indonesian, Japanese, Korean, Persian, Punjabi, Russian, Turkish, and Urdu. Students attend 20 hours of formal language instruction per week and the program includes activities outside of the classroom, including one-on-one meetings with native speakers and cultural activities “designed to expand students’ understanding of the history, politics, culture and daily life of their host country.” The scholarship covers students’ airfare, tuition, room and board, cultural excursion expenses, overseas healthcare, and visa fees, and also provides a small stipend for other expenses incurred. At the end of the program, participants receive undergraduate credit, as well as an Oral Proficiency score through the American Council on the Teaching of Foreign Languages (ACTFL).<sup>47</sup>

## Culture Shock

Culture shock is an unavoidable part of travel and especially of living abroad for an extended period of time. IIE describes it as “the confusion, disorientation, and emotional upheaval that comes from immersion in a new culture,” and this culture shock is a process that generally happens in three stages (although each individual has different personal experiences). The first stage is the honeymoon, where everything is new and exciting. This turns into the rejection and frustration stage. After a while, this becomes the recovery stage where a person has adjusted to the new way of life in their host country.<sup>48</sup>

Exhaustion, homesickness, a tendency for small events to trigger huge crises, and comparisons between “here” and “home” (generally more favorable to home) are symptoms of the second stage of culture shock. There are many ways to adjust the transition process to the recovery stage. IIE suggests assuming difference, not similarity, relating to individuals and not a culture, and focusing on the way differences can be beneficial.<sup>49</sup> Other helpful recommendations are to focus on the positives of every experience and situation instead of the negatives, and to embrace and seek out full immersion in the local culture instead of giving into the temptation to stay isolated.<sup>50</sup> Another thing to remember is that many people experience reverse culture or re-entry shock when they return home. This process resembles culture shock since it involves a period of readjustment to a different culture, no matter how familiar. Culture shock has been described as a U-curve graph with time on the x-axis and level of adjustment on the y-axis. The term “W-curve” applies to a combined culture shock and reverse culture shock process.

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<sup>47</sup> “About the CLS Program,” Critical Language Scholarship Program, accessed December 4, 2013, <http://www.clscholarship.org/about>.

<sup>48</sup> Berdan, Goodman, and Taylor, *Student Guide*, 173.

<sup>49</sup> Ibid.

<sup>50</sup> Ibid., 176.

## Presentation Speaker Notes

### **Expanding Your Horizons: A Study Abroad Resource for High School Girl Scouts**

#### **Who is Erin?** (slide 2)

Who is Erin, and why did she make this presentation? Erin Wuebbens (pronounced Wib-bens) joined the Girl Scouts in second grade and became a lifetime member after she graduated high school in 2010. She earned her Bronze, Silver, and Gold Awards. She is a student at American University in Washington, DC, studying international studies with a minor in art history. In spring 2012 (her sophomore year), she studied abroad in Santiago, Chile. In spring 2013 (her junior year), she studied abroad in Istanbul, Turkey, on both a Gilman and a Schillings Foundation scholarship.

#### **GIRL SCOUTS: INTERNATIONAL FOCUS**

The Girl Scouts of the USA has an international heritage and has worked to create global citizens since its establishment.

#### **History of Scouting** (slides 4-9)

4: click through

5: click through

6: Juliette Gordon Low, the founder of Girl Scouts of the USA, was living in Britain in 1911 when she met Lord Baden-Powell, founder of the Boy Scouts, in London. Low loved the idea of Scouting, and started a troop for girls in rural Scotland.

7: In 1912 Low brought her ideas and experiences back with her to the United States and started a Girl Guides troop in her hometown of Savannah, GA.

8: The name was changed from the Girl Guides to the Girl Scouts in 1913 because the word “Scout” evoked a more traditional American image. It also implied that the organization, like the Boy Scouts, would not only involve practical activities for girls (like homemaking) but fun ones as well (basketball was an early favorite).

9: The Girl Scouts of the USA is one of 145 member organizations/countries of WAGGGS (each country has its own organization).

#### **Global Girl Scouting** (slide 10)

GSUSA has a goal of creating global citizens and thus attempts to incorporate international understanding in its activities. This quote is from the GSUSA Global Girl Scouting website.

#### **Global Action Award** (slide 11)

This award was created in 2006 with the creation of the Global Action department in GSUSA headquarters. To earn this award, girls complete activities that teach them about the UN Millennium Development Goals.

#### **Badges** (slides 12-13)

12: click through (these are the travertines in Pamukkale, Turkey)

13: Senior Girl Scouts (grades 9-10) can earn the “Traveler” badge. In order to earn this, Scouts plan a trip by researching destinations, looking into itineraries, and learning how to create a



budget. There is not a specific badge for Ambassador Scouts (grades 11-12), but once a year girls can make their own badge.

### **Badges and Activities** (slide 14)

Other badges and activities:

World Thinking Day is held on Feb. 22 (the birthday of Lord Baden-Powell) each year to encourage Scouts to think about their sister Scouts all over the world. Recently, the theme each year has been connected to a UN MDG; the theme for Thinking Day 2014 is universal primary education. The Thinking Day award is an official badge that can be worn on the front of the Scouting uniform with the other insignia. There is also a related program for World Thinking Day that brings in returned Peace Corps volunteers to speak to girls about their experiences abroad.

Twinning connects US troops with foreign ones for a partnership that lasts a minimum of two years.

### **Destinations** (slides 15-20)

**15:** click through (this is Istanbul, Turkey)

**16:** Girls can apply individually for “travel adventures” lasting from 2 days-3 weeks to both international and domestic locations. There are six categories of these trips.

**17:** Example: Germany Castles in the Sky, “Experience the Bavarian charm of Southern Germany and Austria.”

**18:** Example: Andes Trekking: Peru, “Be amazed by the natural and cultural beauty of this region as you trek over high mountain passes, connect with local community members, and visit the famous ruins of Macchu Picchu.”

**19:** Example: Virgin Islands Tall Ship Sailing Experience, “Come sail away on a 100-foot-long tall mast sailing boat in the US and British Virgin Islands.”

**20:** Example: Incredible India, “Take action while visiting Sangam World Center in unforgettable India and discover the rich heritage of this home to one billion people.”

The other two types of trips are domestic and ones with a STEM focus (both domestic and international locations).

### **International Travel** (slides 21-22)

**21:** click through (Safranbolu, Turkey)

**22:** There are international events and programs at the four WAGGGS centers for girls around the world, as well as international camping events and jamborees. Individual troops can also plan their own international trips, and there are tools available to help them with this process.

The goals of these destinations and other trips are to focus on introspection before and during the trip, and, upon return to the United States, to put into action the things learned during the trip. There is a strong emphasis on girls being heavily involved in the planning process, from deciding where they want to go or what they want to do, to planning the itinerary.

There are also various leadership/volunteer opportunities worldwide (such as volunteering at one of the World Centers for a period of three years) for adult Scouts between the ages of 18 and 35. Typically there are three or four Global Leadership Opportunities each year.

### **Juliette Low World Friendship Fund** (slides 23-24)

**23:** click through (Vergina, Greece)



**24:** The fund helps sponsor international travel, training, or other international events, and it was about \$295,000 in 2012. Juliette Gordon Low believed that international travel gives girls an opportunity to “foster cultural understanding,” and the fund was created in 1927 to “support girls as they travel internationally, connect with sister Girl Guides, and take action globally.” Anyone can make a contribution to this fund.

### **USA Girl Scouts Overseas (slide 25)**

USA Girl Scouts Overseas was founded 1925 in Shanghai, China for girls of US military families, which allowed them to enjoy the same GS activities and programing girls in the United States did. The program serves Scouts living overseas and attending an international school (if they are attending a local school, they must join the local Guide/Scout troop). At the end of 2012, there were about 17,000 members in 92 countries. Forty-four percent of membership is military, and 56 percent is civilian.

## **STUDY ABROAD**

Scouting promotes international travel and understanding, and studying abroad in college (or high school) is another way to expand your worldview and become a citizen of this planet.

### **History of Study Abroad (slides 27-28)**

**27:** click through (Amasra, Turkey)

**28:** Before World War I, students who wanted to study abroad would enroll at foreign institutions—often German universities, often for the duration of their degree program. After the war, US institutions gained in stature and German universities suffered as a result of the war. However, US students still wanted to study in Europe, so in 1923 two East Coast schools offered programs to study in Paris. These became the basis of the “junior year abroad” model (not so widely known now), where students arrive in their host countries in late summer for intensive language preparation and orientation, then spend the next year at the foreign institution. After World War II, the United States became a major world power and many more US students began to study abroad. There are now a wide variety of programs for students without an advanced language background, or who cannot fit a whole year abroad into their academic career or budget.

### **IIE Statistics (slides 29-35)**

**29:** The Institute of International Education (IIE) has a resource called Open Doors, which tracks US students studying abroad and international students studying in the United States. In the 2012-13 school year, there were 819,644 international students studying abroad in the United States, which was a 7.2% increase from the previous year.

**30:** Almost half of the international students in the United States are from 3 countries, all of which are in Asia: China, India, and South Korea.

**31:** There were 819,644 international students in the US last year. In comparison, there were only 283,332 US students who studied abroad last year. This represents only about one percent of the almost 20 million US students enrolled in higher education during a single academic year.

**32:** To put that in further perspective, even though membership has declined in recent years, more Girl Scouts (about 300,000) earned the World Thinking Day award in 2013 than the number of US students who studied abroad.

**33:** The five most popular destinations for US students are the UK, Italy, Spain, France, and China. Western European countries remain the most popular study abroad locations.

**34:** The UK, Italy, Spain, France, and China are the top five countries. Australia, Costa Rica, Germany, and Ireland are the next most popular, followed by Japan.

**35:** 59% of US students study abroad for 8 weeks or less, 38% attend a mid-length program, and just 3% study abroad for a full year.

## **REASONS TO GO ABROAD (slides 37-49)**

Why do people study abroad?

**37:** First, because travel is an extremely fulfilling and beneficial experience.

**38:** People study abroad to become more competitive in the global job market. This is a picture of downtown Santiago, with a colonial church and a modern skyscraper.

**39:** You meet many people abroad in a variety of situations, so another reason to go is to expand your personal, academic, and professional networks. You can also get to know other participants on the program—I went on a backpacking trip in Patagonia with some of the people who studied abroad with me in Chile.

**40:** Get to know locals—this is me with my Chilean host mother.

**41:** Learn more about a specific issue. The sign says “HidroAysén, no thanks,” referencing a controversial plan to build a huge hydroelectric project in southern Chile.

**42:** Personal growth—you learn a lot about yourself while abroad. (Here I am climbing (small) mountains in Uyuni, Bolivia.)

**43:** Travel to places you’ve always wanted to visit—I got to go to Easter Island during my five months in Chile.

**44:** Learning or perfecting a language. The street sign says “Good Morning Street” in Turkish.

**45:** Cultural immersion. This picture was taken one afternoon while some friends and I were standing on a street corner in Istanbul listening to street music and a few locals decided to teach us traditional Turkish folk dances.

**46:** Develop empathy and understanding for people of other cultures. Here I am in a mosque in Edirne, Turkey.

**47:** Places that you don’t know about can seem dangerous or out of the way, kind of like this picture of fog rolling in over an abandoned village on the Lycian Way in southern Turkey. Another reason to go abroad is to learn about these places and demystify stereotypes.

**48:** Learn how to adjust to living in a foreign country and how to get things done in a new environment, like the weekly market in my neighborhood in Istanbul.

**49:** Perhaps most importantly, when you study abroad you see your own country from a new perspective. Here’s a Burger King next to a mosque in Istanbul.

## **TYPES OF PROGRAMS**

There are many different kinds of international education programs, including ones for high school and college students.

### **Youth for Understanding (slide 51)**

Youth For Understanding is an example of an exchange program students can participate in while they are still in high school. It is one of the oldest study abroad programs, founded in 1951 to heal the post-war divisions between Germany and the United States. The goal of YFU is to

“advance learning across cultures,” and it offers full immersion exchange programs for high school students, who stay with a host family and attend the local school for a summer, semester, or year.

### **Types of programs (slides 52-60)**

**52:** (Uyuni salt flat, Bolivia)

**53:** click through

**54:** With an enclave, you usually take classes only with students from your home university. Your classes may be set (choose four of five, for example), or you may have more choice.

**55:** University-sponsored programs are usually either at a branch university (an overseas campus affiliated with your home university), or are a program where you travel with a professor from your home university.

**56:** With direct enroll programs, you essentially become a member of your host university for the length of the program. You can take any class in the course catalogue, you take classes with the other university students, and you are generally eligible for university-sponsored housing. Depending on your home university, its study abroad office may play a larger or smaller role in the initial process.

**57:** Exchange programs are usually harder to get into because there has to be a student that takes your place in your home university.

**58:** With a consortium, multiple universities create a single program their students attend.

**59:** Your university’s study abroad office may offer other programs specific to your university, or it may help you apply for other programs.

**60:** You may also go abroad through another US institution’s program, or through an organization that runs study abroad programs (three of which organizations I am about to highlight).

### **CIEE/ISEP/SIT (slides 61-64)**

**61:** Three of these organizations that offer other study abroad programs are the Council on International Educational Exchange, International Student Exchange Programs, and the School for International Training.

**62:** CIEE is a non-profit NGO headquartered in Portland, Maine, that runs its own international education/study abroad programs, and it has about 200 programs in 41 countries. Each program differs, but students may choose programs that include a homestay, an internship, field work, and/or program trips.

**63:** ISEP is a non-profit organization headquartered in Arlington, VA, that runs. ISEP is a network of 300 universities in 50 countries that offers immersion-oriented exchange programs where students directly enroll in foreign universities. Students must attend one of these universities in order to choose one of these programs.

**64:** The SIT Graduate Institute and SIT Study Abroad (formerly School for International Training) are run by World Learning and located in Brattleboro, Vermont. SIT Study Abroad only offers its own programs, but also offers its own scholarships and grants for students. SIT only offers semester or summer programs, so you cannot go abroad for a year on one of these programs. SIT stresses academic rigor and quality programs, and its programs include a combination of intensive language study, classes, field work, and an independent study project. Students live both in an urban and a rural homestay during their program.

## CONSIDERATIONS

What kinds of things should you think about when deciding to go abroad?

### Initial Decision (slide 66)

The first thing to consider when deciding to study abroad is how long you want to go for. The length of your program will be affected by the cost, by academic considerations (like how much room you have in your academic schedule to take classes abroad), and how long you think you can handle being away from home or out of your comfort zone.

### Location (slide 67)

The next consideration is location: which kinds of programs are offered where. You may also have to make a decision between studying abroad in your dream location and a program that's perfect for you but located somewhere else. Another thing to keep in mind is the current security situation in the country. The State Department has a list of travel warnings, and generally you cannot go abroad to countries on that list. I took this picture after the first Gezi park protests in Istanbul last summer, and the protests were a security issue I had to factor into my summer plans.

### Immersion (slides 68-77)

68: click through

69: The next thing to consider is the level of immersion (like in the Byzantine cistern in Istanbul).

70: What level of prior language knowledge is needed for your program?

71: How much immersion in the local language and culture does your program offer?

72: What is the language of instruction in classes? Is it the host country's language or English? Will professors make allowance for the fact that you are working in a language other than your native one?

73: Who are your classmates? Are they only other students from your home university, or do they include students from your host university and other international students?

74: Do you want to study abroad with people from your university, or go alone?

75: What are your housing options?

76: Are you living in a homestay, dorm, or apartment?

77: Will you be living with citizens of your host country, with other American students, or with other international students? This will also affect which language you primarily communicate in, and how much exposure you get to the host country's culture.

### Academics (slide 78)

(Koç University, Istanbul) Academic considerations: first, does your home university require you to take certain classes before going abroad, and have you taken them? Will the classes you take abroad count for credit at your home university, or will you possibly need to take a gap semester or year off in order to study abroad (or do you need to choose a different program)? You will have to talk with your academic advisor or a study abroad office advisor to answer that. What are the classes available through your program-do you have a choice of classes, or do you have to take certain ones? Are there relevant cultural academic differences? For example, some academic cultures are homework and assignment intensive, while in others your grade is determined by one test or essay. Some classes may require you to memorize small facts when you are used to looking at larger ideas and forming your own arguments. Are the classes lecture

or discussion-based, and can you learn either way? What is the grading system, and how will that equate with your system?

### **Job and Internship Opportunities** (slides 79-82)

**79:** click through

**80:** Does your program offer an internship for credit (or not)?

**81:** If you don't have the option to intern for credit, can you work with your host university or other people to obtain an internship or a job?

**82:** Can you legally work on your host country's student visas? Often the answer is no.

### **Cost of program versus home university** (slide 83)

Is the cost of living cheaper or more expensive in your host country (chances are if you're going to Western Europe, it will be more expensive with the exchange rate)? Even if the exchange rate is favorable for Americans, it is often more expensive to live in a large city than in a smaller one. Can you use your scholarships and financial aid from your home university to go abroad? Even if you can, you should also look for scholarships!

## **RESOURCES**

Who or what can you use as a resource when determining your study abroad plans?

### **Resources** (slides 85-86)

**85:** click through (La Paz, Bolivia)

**86:** You should talk to your study abroad office advisors at any point in this process, to your academic advisor to determine if you can go abroad and which classes you'll need to take, to professors, to friends or family especially if they have been abroad before, and to other students who have already gone abroad. Use the websites of your home/host universities, CIEE, IIE, or NAFSA to find more information (although NAFSA has information for educators, there are some helpful resources for students and parents).

## **SCHOLARSHIPS AND FUNDING**

How can you pay for going abroad?

### **Scholarships** (slides 88-90)

**88:** click through

**89:** click through

**90:** You can help pay for your time abroad with your financial aid, through scholarships or grants your university or study abroad office offer for students going abroad, and you should also check to see if your host university or country offer scholarships for incoming US students.

### **Girl Scout Scholarships** (slide 91)

The only scholarship available for GSUSA members for study abroad is through the Corrine Jeannine Schillings Foundation. Scouts have to have completed their Silver Award to be eligible for Schillings Foundation scholarships. The Schillings Foundation offers \$1,500 for girls who are majoring or minoring in a foreign language, and this scholarship can be renewed for a total of \$6,000. The Foundation also grants Scholarships to Study Abroad, for girls going for a semester or year abroad. Girls who receive the Scholarship to Study a Foreign Language are still eligible

for the Study Abroad scholarship. There is also a listing of scholarships on the Girl Scouts' website by state or council, so look to see what is available for you.

### **Boren Scholarships** (slides 92-94)

**92:** click through

**93:** Boren Scholarships are connected to national security, hence the fort in downtown Santiago, Chile.

**94:** Boren Scholarships are awarded by the National Security Education Program. When they apply, students must demonstrate that their program contributes to US national security, using a definition that includes sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness as issues critical for US national security interests. Students must also study the host language if it is not English. The Boren awards \$20,000 for one year, \$10,000 for a semester, and \$8,000 for STEM summer programs. Upon graduation, students are required to work for the US government for a minimum of one year.

### **Gilman Scholarships** (slide 95)

The Gilman is a scholarship through the US Department of State and the Institute of International Education (IIE). The goal of the program is to increase the number of students going abroad who: demonstrate high financial need (you must be a recipient of a Pell grant to be eligible), to students with disabilities, students who study at community colleges, and students who study underrepresented subjects (like STEM subjects). The Gilman emphasizes study abroad destinations outside of Western Europe and studying non-traditional languages. The scholarship awards students up to \$5,000, and students who are going abroad for intensive language study are eligible for \$8,000. Within six months of their return to the United States, students must complete a follow-on service project that promotes the Gilman and international education (hence this presentation!). (For example, I went abroad to Turkey last semester on a Gilman, and the extra money meant I could take a trip to Cappadocia.)

### **Critical Language Scholarship** (slide 96)

The CLS is a fully-funded intensive language summer program through the US Department of State. Students apply to study one of 13 languages of "critical importance" to US national security/foreign service interests for 7-10 weeks, which is equivalent to one year of college language classes. The program involves 20 hours per week in the classroom, in addition to meetings with native speakers to practice speaking skills and activities to acquaint students with the culture. (And here we have some interesting Turkish/English translations.)

## **PREPARATION**

Now that you've chosen a study abroad program, how do you prepare for it?

### **Logistics** (slides 98-105)

**98:** click through

**99:** (building rock castles in the Bosphorus)

**100:** You must first submit all necessary forms to make sure you are enrolled in your program/host university.

**101:** Make sure you start getting your visa well ahead of time. This also means you need to either apply for a passport if you don't have one, or renew it if yours will expire less than six months after you return to the US.

**102:** It is also important to look for flights early, while they're cheaper.

**103:** Things to consider when buying return flights are when your program ends, if there will be any opportunities afterwards you want to take advantage of, how long you can stay in your housing after the program ends, and if you want to travel after. Changing your flight home is expensive (but can also be worth it, depending on the circumstances—as I would know, since I changed it twice after my semester in Turkey had finished).

**104:** Find housing if your host university does not provide it.

**105:** Check with the CDC (and the State Department) to see if you need to have any immunizations to travel to your host country(ies).

### **Research and Planning (slide 106)**

The next step is starting to learn basic phrases in your host country's language (like basic introductions, how to get around, how to order food). Researching the country's customs can save you from surprises when you get there. You should buy a guidebook and figure out where you want to travel in your free time. Learn about culture shock and how to manage it to have a better experience abroad. You should also reach out to any other students going on your program to plan and prepare, and lastly, choose your classes if your program allows for it.

### **Culture Shock (slide 107)**

There are generally three stages to culture shock. The first is the honeymoon stage, where everything is new and exciting. That turns into rejection and frustration, where you may have a hard time adjusting to life in your host country. Symptoms may include exhaustion (exhibited by these Istanbul cats), homesickness, a tendency for small events to become huge crises, and comparisons between things "here" and at "home" (these comparisons are usually more favorable to your home). Eventually this turns into recovery, where you've learned how to live and function in your host country and generally everything is fine. Some ways you can smooth this transition process are to immerse yourself in the local culture instead of giving in to the tendency to isolate yourself. Look for the positive in everything, and assume there will be differences, even if things seem similar. Don't make judgments. Also expect to go through a period of reverse culture shock after you return as you adjust to life back at home.

### **Going (slide 108)**

The last step is preparing to go! First, there are many study abroad packing lists available online, but my suggestion is to pack light and to start packing early. Bring functional and versatile clothes and shoes appropriate for a range of weather conditions and activities. Students often tend to dress more formally abroad, so wearing sweatpants to class will probably make you stick out as an American. Talk with your doctor about getting enough of your prescription medications to last the whole time you are abroad (sometimes these are not available in other countries if you run out). You will need to buy adapters and converters so your electronics work with foreign outlets. You should also decide what to do about a phone while you are there if you are not going without one. Lastly, especially if you are in a homestay, you should bring gifts for your hosts. You will also want to research how to keep in touch with people at home, especially if your internet connection will be spotty. Possible ways include communication by phone, via Skype or

Facetime, or by social media. You may also want to keep a blog to share your experiences and photos with others.

(slide 109) (Uyuni, Bolivia) As this quote demonstrates, study abroad is an incredibly important and life-changing experience, and I hope this presentation has encouraged you to consider going abroad in the future.

## QUESTIONS?

## OTHER RESOURCES

Here is a compilation of resources you may find helpful at any point during this process.

### **Girl Scouts** (slide 112)

<http://girlscouts.org/>

- History: [http://girlscouts.org/who\\_we\\_are/history/](http://girlscouts.org/who_we_are/history/)
- Global Girl Scouting: [http://girlscouts.org/who\\_we\\_are/global/](http://girlscouts.org/who_we_are/global/)
- USA Girl Scouts Overseas: [http://girlscouts.org/who\\_we\\_are/overseas/](http://girlscouts.org/who_we_are/overseas/)
- Girl Scouts Travel: <http://forgirls.girlscouts.org/travel/>

### **US Department of State** (slide 113)

See <http://www.state.gov/travel/> for resources, including visa requirements, travel warnings, travel tips, exchange rates, immunization information, and emergency information.

### **Institute of International Education (IIE)** (slide 114)

<http://www.iie.org/>

- IIE has a fantastic book called A Student Guide to Studying Abroad:  
<http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Student-Guide-to-Study-Abroad-2013>
- IIE Passport (study abroad directories for students):  
<http://www.iie.org/Students/Tabs/US/IIEPassport>
- Open Doors (study abroad statistics): <http://www.iie.org/opendoors>

### **NAFSA Association of International Educators** (slide 115)

<http://www.nafsa.org/>

- Submit questions about visa requirements at  
[http://www.nafsa.org/Find\\_Resources/Supporting\\_Study\\_Abroad/](http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/)
- Publications:
  - Financial Aid and College Education Abroad Basics for High School Guidance Counselors and Students:  
[http://www.nafsa.org/Find\\_Resources/Supporting\\_Study\\_Abroad/Network\\_Resources/Education\\_Abroad/Financial\\_Aid\\_and\\_College\\_Education\\_Abroad\\_Basics\\_for\\_High\\_School\\_Guidance\\_Counselors\\_and\\_Students/](http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/Financial_Aid_and_College_Education_Abroad_Basics_for_High_School_Guidance_Counselors_and_Students/)
  - What Parents Need to Know:  
<http://www.nafsa.org/wcm/Product?prodid=46>
  - Guide to Successful Short-Term Programs Abroad:  
<http://www.nafsa.org/wcm/Product?prodid=54>



**Organizations** (slide 116)

- Youth for Understanding (YFU): <http://www.yfu.org/students>
- Council on International Educational Exchange (CIEE):  
<http://www.ciee.org/study-abroad/why-ciee/ciee-difference/>  
<http://www.ciee.org/study-abroad/financial-aid/>
- International Student Exchange Programs (ISEP): <http://www.isep.org/index.html>
- School for International Training (SIT):  
<http://www.sit.edu/studyabroad/>  
<http://www.sit.edu/studyabroad/scholarships.htm>

**Scholarships** (slide 117)

- Corrine Jeannine Schillings Foundation: <http://www.cjsfoundation.org/home.html>
- Girl Scout Scholarships:  
[http://www.girlscouts.org/who\\_we\\_are/facts/scholarships/Default.asp?type=&state=&search.x=32&search.y=10](http://www.girlscouts.org/who_we_are/facts/scholarships/Default.asp?type=&state=&search.x=32&search.y=10)
- Boren Scholarship: [http://www.borenawards.org/boren\\_scholarship](http://www.borenawards.org/boren_scholarship)
- Benjamin A. Gilman International Scholarship: <http://www.ije.org/Programs/Gilman-Scholarship-Program>
- Critical Language Scholarship: <http://www.clscholarship.org/>

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