

Why not Latin America?

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**PARIS 20
23**

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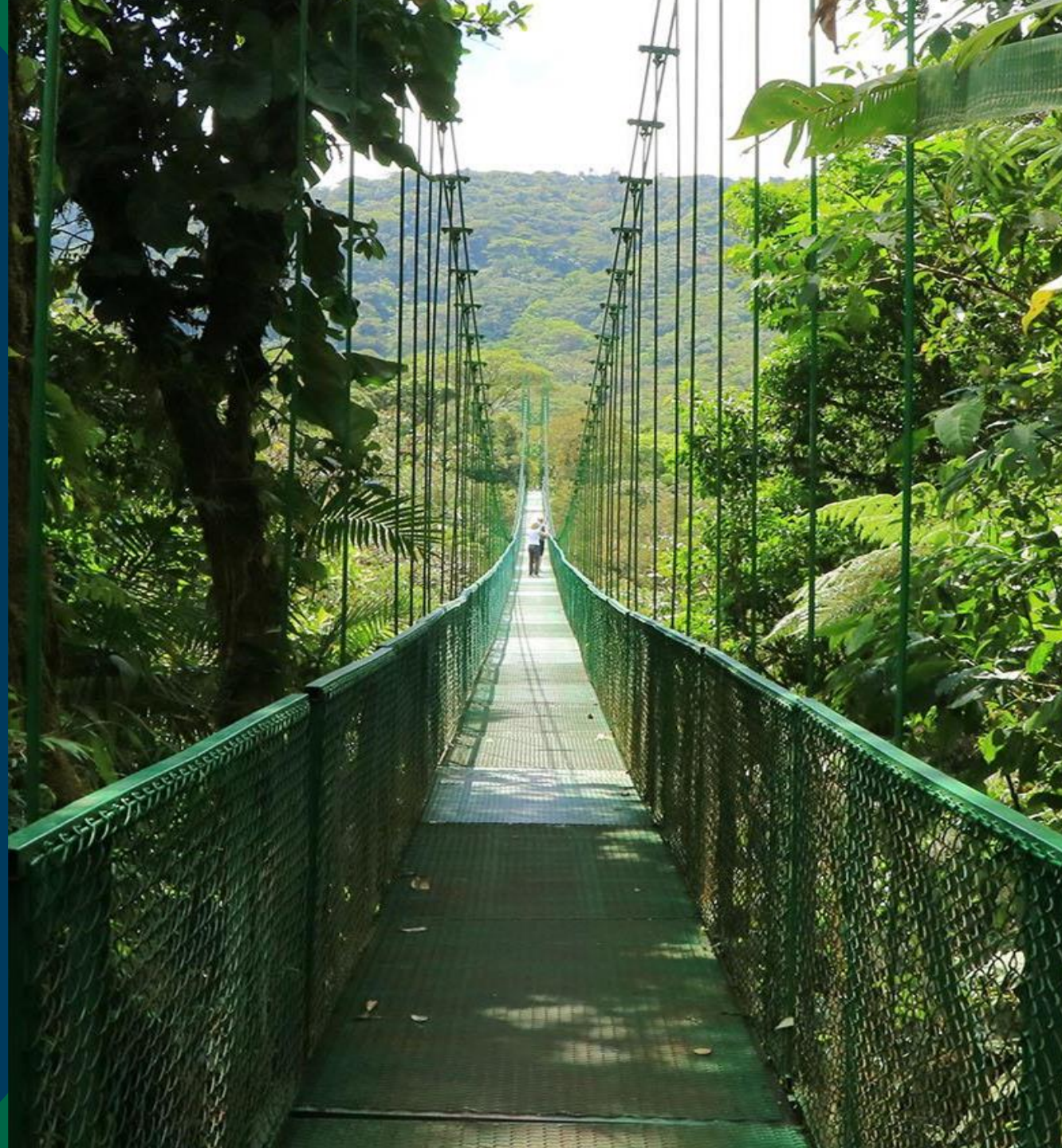


Abaporu (Brasil, 1928)
Tarsila do Amaral

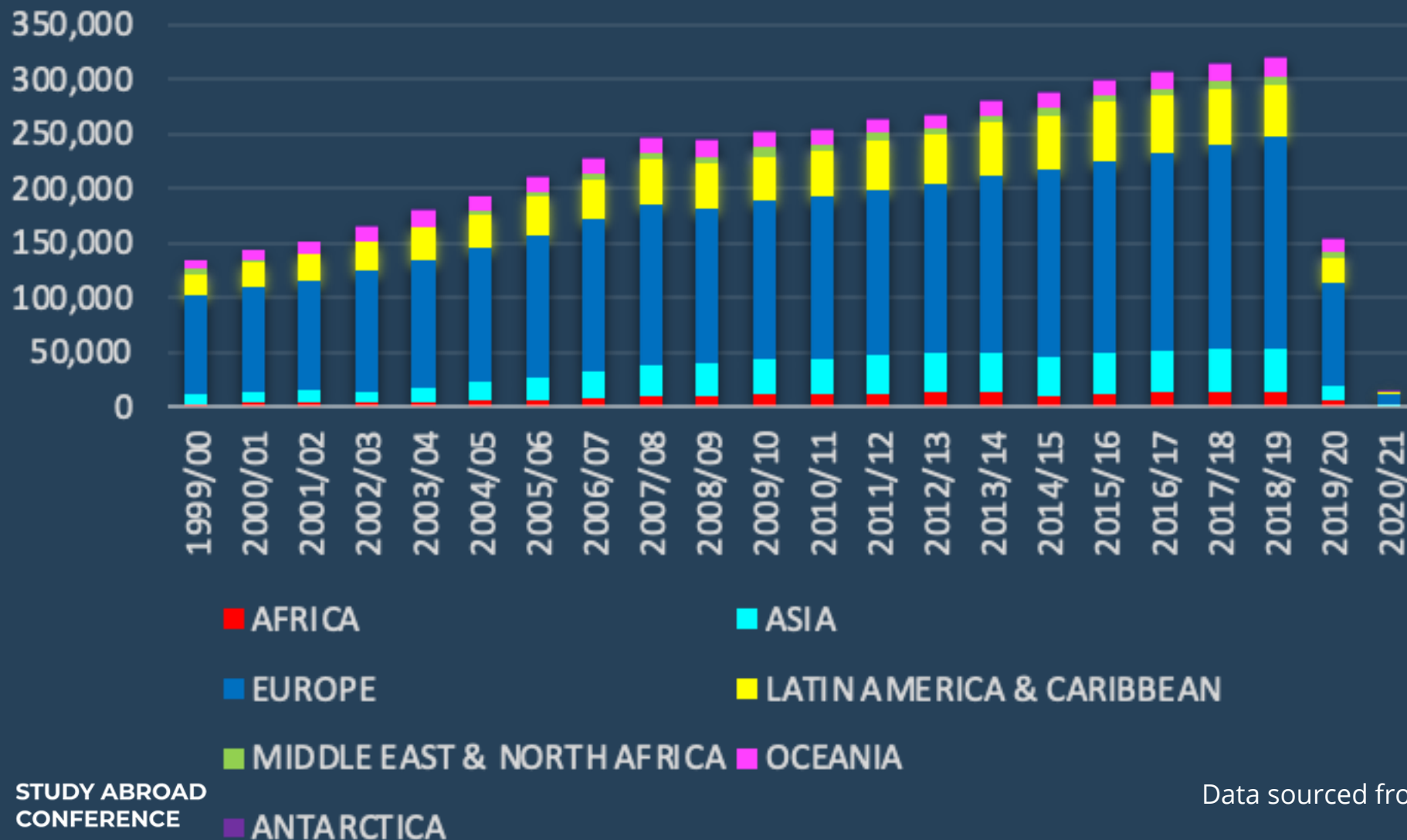
Agenda

- Welcome to this Salon!
- Understanding Underrepresentation in Study Abroad in Latin America
- Operating biases and stereotypes
 - Small Group discussion
- Strategies for promoting
 - Peer to peer
- Intervention Strategies
 - Walking Gallery

Understanding Underrepresentation in Study Abroad in Latin America

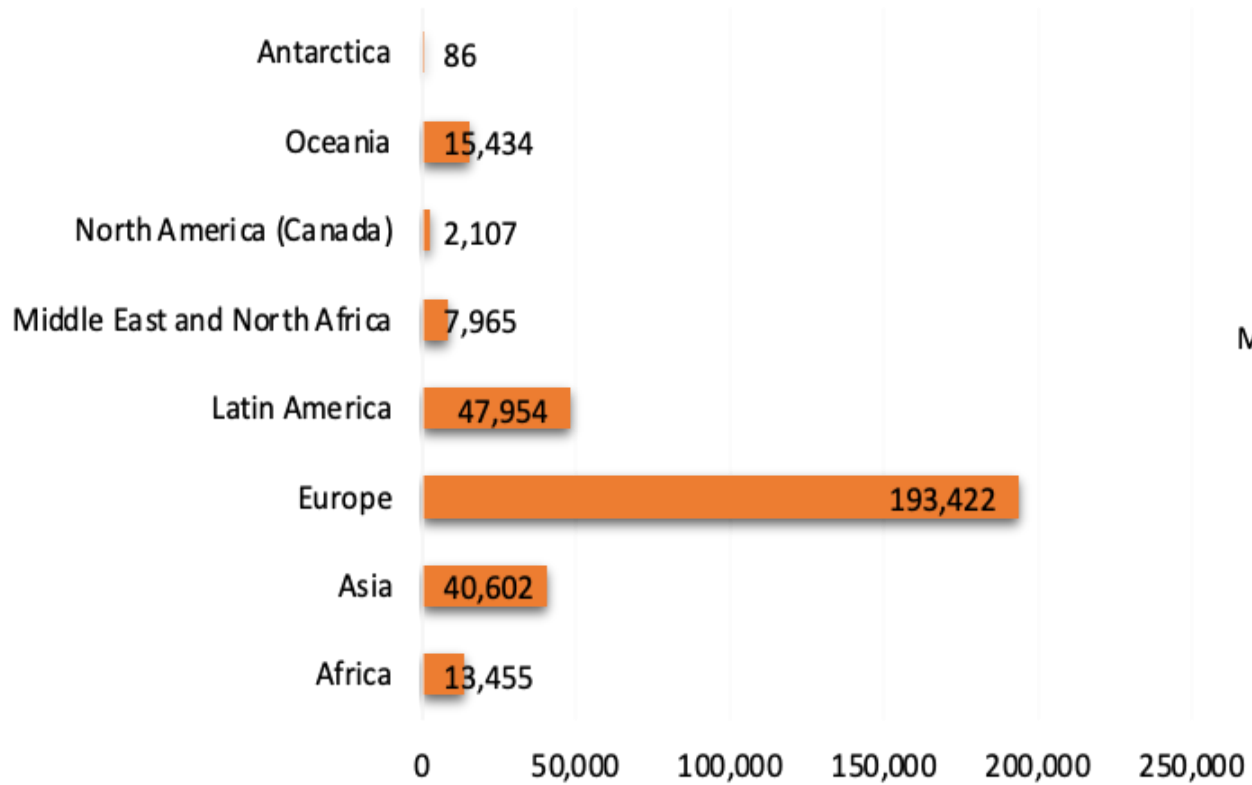


U.S. Study Abroad Students by Region

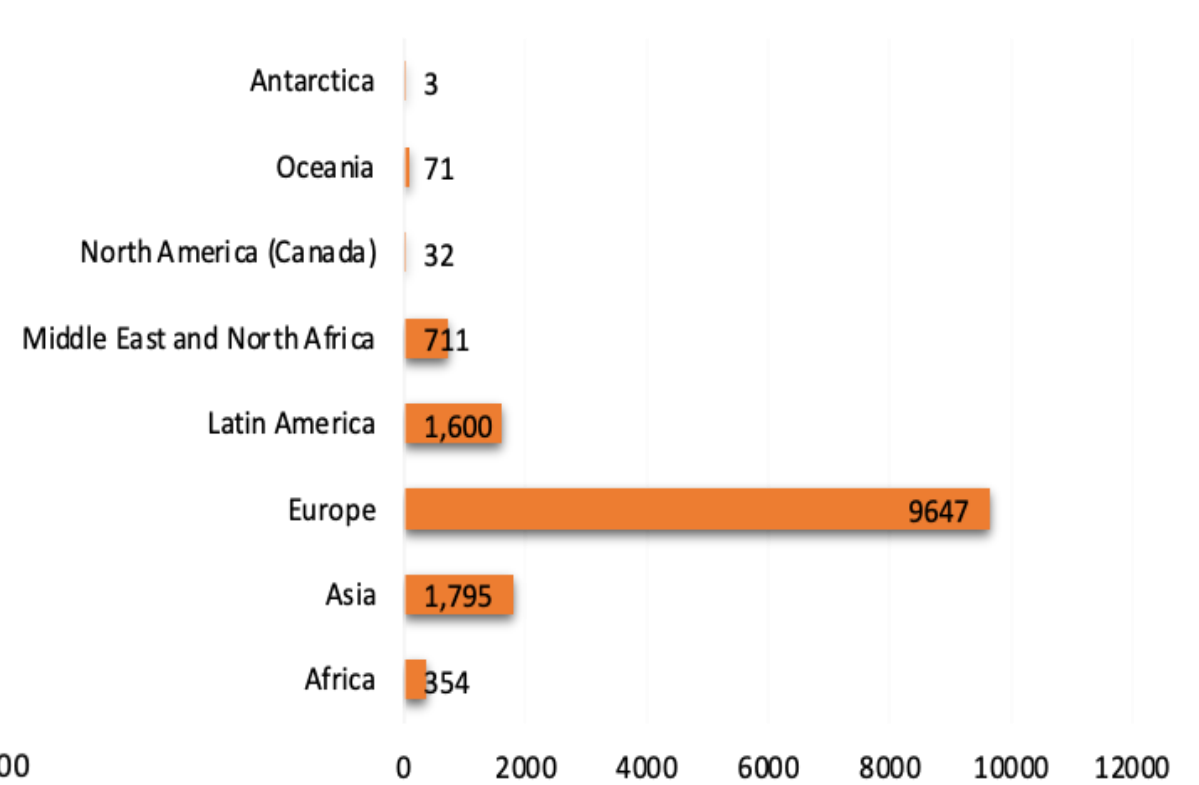


Regional Share of Students

2018/2019



2021/2022



Data sourced from IIE Open Doors

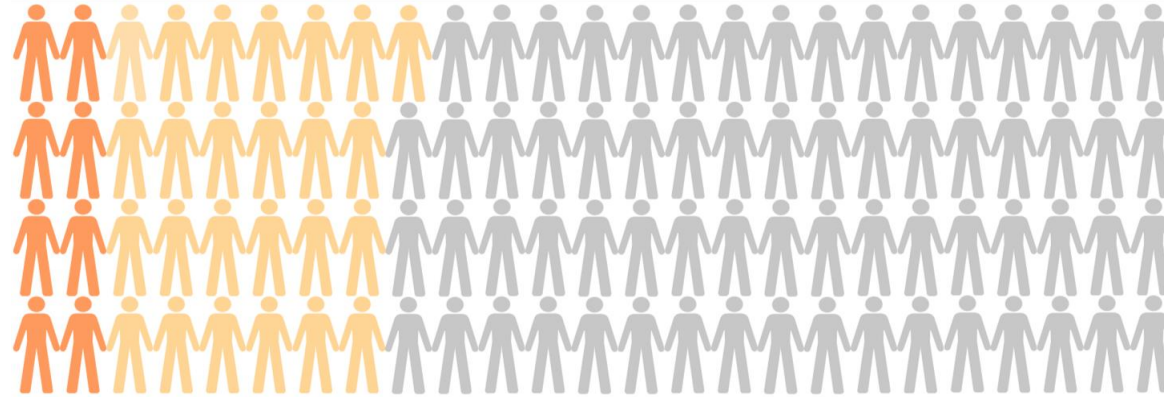
CIEE Student Percentual Enrollment



2018/2019

67% studied in Europe

33% did not study in Europe

(8% studied in Latin America)



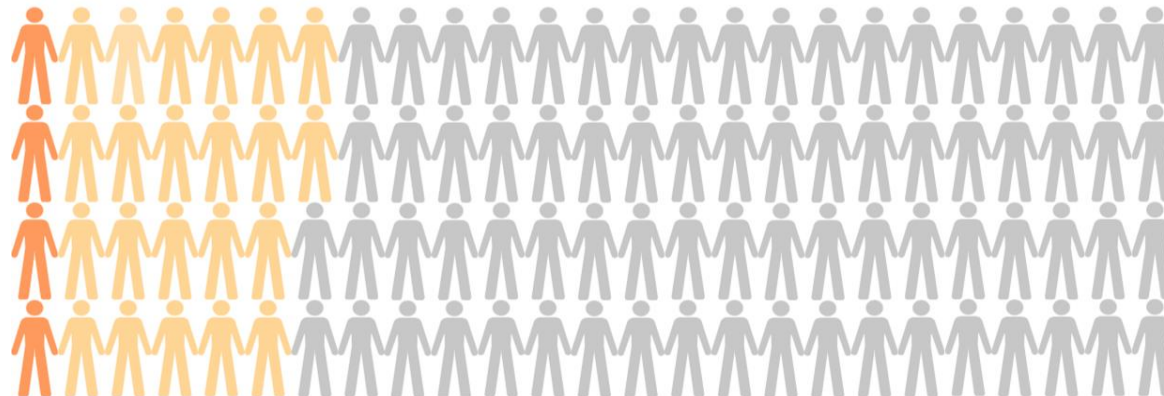
-  Studied in LAC
-  Did not study in Europe
-  Studied in Europe

2022/2023

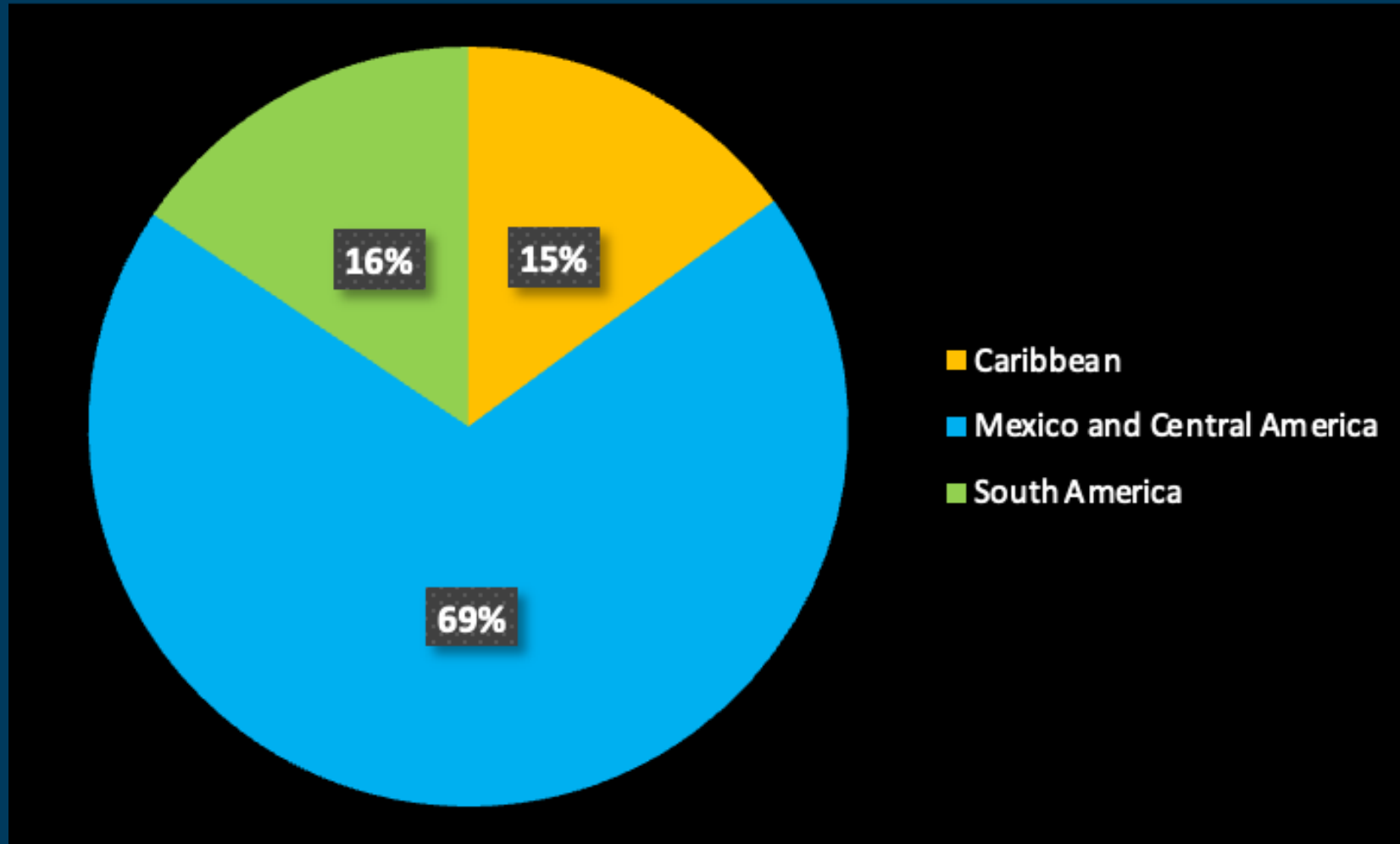
74% studied in Europe

26% did not study in Europe

(4% studied in Latin America)



Subregional share of students in Latin America (2020/2021)



Operating preferences, biases and stereotypes



Small group discussion (5 minutes)

What factors contribute to the (seemingly) lack of interest of Latin America as study abroad destinations?

- Think about the reasons that explain the low enrollment numbers in Latin America.
- Come up with a list of reasons.

Continued (3 minutes)

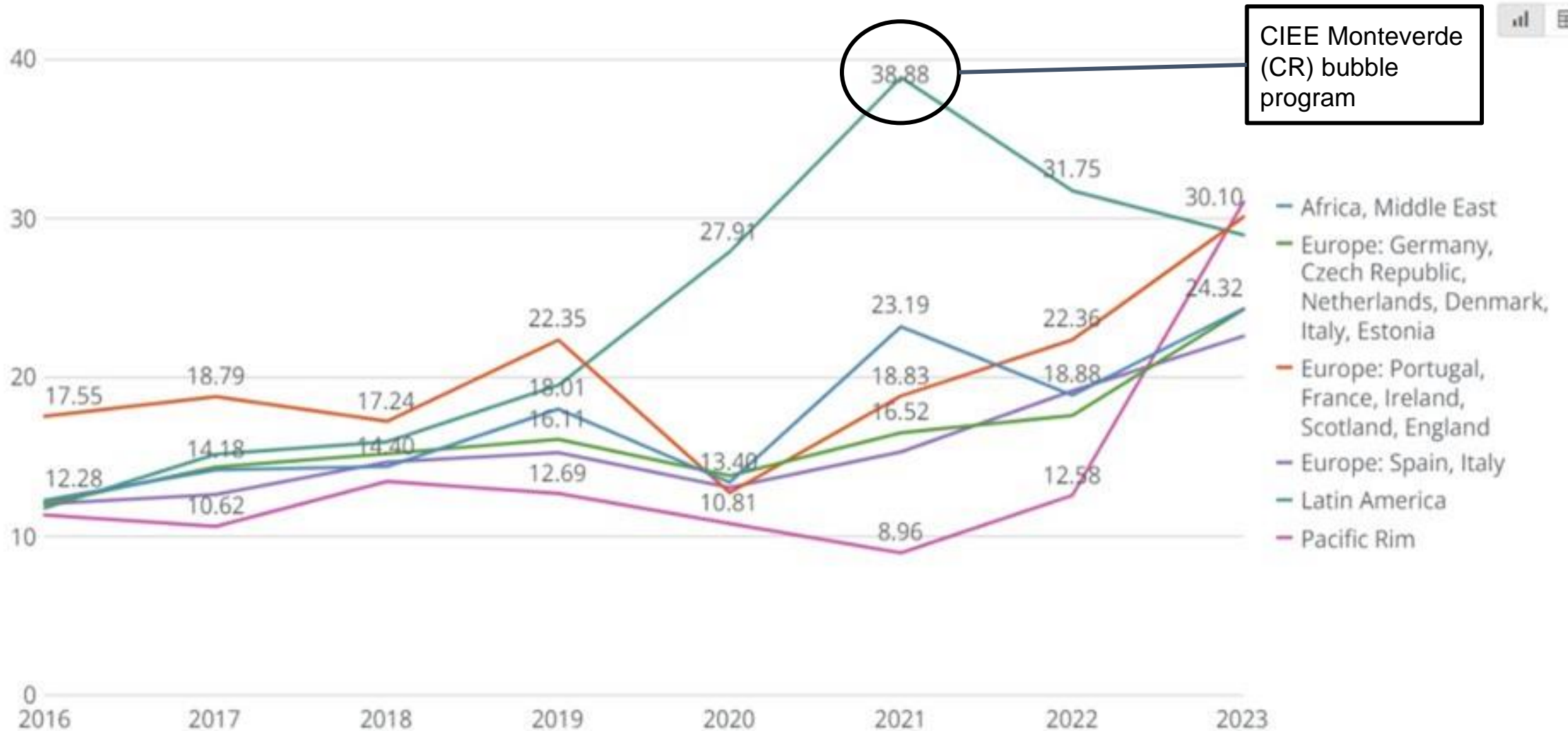
- Safety and Security
- U.S. Academic calendar
- Prestige of local universities
- Advertising of Programs
- Media representations
- Fear of uncertainty
- Language as a barrier
- Political instability
- Gender dynamics
- Global political map
- Parents' preferences
- Perceived comfort

Small group discussion (5 minutes)

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How might we challenge the assumptions and rethink our own preferences, perceptions, biases?

HSS Outbound Cases (2016-2023*)



Strategies for Promoting Latin America



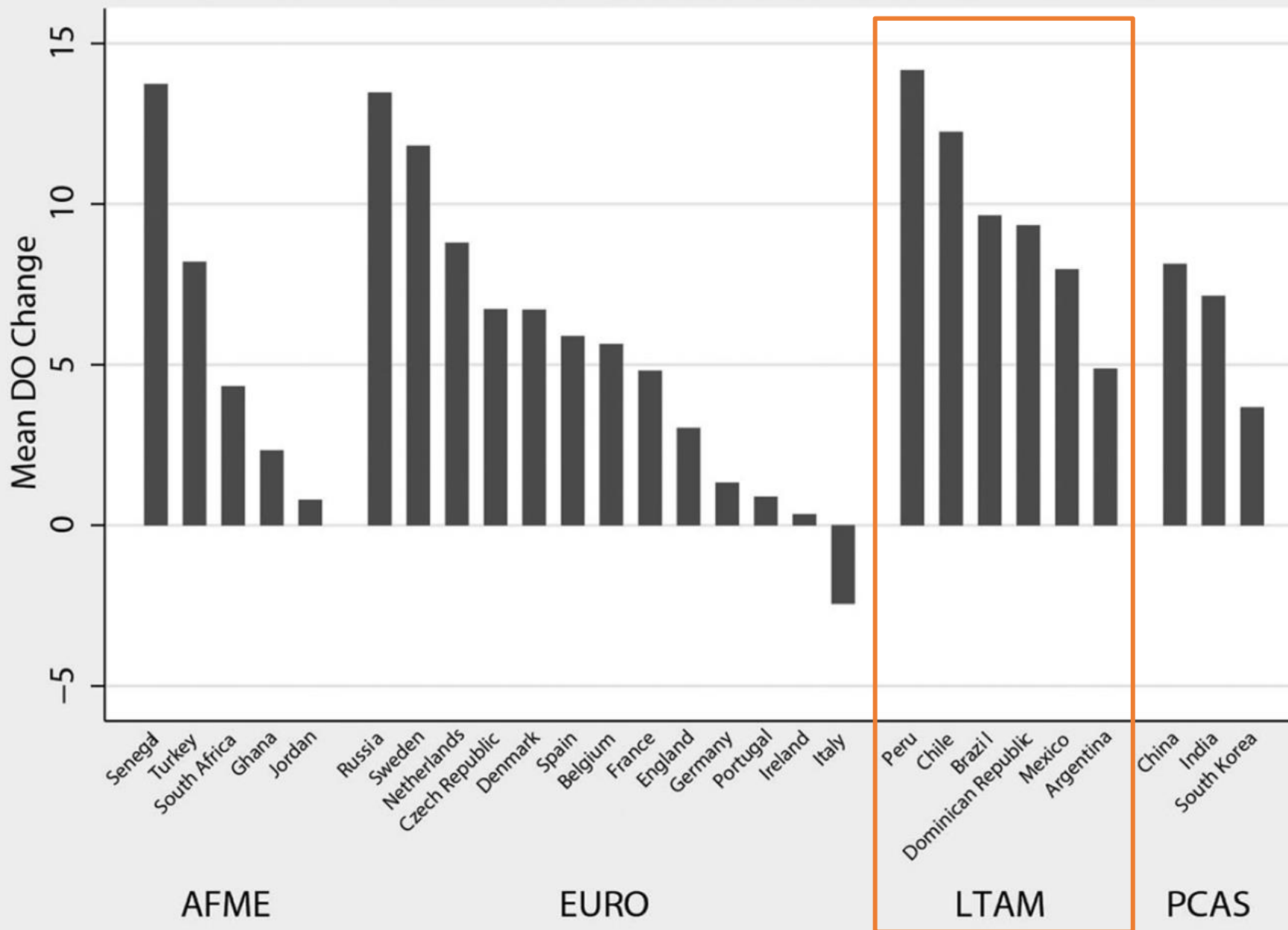
Anne Gibson, Ezra Spira-Cohen,
Whitney Sherman & Nina Namaste
(2023)

Guided disorientation for transformative study abroad: impacts on intercultural learning

Studies in Higher Education, 48:8,
1258-1272

- Data from over 3,000 CIEE students enrolled in Interculture and Communication Course.
- Students in 27 countries.
- 6 years (2014-2020) – Fall, Spring, and Summer terms.

2,542 students completed the Intercultural Development Inventory (IDI) at the beginning and end of the semester. From these, a **DO change measure** was created.



Latin America shows higher average **intercultural development** improvements (DO change) over other regions (6 points higher than any other region).

Reasons for higher DO Change in Latin America

Less English availability



More likely to operate in a foreign linguistic context



Creates potential for a greater disorienting dilemma

More foreign language Immersion



Language contributes to greater possibilities to explore cultural differences.

Intercultural-Trained Staff



Comparatively highly experienced instructors who use Intercultural Development Inventory in the classroom

Gibson, Annie, et al. "Guided Disorientation for Transformative Study Abroad"



Intervention strategies



Action Areas for Study Abroad in Latin America

1. What structures and systems within Global Education perpetuate students to Europe and not to Latin America? (Example: rankings, research output, and the use of English as a medium of instruction has influenced popularity of English-based European institutions.)
2. What marketing adjustments could open up new modalities/new interest in Latin America? (Example: Flight Vouchers for Latin America)
3. What shifts can you make in your curriculum or program design so that study abroad is not imagined as a one size fits all experience? (Example: Site-specific ICL content in curriculum)
4. What adjustments could be made to empower hiring local teams and applying local pedagogy even in a US-centric study abroad field? (Example: co-develop curriculum with local partners)
5. Where can we redistribute wealth to empower local communities through our work in the study abroad field? (Example: Create budget model for funding local peer leader professional development.)
6. What adjustments could be made to highlight the importance of language immersive experiences? (Example: US Institutions could require language for graduation.)
7. How can we center study abroad as a learning strategy rather than a customer service experience? (Example: Train students not to expect cultural aspects of a host country to be buffered for their comfort.)
8. How can we prioritize health, safety, and the perspective of the local community? (Example: Provide examples of local attitudes towards health and mental health during orientation)

Afterthoughts & reflections



[Link to PPT](#) for
comments,
questions or follow-
ups!

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Thank You!

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