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# Preparing for an International Career: Pathways for People with Disabilities

Michele Scheib  
*Mobility International USA*

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# Preparing for an International Career: Pathways for People with Disabilities

**Keywords**

international, career, disabilities, people, work, internship, student, deaf, attention deficit disorder, skills, American

# Preparing for an International Career: Pathways for People with Disabilities

By Michele Scheib



career

global

making a difference

intern

field work

# **Preparing for an International Career: Pathways for People with Disabilities**

*By Michele Scheib*

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# Introduction

**A**t age 19 Andrea Shettle, who is Deaf and also has attention deficit disorder, read a World Federation of the Deaf report about the widespread lack of access to education and employment for Deaf people in other countries. Almost fifteen years later, this realization would eventually lead Andrea to a position at the World Bank.

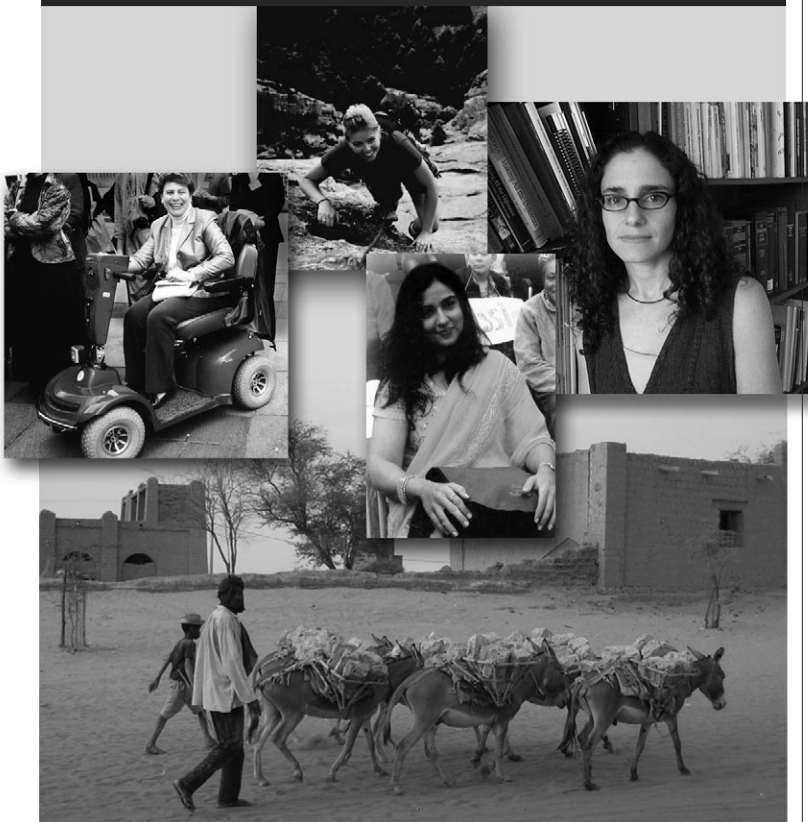
When asked, “What do you want to do with your future?” few young adults who are Deaf or have disabilities think to say, “An international career.” Yet there is a whole world of opportunities open in the international affairs, exchange and development fields. This can include working in U.S. embassies overseas or the U.S. Department of State in Washington, DC. It can mean working in an international consulting firm, college or university study abroad office or international refugee organization in the United States or abroad.

For Andrea, her career took a roundabout path. “My problem was that I had no clue how on earth I could get involved,” she says of her college years. “I had zero contacts in the international community at that point. I had never heard that there was a field called ‘international development’ that so perfectly captured the kind of work I wanted to do, even though I had not yet narrowed down my interests to a more specific sphere of tasks.”

This booklet intends to direct young adults with international interests in the right direction from the start. Many pathways exist for fulfilling international career aspirations, and this publication will help in exploring some of the possibilities. It highlights different types of international occupations, tips to prepare for an international career, insights from role models and emerging leaders with disabilities in these fields, and the international exchange and fellowship programs they participated in to get them where they are today.

Thank you to the Bureau of Educational and Cultural Affairs of the United States Department of State for sponsoring the National Clearinghouse on Disability and Exchange (NCDE), administered by Mobility International USA (MIUSA), and this booklet.

# International Careers







# International Careers:

## Types of Career Options

*“I’m wide open about what I want to do. I could volunteer in Africa with kids, work at an embassy or mentor kids with disabilities in the United States about international issues. I either want to work internationally or in Washington, DC. I want to explore it. I have a lot to offer.”*

**Alison LePage**, learning disability,  
student in Political Science at Western Michigan State University

**C**areers in the international field offer a chance to work in a variety of settings and with a diversity of people. Some of the questions to consider include:

**Do I want to relocate overseas and work directly with people in those communities?**

**Do I want to work in the United States administering international programs?**

**Am I interested in working with:**

- The federal government or public entity
- A non-profit agency
- Private business or consulting firm
- International organization, or
- Educational institution?

For a detailed resource on various career options in the international field, consult *Careers in International Affairs, Seventh Edition*, edited by Maria Pinto Carland and Lisa Gihring at the School for Foreign Service, Georgetown University Press, Washington, DC (2003). It includes tips on job searching,

interviewing and finding a mentor as well as separate chapters on what to expect when working with the U.S. government, international development, nonprofit, and educational organizations, or in banking, business, lobbying, consulting, media and research.

### PEOPLE WITH DISABILITIES WORKING IN THE INTERNATIONAL FIELD

The following are stories about people with disabilities of all backgrounds and ages who hold positions in the fields of international affairs, exchange and development.

Other internationally oriented professions in which people with disabilities are working, but not specifically discussed in this booklet, include those such as international business, trade, finance, health, journalism and law.

## INTERNATIONAL EXCHANGE

Professionals in this field provide recruiting and administrative support for programs that send people abroad or bring them from other countries to the United States to study, intern, volunteer, teach, conduct research, or do short-term professional work. It is part of the international education field, which seeks to promote more global awareness and intercultural communication skills among the high school, college or general populations.

MICHELE SHORESMAN

**Position:** *Assistant Dean for Graduate and Joint Degree Programs at Washington University School of Law, Missouri*

- Works with international students in the law school and supports law students studying abroad.
- Travels to European recruitment fairs or recruits international students online.
- Formerly advised students in the University's study abroad office and on Fulbright programs.

*"It's a great field for people with disabilities [that affect mobility] since all day I'm sitting and counseling students, working on a computer, talking to prospective students, writing and reading. It's the nature of the job. You're also out there with students from all over the world and they teach you about their cultures."*

**Disability:** *Multiple sclerosis*  
*"Five years ago with the onset of MS, I changed my job, changed my car, and changed my house to make adaptations."* The dean at her new position has been supportive of Shoresman by arranging a

designated parking space in front of the building and providing an office on the first floor. *"He made my life [at work] easy because he values what I do, and I really enjoy this new job."*

### Travel Opportunities

Michele traveled to Germany for three weeks on a Fulbright International Education Administrators seminar to visit college and university campuses; meet with government officials involved with education; and experience Germany's culture. *"No one should count himself or herself out. Be willing to allow others to help and you will get the most out of your experience."*



ELISE READ

**Position:** *Former Regional Assistant Director, Arcadia University Center for Education Abroad, Colorado*

- Represented the Center’s seventy education abroad programs in ten different countries.
- Built relationships with U.S. study abroad advisors about the Center’s programs.
- Communicated with the Center’s overseas directors about enrolled students’ questions.

*“For a few years, I traveled across the Rocky Mountain region as a program representative, advising college students of the many benefits of studying abroad. At the same time, I encouraged students with disabilities and chronic health conditions to consider their options for overseas study by volunteering to talk with them through such avenues as the National Clearinghouse on Disability and Exchange’s Peer-to-Peer Network.”*

**Disability:** *Type I diabetes*

When in college, Elise studied abroad in China on a National Security Education Program fellowship.

*“I encourage anyone considering studying or living abroad to not let a disability or chronic condition stand in the way. With adequate preparation and support from doctors, family, friends, and advisors, studying abroad and working in this field can indeed become a reality and bring as many positive changes to your life as they have to mine.”*

**Travel Opportunities**

Elise spent at least 100 days per year on the road in the United States, attending study abroad fairs at universities, conferences, orientation sessions or meetings with students, study abroad advisors and faculty members. Traveling was light in the summer, which allowed time to develop special projects. Twice a year she traveled to Arcadia University in Pennsylvania to meet with the rest of the staff.

*“It was great to be able to work independently from home, and plan your own schedule. They really treated us well and trusted us. I traveled more than required, but had flexibility during less busy times.”*



## INTERNATIONAL AFFAIRS

Professionals in this field are involved primarily in public service to forge international relations through diplomacy and foreign affairs, information sharing, and global cooperation on world issues. They support efforts to create international alliances on issues that affect all countries, such as air pollution or human rights, and to create mutually beneficial agreements between countries such as for trade or immigration purposes.

CAROL DOEZAL

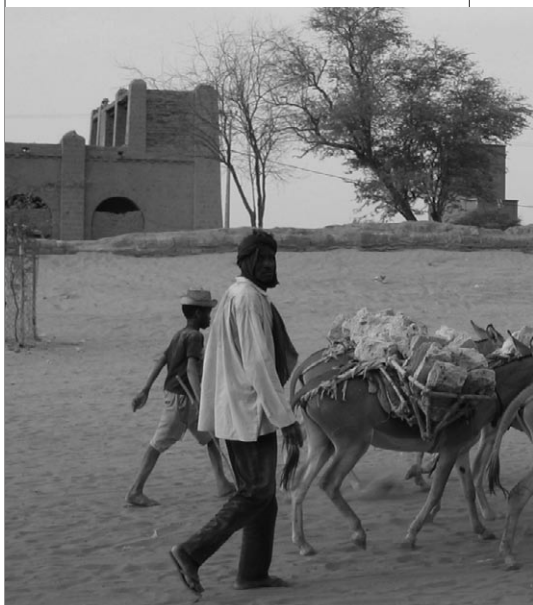
**Position:** Office Management Specialist, Bureau of Human Resources, the U.S. Department of State, Washington, DC

A wide variety of positions exist for someone in the international affairs field.

*"In my first job, I worked for a big sugar company in England. They needed somebody who was bilingual in English and French. The government of Cameroon contracted with the company to do a feasibility study to determine if we could grow sugar cane up in the arid northern part of the country. I was hired by this company to go to Cameroon, set up an office and assist the engineers to get established."*

*"The first time I was hired for a job here in the United States I was actually overseas working at the American International Commerce Center in Milan, Italy. I was speaking with the CEO of one of the companies that had come to exhibit their products, and he offered me a job as an executive assistant in New*

*York. Eventually, I applied both for the Foreign Service and for jobs at other government agencies. I was hired by the United States Information Agency (USIA), which was the international educational, cultural and informational side of the federal government, and has now been integrated into the U.S. Department of State. I worked for USIA for about two years. The Foreign Service finally called and offered me a job. I was anxious to get back overseas and so that's what I did back in 1985.*



*"You need to be knowledgeable in certain fields in order to do some foreign service jobs. Although some of it may be routine such as office management type of work. In my last job I worked in the protocol office for three years. It was really important that you had an international background and experience overseas to know how to understand certain cultural issues.*

*"I am an office management specialist in my current position with the Foreign Service grievance board of the U.S. Department of State. This is not a conventional office in that sense. We are like an appeals office where people come who've been suspended or put on leave without pay for misconduct or have received an evaluation that they think is unfair. We review the appeal and make decisions on it."*



### **Disability:** *Vision disability*

*"I've lost about 95% of my sight and yet I don't fit in any category. I don't fit in the world of the blind, and I don't fit in the world of the sighted."* As her eyesight has changed over her twenty-year career in the Foreign Service, so has access. For example, the United States Department of State has updated its computer software, which makes it easier to access the computers than previously.

### **Travel Opportunities**

*"I grew up in the diplomatic service. My dad was in the Foreign Service, and I really enjoyed the travel part of it. When I reached high school level, we were evacuated out of Africa to the United States because a war broke out. My first introduction to American education was in my freshman year in high school. I did my junior college year abroad in Rome.*

*"What I've enjoyed have been interesting places like Africa, because you get such a diverse mix of people there. I meet [people from] so many different cultures – Dutch people, French people, Belgians – that's what I've enjoyed the most. Also getting to know the local culture, the local areas, the markets and the travel. Sometimes it's been wonderful, sometimes it's been difficult depending on what country I've been in, but overall all I think there's always a positive aspect to everything, no matter where you go. You meet the most incredible, interesting people."*

**INTERNATIONAL AFFAIRS**

CHRIS EMANUEL

**Position:** Program Analyst, Climate Change Division, U.S. Environmental Protection Agency, Washington, DC

*“[For] my first job, I worked with the Fulbright program as a Senior Program Associate. I worked with the visiting scholars and the scholar enrichment program. We brought professors from all over the world to the United States and placed them in different U.S. colleges and universities. We were responsible for them and their families – everything they needed while they were on assignment, usually for one academic year. We got to know them pretty well. Every spring we had a huge conference where we would invite these visiting scholars to Washington, DC – that was exciting because then I could put faces to the names.*

*“Currently, I work with the U.S. Environmental Protection Agency working on methane issues. We meet with a lot of global organizations to see if we can help to stem the tide of global warming or climate change.”*

**Disability:** Wheelchair user  
*“In my first job, most of the year I spoke on the phone and the Fulbright scholars were not even aware that I was in a wheelchair. So by the time they saw that I was in a wheelchair, they were surprised, but we already knew each other. In addition to the*

*seminars the scholars participated in while they were in Washington, DC, we built in time for sightseeing around the city. In doing so, they became aware of certain barriers, like stairs, and the certain ways a person in a wheelchair has to maneuver. A lot of times people would be talking to me and they’d forget I am in a wheelchair, so when we come to a flight of stairs, they say ‘Come on!’ and then ‘Oh, I forgot.’*

*“The positive challenge is to educate and make people aware. Just by your presence, people are watching you. Sometimes when you go abroad there are the physical barriers, and places aren’t as accessible as in the United States. But that is a learning experience as well. I have challenges, but you have to have confidence in yourself and your purpose, and then when people see you and see your resolve, that’s when the education begins. That’s when they really start to see you for you.”*

**Travel Opportunities**  
*“My major was International Relations at the University of Southern California. My family is originally from Panama and Jamaica, so I have been interested in international topics since birth. My stepfather was in the Marine Corps so we traveled a lot.*

*“In my current position I travel often to China and India, meeting with global organizations.”*



## INTERNATIONAL DEVELOPMENT

Professionals in this field work to improve the lives of people worldwide, working in areas such as agriculture, education, health, human rights, poverty reduction, transportation and refugee issues. International development professionals provide technical and resource assistance for countries to develop their communities, or relief aid to people in times of crisis or war.

ALISON HILLMAN

**Position:** *Director of Mental Disability Rights International's Americas Advocacy Initiative, Washington, DC*

Alison works for international recognition and enforcement of the rights of people with psychiatric disabilities.

*"The positive aspects of my work with Mental Disability Rights International are being able to travel, use my Spanish, and being able to see changes that are taking place in other countries. It is really exciting to see things that are going on in other parts of the world. Colleagues are so far away that sometimes keeping up on what's going on in a country, cultural differences and coordinating a team from all different types of backgrounds can be a challenge.*

*"I went to college at Cornell, and earned a degree in Government with a concentration in U.S.-Latin American Relations. Upon graduation I wanted to go to Latin America and see for myself what the long-term impacts of U.S. policies were. So that was my first experience and that led me to want to do international work."*

**Disability:** *Bi-polar disorder*

*"I wasn't diagnosed nor did I have symptoms until I was 26 or 27. Only after this road to recovery, graduating from law school and learning about Mental Disability Rights International, did I decide to incorporate all of these passions for international human rights work, disability and working in Latin America.*

*"My current boss is my mentor. There have been many less formal mentors along the way. Specifically, women with psychiatric disabilities have been tremendously inspiring and empowering for me – really powerful women who didn't let psychiatric disabilities get in the way. In fact, they draw strength from their experiences."*





**Travel Opportunities**

*“During the summer between the first and second years of law school, I designed a research project in the Peten, an area in Guatemala. It was a study on the effects of petroleum exploitation in the Mayan reserve on the indigenous populations and the environment. At American University International Human Rights Law Clinic, we had a case where I went to Panama for a week and did investigation and client-centered assistance.”*

In her current position, Alison has traveled to countries such as Peru to investigate abuses in psychiatric hospitals, address human rights and disability legislation, and organize workshops and support groups for psychiatric survivors.

**INTERNATIONAL DEVELOPMENT**

JYOTI VIDHANI

**Position:** *Material Resources Officer at Catholic Relief Services (CRS), a U.S. based international development and relief agency, Gujarat, India.*

*“I prepare reports, monitor and evaluate the food aid programs run by our partners, and present an accurate picture of the CRS activities undertaken in my region to the main head office located at New Delhi.*

*“They mostly run food aid programs and also some projects on HIV/AIDS, women empowerment and peace building that target people directly from lower economic classes and minority communities, mostly residing in remote rural areas. Working with them certainly has enhanced my knowledge and skills as to how similar strategies can be applied to create better living conditions for disabled people.*

*“Working with CRS, I am getting an opportunity to work with more organized and experienced staff, who have well-defined models and mechanisms laid down to work at the grassroots level. I am becoming more knowledgeable, more aware of the grave situations of the poor and needy people in the nearby rural areas.”*

**Disability:** *Physical disability*

*"For those who are disabled and are seeking to get experience and international exposure, my advice is to move ahead and accept an entry level job with a development agency. It could be a turning point in your life. The benefit you gain from this experience is two fold – it is enhancing both personally and professionally. You become more aware of your strengths and qualities that in turn help you in dealing with your status as a disabled person in more positive ways. People also start realizing your value, your potential as a human being. On the career front, you become more creative, more dynamic in your approach to various parameters that lead to success.*

*"One day my boss asked me to conduct an interview for appointing the program associates, who are people at a higher level than mine. I became apprehensive about what I would ask them, given this situation. I had never done this before, so I was lacking confidence. But he encouraged me with his wonderful tips and guess what? It worked out well and I ended up helping the selection committee select the most eligible and worthy candidates for our organization."*

**Travel Opportunities**

*"I traveled to the United States to participate in Mobility International USA's (MIUSA) International Women's Institute on Leadership and Disability. Moreover, MIUSA sends me information on international internships, fellowships, funding agencies, upcoming events and seminars, which keeps me updated with what is going on around the world in the international development field."*



# International Careers: Benefits and Motivations

*“By far, being exposed to various cultures and seeing how genuine people are from all around the world – that’s the beautiful thing about international work.”*

**Chris Emanuel**, wheelchair user, works on international projects at the U.S. Environmental Protection Agency.

**M**any people go into the fields of international affairs, development or exchange to make a difference in the world or explore other cultural perspectives. Most have had previous international experiences that made an impact on their own life choices. Since entry positions in these fields are generally in the low to middle salary range, most people entering the international arena are attracted to this field of work by motivations other than money. International travel will entice some people to international careers, although travel opportunities will vary with positions. Some positions involve administrative, research or policy level work, while others entail direct assistance, marketing or advising. As they gain experience, professionals in international fields can advance to senior level positions and responsibilities, with higher salary levels.

For some people it is a chance to fulfill personal aspirations, or the lessons from and connections with people in other countries that motivate and benefit them.

*“[An internship] in Costa Rica increased my desire to enter the international development field to a fevered pitch. Partly this was because I realized how much I loved this work. Anything and everything else would have seemed ‘second best’ in comparison. I realized that finding a job in the international development field would both let me follow my passion and help me manage my ADD because I was doing what I loved.”*

**Andrea Shettle**, Deaf and attention deficit disorder, Research Assistant at the World Bank.

*“I think the highlight for me is all the people that I’ve met; I know I could go back to these countries and these people are like brothers and sisters. I’ve traveled in Zimbabwe, and I have a network of friends there, not only on a personal level but professionally. It gave me insight on what some of the issues are that they are dealing with. We tend to put everything into perspective of our culture, and when you start looking through their eyes, you see a whole other kind of dynamic.”*

**Don Galloway**, blind, former Peace

*Corps country director in Jamaica.*

The majority of people of color and people with disabilities worldwide live in developing countries. People with disabilities and from different ethnic backgrounds need to bring their perspective and voice to international development organizations and U.S. government offices overseas, so this segment of the population is included and empowered to contribute to the dialogue.

*"Poverty is so great and the resources are so absent in many other countries. And it's a shame that we can't share more....We could have a much better world if we worked to help everyone make their full contributions to it. That's what motivates me."*

**Deidre Davis**, wheelchair user, former Deputy Assistant Secretary for Equal Opportunity and Civil Rights for the United States Department of State.

*"I showed Costa Rican deaf students a photograph of a large group of deaf adults, and explained, 'He's deaf, they're all deaf, all of these people are deaf!' until they finally got it. They were thunderstruck by seeing the faces of so many deaf adults all at once. This moment really brought home for me the importance of bringing deaf adult role models to deaf children in developing countries –it's not just so they can see deaf adults being successful but, more fundamentally, so they really understand that deaf adults do exist."*

**Andrea Shettle**, Deaf and attention deficit disorder, Research Assistant at the World Bank.



# International Careers: Future Job Prospects

*"As the Advisor on Disability and Development at the World Bank, we are seeking to recruit interns, consultants and staff with disabilities. International experience is critical to working in the international development arena."*

**Judith Heumann**, wheelchair user,  
Advisor at the World Bank.

## INTERNATIONAL AFFAIRS

**T**he Association of Professional Schools in International Affairs reported that 88 percent of 2002 graduates in international affairs found work within six months after graduation, a competitive placement rate in comparison to professional degrees in law or business. The largest percent of graduates (42 percent) found work in the public sector with about a quarter each working in the nonprofit and private sectors. Even in difficult economic climates, international affairs graduates can find exciting careers because of the strength and versatility of this type of degree.

For those looking for employment in the public sector, many opportunities exist. The U.S. Department of State's Workforce Recruitment Program for College Students with Disabilities ([www.careers.state.gov/state](http://www.careers.state.gov/state)) attracts and refers talented students with disabilities to federal and private sector organizations for temporary and permanent employment. "Because the Foreign Service represents the incredible, wonderful diversity of the United States and all of its people, we are doing everything we can to ensure that the

Foreign Service looks like America as it goes about representing America," notes Ambassador Ruth Davis in a Georgetown University School of Foreign Service report (2003). Federal government entry level positions for undergraduates range from \$28,000 to \$36,000 salary levels, with extensive benefits packages. Salary can double in five to ten years with promotions.

*"A lot more people with disabilities and people of color need to get involved in foreign affairs."*

**Deidre Davis**, wheelchair user,  
former Deputy Assistant Secretary for Equal Opportunity and Civil Rights for the United States Department of State.



## INTERNATIONAL DEVELOPMENT

New job opportunities are also opening in the non-profit sector. Government support to international development organizations are expected to increase by \$5 billion by 2006, adding to existing public funds and additional billions from private donors. Many important international development agencies, such as Mercy Corps and American Friends Service Committee, seek out people with skills and expertise to ensure that their organizations meet the needs of all people.

*"After working in the international field, I have realized that the world for and of people with disabilities is changing at a rapid pace. Increasing consciousness of civil rights and emergence of people with disabilities in displaying skills and knowledge to improve their own lives are some of the factors that are contributing to the new thinking that a disabled person deserves a dignified status in society on the same terms as a non-disabled person. As a result of this, more people from the NGO (non-profit) sector and from the corporate world have shown willingness to [hire people with disabilities]. Therefore, I believe that someone who is intelligent and creative with innovative ideas and passion to change the world for the better will not be left out just on the grounds of his or her disability. The world will accept them – no doubt about that!"*

**Jyoti Vidhani**, physical disability,  
Material Resources Officer, Catholic Relief  
Services, India.

## INTERNATIONAL EXCHANGE

For people interested in working specifically with international exchange programs, the numbers of college students studying abroad has more than doubled (126 percent) in the past decade (Open Doors Survey: Institute of International Education, 2003). In addition, a Congressional commission is looking at the potential for increasing the numbers of students studying, interning or volunteering abroad for academic credit from 160,000 to 500,000 students. The U.S. President also proposed doubling the number of Peace Corps volunteers by 2007. All of this means more need for staff to coordinate placements of these exchange participants.

*"I think the biggest success is how far we've actually come in terms of promoting international education for everyone – for any type of underrepresented population – including people with disabilities. The outreach has been tremendous. I think many universities are on board – not because they have to be, but because they want to be. So in that sense, I think there have been a lot of successes."*

**Peter Kerrigan**, vice president  
of membership at the Forum on Education  
Abroad (A World Awaits You, MIUSA 2002).



# International Careers: Qualifications and Preparations

*"I'm so much farther ahead of other students who are my age, have a 4.0 grade point average, but do not have the experience I've had through internships, study abroad, student activities and volunteering in the community."*

**Alison LePage**, learning disability,  
student in Political Science at Western Michigan State University.

**A**lison has participated in a summer abroad program in Europe, the Washington Center internships and academic seminars in Washington, DC, NCDE's Exchange Pioneer internship with Colleagues International in Michigan, and has also started a campus student organization chapter of Students for Citizen Diplomacy.

Doing very well in college and obtaining a degree are important steps to prepare for a career in an international field. However, participating in experiential activities can make a significant difference in making connections and building the depth of experience necessary to start an international career.

Most people with disabilities who are employed in international work have in common a history of participation in international exchange.

## INTERNATIONAL EXCHANGE EXPERIENCES

Whether it is volunteering in Latin America, taking a summer foreign language course in Europe or studying for a semester or year in

Asia – if you want to both have the qualifications and find out if this type of work fits and motivates you, then an overseas program should be in your plans. Research<sup>1</sup> shows that an international exchange experience also has other benefits that affect your work – increased self-confidence, expanded worldview and improved adaptability and language skills, among others.

Find out about international exchange programs on websites such as:

- MIUSA's National Clearinghouse on Disability and Exchange at [www.miusa.org](http://www.miusa.org)
- Institute of International Education at [www.iiepassport.org](http://www.iiepassport.org)
- Go Abroad.com at [www.goabroad.com](http://www.goabroad.com)
- International Volunteer Program Association at [www.volunteerinternational.org](http://www.volunteerinternational.org).

MIUSA's National Clearinghouse on Disability and Exchange ([www.miusa.org](http://www.miusa.org), 541-343-1284 tel/tty) can provide tips, resources and referrals to you and international exchange program staff, to assist in planning for disability-related arrangements abroad. See the last chapter of this booklet to find out more.

*“My experience with American Friends Service Committee in Pueblo, Mexico crystallized that I wanted to work in the developing world. It was a tremendous introduction to some of the issues and actors in the international scene. Getting involved in some kind of exchange to see if an international experience is really where your passion lies is a good idea.”*

**Alison Hillman**, bi-polar disorder, advocacy director at Mental Disability Rights International.

*“[When I applied for a social work internship in Costa Rica] partly I wanted to see if I really could do this kind of work in a way that would make a difference in the deaf community where I worked, and if I really would find it as enjoyable and as rewarding as I hoped.... I found I learned a great deal in the process of preparing for the internship, and then going to Costa Rica for those 11 weeks. I gained a lot of confidence in myself and my skills in giving leadership training to up-and-coming deaf leaders. And it was tremendously rewarding.”*

**Andrea Shettle**, Deaf and attention deficit disorder, student internship in Costa Rica, employed currently at the World Bank.

*“As I look back, I truly think that my studies and time in San Diego are one of the best things that have ever happened to me. The chance to study abroad gave me invaluable academic and professional opportunities and, most importantly, provided irreplaceable personal experiences.”*

**Daniella Levy-Pinto**, blind, International Relations Major from Mexico.

*“Peace Corps is an excellent opportunity, and it opens a lot of doors. You gain experience, you’re close to different cultures, and it plays a very big role when you are talking about résumé building. Employers look at applications and time after time they will take the person with Peace Corps experience.”*

**Chris Emanuel**, wheelchair user, works on international projects at the U.S. Environmental Protection Agency.

*“I found my job after I came back to India from MIUSA’s International Women’s Institute on Leadership and Disability exchange program in the United States. When Catholic Relief Services saw my résumé, they were quite impressed with it and that really motivated them to consider hiring me.”*

**Jyoti Vidhani**, physical disability, Material Resources (MR)/MIS officer, Catholic Relief Services, India.



For those interested in working in the study abroad field, a survey of professionals indicated that employers seeking to hire entry-level study abroad program advisors view extensive international exchange experience as the most important (41 percent) qualification, followed by experience in an exchange program office (34 percent) such as a work-study position or internship while in college (Robinson, 2003). International exchange experience is also ranked as most important among qualifications for exchange program representatives that travel around the country promoting programs, or overseas directors that run the study abroad programs in the host countries (Robinson, 2003). The same is true for other careers in international affairs or international development.

*“If you seriously want to enter the international development field, then I would strongly urge you to find some way to do a long term internship, job, volunteer position, or other experience (Peace Corps, Volunteer Service Organization, whatever works) in a developing country. Try to get at least two years total under your belt, whether it’s all at once or in a few multi-month stints. Many international development organizations won’t even look at your résumé unless you have relatively extensive experience doing actual development work in a developing country.*

*“But, if you’re still not sure whether you want to go into this field, or if you can’t afford a long-term travel opportunity because of time, money, or other constraints, short trips abroad can still be worthwhile learning experiences if you do them right. Meet people who live locally and get to know them, whether it’s by traveling with a friend who is already familiar with the area or maybe working with a local disability non-governmental organization.”*

**Andrea Shettle**, Deaf and attention deficit disorder, research assistant at the World Bank.

The National Clearinghouse on Disability and Exchange’s book *Survival Strategies for Going Abroad: A Guide for People with Disabilities* (2005) shares first-hand accounts from people with disabilities who have participated in international exchanges and their strategies that can help you in navigating places that are unfamiliar.

## OTHER USEFUL EXPERIENCES

### Foreign Language Skills

More doors will open for you if you are proficient in another language in addition to English. The U.S. government alone requires 34,000 employees with foreign language skills, and American businesses increasingly need internationally experienced employees to compete in a global economy and to manage a culturally diverse workforce. (Alliance for International Educational and Cultural Exchange, 2003). Foreign language skills are especially important if your goal is to find a position overseas, such as study abroad resident director, coordinating host country logistics for participants while they are studying abroad.

If languages are not your strength, you don't need to discount international work as a potential career option. Many jobs, particularly U.S.-based administrative positions for international organizations, do not require foreign language proficiency. However, your options for employment and graduate programs in international fields will be more limited if you do not have skills in English and another language.

## Foreign Service Exam

*"If international work is what you are interested in, then you should certainly seek out an international non-profit organization, or apply to the U.S. Department of State or another international federal agency. There are a lot of opportunities for international work. Consider taking the Foreign Service exam."*

**Chris Emanuel**, wheelchair user,  
international projects at the U.S.  
Environmental Protection Agency.

Those who are interested in working in the Foreign Service must first take and pass an exam that is conducted once a year. Since it is competitive, there are practice books and preparatory courses that can prepare you for the exam. To learn more about the exam, and if this career is right for you, visit the Foreign Service website at: [www.foreignservicecareers.gov](http://www.foreignservicecareers.gov).



## Graduate Degrees

Entry-level positions in international organizations require at least an undergraduate degree. A master's degree is often required for more advanced positions, and doctorate degrees are sometimes required for executive level positions at international offices. For individuals interested in U.S. Foreign Service work, a graduate degree is most valuable (see the degree section later to find out about graduate school preparatory programs). The majority of study abroad staff surveyed reported that they had master's degrees, although an undergraduate degree was accepted as minimum qualification for a program advisor position at most of their institutions (Robinson, 2003). Interestingly, the level of degree held seemed to be less important to those serving overseas as resident directors or traveling the country as an exchange program representative.

Regarding field of study, International Relations seemed to be the major of most of the study abroad professionals surveyed, although the majority (70 percent) of their positions did not specify a required or preferred major (Roy Robinson, 2003). The U.S. Foreign Service also accepts a wide array of degrees. However, degrees that focus on economics, international relations, international or U.S. regional studies,

political science, or public affairs may be helpful in preparing for the Foreign Service exam.

*"I am getting ready to [go on to graduate school]. I'm looking at Johns Hopkins University and/or the Kennedy School at Harvard University. I first wanted to become very skilled at my position at the U.S. Environmental Protection Agency; I am beginning my third year here. They have a program that will allow us to get our master's degree, so that is my plan."*

**Chris Emanuel**, wheelchair user, undergraduate degree in International Relations at University of Southern California.



## Informational Interviews

Setting up short meetings to talk with professionals about their careers, both what motivates them and their day to day tasks, can be helpful in determining if such positions would be right for you. Informational interviews can also give you insight into the paths that others have taken toward a career that you might find interesting.

*"I would strongly encourage you to pursue many 'informational interviews' with people who are already doing the kind of work you think you might want to do some day and find out from them what degrees and experiences they have, what degrees their co-workers have, etc. If you talk with people who make hiring decisions you can also ask what kind of academic, work, internship, and volunteer experience they look for in their potential employees. Informational interviewing can be an excellent way to gather information that can help you figure out how to plan your academic career."*

**Andrea Shettle**, Deaf and attention deficit disorder, research assistant at the World Bank.

## Skill and Confidence Building

Skills in interpersonal, intercultural and diplomatic communication as well as the ability to multi-task, think analytically and use the computer are often highly desirable qualifications. Participating in courses or activities, such as the Model United Nations conferences or intercultural training workshops, to practice and improve on these skills can be helpful in preparing for an international career.

*"I believed in myself, my own capabilities and potential. [I also had] some ideas, a little bit of empathy and a vision to create a better and more equal society.... When you put all these qualities together, you are fit for success in this international field!"*

**Jyoti Vidhani**, physical disability, Material Resources Officer, Catholic Relief Services, India



## Internships

Many people with disabilities who found jobs in the international field first held internships to gain valuable experience toward their career goal. Visit college or university career service offices or contact organizations that interest you directly to inquire if they have internship opportunities available. Some organizations that have international internship programs are listed in the *Stepping Stones: International Fellowship Programs in College* section later in this booklet.

*"Take advantage of the various internship programs that the U.S. Department of State and other federal departments and agencies have to offer while you are in college. There is an array of positions. Apply and apply again; the competition is stiff, so be qualified. Be willing to go through it."*

**Deidre Davis**, wheelchair user, former Deputy Assistant Secretary for Equal Opportunity and Civil Rights for the Department of State.

*"Get used to reading a world-renowned newspaper every day (Wall Street Journal, New York Times, Washington Post, International Herald Tribune, and other major newspapers in other countries) and apply early for internships. Knowledge will be your most important asset starting off, and an understanding of how the world works combined with the skills and personality to express opinions can help you immensely when starting out."*

**Josh Pila**, hard of hearing, former student intern at the Bureau of Educational and Cultural Affairs of the U.S. Department of State.



*“Start with an internship is my advice. Take advantage of the interaction with staff. Take your responsibilities to heart. If you are a good worker you will gain respect and open doors. Be open and sincere; say ‘I want to learn!’ When I interned at Mobility International USA, I realized that I had a passion for cultures, international communications, and negotiations. The internship made me look into an international studies major.”*

**Ingrid Ioan**, wheelchair user  
from Romania, undergraduate student at the  
University of Oregon in international studies.

*“The summer internship with Gallaudet University’s Center for Global Education gave me the opportunity to set up a listserv called deafintl. It put me in contact with deaf people in developing countries, which helped increase my commitment to getting more actively involved with affecting these issues. I think another outcome of my summer internship is that it increased my motivation for finding a way to do a social work internship abroad.”*

**Andrea Shettle**, Deaf and attention deficit disorder, research assistant at the World Bank

*“I did summer internships at different universities while in college in Atlanta, Berkeley, and Middlebury, Vermont with the Institute for International Public Policy (IIPP) fellowship program [see the later chapter on fellowships to find out more]. I was in the very first cohort of IIPP fellows. When I came to Washington, DC to do a semester program for my university, IIPP helped me to land a job at the Organization of Africans in the Americas, an Afro-Latino organization. That job afforded me the opportunity to go to Nicaragua to facilitate a conference. We worked closely with the United Nations, the Interagency Development Bank and Catholic charities to get supplies and address the needs of communities of color throughout Central and South America.”*

**Chris Emanuel**, wheelchair user,  
works on international projects at the U.S.  
Environmental Protection Agency.



## Stepping Stones





# Stepping Stones: International Activities in High School

*“The Berlin Wall fell when I was in high school, and I had a world history teacher who gave us global current events every single day of class. I thought, ‘Wow, what an interesting time to be alive. How wonderful if I could have a career affecting it in some way.’”*

**Sandra Sermons**, blind,  
master’s degree in International Relations from American University.

**A**s with non-disabled students, young people with disabilities must think about what they want to do after high school. Extracurricular or classroom activities provide experiences that are often invaluable in helping students to decide on a career path. For general information on transitioning into future plans for youth with disabilities, you can find resources from the National Center on Secondary Education and Transition ([www.ncset.org](http://www.ncset.org), 612-624-4512).

Following are examples of international activities that are good ways for you to explore international interests and opportunities.

## DISABILITY MENTORING AND JOB SHADOWING DAYS

In February each year, the national Job Shadow Day ([www.jobshadow.org](http://www.jobshadow.org), 800-373-3174) kicks off a program in which a million high school students explore careers by being matched with workplace mentors, who over the year provide on the job experiences that complement what students learn in the classroom. Each October, Disability Mentoring Day ([www.dmd-aapd.org](http://www.dmd-aapd.org), 800-840-

8844 tel/tty) is held worldwide and locally, providing opportunities for young people with disabilities to gain skills and knowledge by being mentored by someone working in their field of interest. While these events are not necessarily related to the international field, you can express your interests in an international career and ask for a mentoring site that lets you explore that in more detail.

## FOREIGN LANGUAGE OR INTERNATIONAL SUMMER CAMPS

The younger you are, the easier it may be to learn a language. Check out local summer camps, courses or clubs that allow you to be immersed in a foreign language. A general listing of foreign language camps for youth can be found at the Southwestern Opportunities Network ([www.swopnet.com/geo\\_rodeowriter\\_2000/lang\\_camps.html](http://www.swopnet.com/geo_rodeowriter_2000/lang_camps.html), 512-327-1310). Foreign languages will also help you learn about other cultures and perspectives. If you cannot find a course, camp or club in your area, find people in your community that speak another language or check out foreign language books and tapes from the local library.

Another option is to participate in summer camps in the United States with people from other countries, such as Children’s International Summer Villages ([www.cisvusa.org](http://www.cisvusa.org), 888-247-8872), Volunteers for Peace’s international workcamps ([www.vfp.org](http://www.vfp.org), 802-259-2759) or Interlochen’s international summer camp ([www.interlochen.org](http://www.interlochen.org), 231-276-7200). Being surrounded by people who speak other languages can be a fun way to learn new vocabulary and concepts.

An internationally focused summer session for high school students can be found at Georgetown University’s Special Programs ([www.georgetown.edu/ssce/spp/hsir.htm](http://www.georgetown.edu/ssce/spp/hsir.htm), 202-687-5719). This Washington, DC one-week workshop on international relations includes small-group discussions, site visits, and lectures that introduce students to the complexity of foreign policy issues and teaches intercultural empathy. The session can be a good introduction to an international career.

**INTERNATIONAL STUDIES AND FOREIGN LANGUAGE IMMERSION SCHOOLS**

The Asia Society ([www.internationalized.org/schools.htm](http://www.internationalized.org/schools.htm), 212-327-9227) has created a national network of urban secondary schools in five U.S. cities devoted to providing an education that includes international studies for low-income

and minority students. This prepares them for college and the working world in an increasingly global society.

*“We must give all of our young people access to the high-quality education they need to succeed in today’s demanding economy,”* said Tom Vander Ark, director of education for the Bill and Melinda Gates Foundation that funded the Asia Society schools. *“These students will leave high school with a strong knowledge of other countries, cultures and languages, and a strong desire to keep learning, follow their dreams and explore exciting career paths.”*



Other internationally focused schools, that are members of International Studies School Association ([www.du.edu/issa](http://www.du.edu/issa)) are available across the United States from Illinois to Oregon to Texas. Ask your local school district if there is an international high school in which you could enroll. You can also take high school classes to help prepare for an international college degree.

If you are interested in schools that teach in two languages, the Center for Applied Linguistics ([www.cal.org/resources/earlyfl/](http://www.cal.org/resources/earlyfl/); [info@cal.org](mailto:info@cal.org)) reports there are 248 such programs in the United States, with the majority being public schools teaching Spanish and English.

### MODEL UNITED NATIONS

Model United Nations (U.N.) ([www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus)) is an authentic simulation of the U.N. General Assembly and other multilateral bodies, in which students assume the role of ambassadors to the U.N. at a Model U.N. event. More than 200,000 high school students participate either in classrooms in their own high schools, or at larger conferences with participants from all over the United States and the world. More than 400 conferences take place in 35 countries each year. Model U.N. conferences are held virtually every month throughout the school year, with fewer events in the summer.

A Model U.N. event is a good first step into international activities, as you do not already have to know about international relations. Anyone can participate who has the ambition to learn something new, and to work with people to try to make a difference in the world. The Model U.N. experience promotes interest in international relations, increases the capacity to engage in problem solving, teaches aspects of conflict resolution, research skills and communication, and creates an opportunity to meet new people and make new friends.

### ONLINE INTERNATIONAL LEARNING EXCHANGES

Whether writing to a pen pal in another country or participating in online chats with students from around the world, Internet-based experiences can cultivate learning about different cultural perspectives. An example of this is International Education and Resource Network (iEARN), a non-profit organization made up of over 20,000 schools in more than 109 countries. iEARN ([www.iearn.org](http://www.iearn.org), 212-870-2693) brings teachers and young people together online using the Internet and other new communications technologies for students to engage in educational projects with peers in their countries and around the world. The Canadian based E-PALS Classroom Exchange ([www.epals.com](http://www.epals.com), 613-562-9847) provides tools to translate foreign languages online and matches classrooms from different countries for cultural exchange discussions.

The British Council's Windows on the World website ([www.wotw.org.uk](http://www.wotw.org.uk), 44-20-7389-4359) is also a free resource to make school-to-school connections worldwide.

Other international online resources include those from Returned Peace Corps Volunteers, who share personal experiences and country information with classrooms through the following programs:

- World Wise Schools ([www.peacecorps.gov/wws](http://www.peacecorps.gov/wws), 800-424-8580 ext. 1450)
- Global Teach Net ([www.rpcv.org/pages/globalteachnet.cfm](http://www.rpcv.org/pages/globalteachnet.cfm), 202-293-7728, ext. 11)
- One World, Our World ([www.members.cox.net/1wow\\_program](http://www.members.cox.net/1wow_program), 800-910-5437).

Ask your teachers if they can help you to become involved.

## INTERNATIONAL EXCHANGE PROGRAMS

Whether as a participant traveling overseas for study, language learning, volunteer or cultural tours, or as a homestay family that welcomes a high school student from another country into your home – international exchanges give you real life experiences that can influence your future interests and qualifications. American Institute for Foreign Study found that 86 percent of alumni in its high school exchange programs felt the experience was a worthwhile investment in their future. The programs described here both

bring high school students from other countries to the United States and send U.S. high school students abroad for summer, semester or academic year programs. Some of these organizations may offer scholarships to support participation of individuals from underrepresented groups, such as people with disabilities, members of ethnic or cultural minority groups, and people from low-income backgrounds. MIUSA's National Clearinghouse on Disability and Exchange ([www.miusa.org](http://www.miusa.org), 541-343-1284 tel/tty) can provide tips and resources to assist you and the exchange program staff to plan for disability-related accommodations abroad.

The following are just a few of the many programs available. To learn about other programs, consult the *Advisory List* publication:

Tel: (703) 739-9050  
 Fax: (703) 739-9039  
 E-mail: [mailbox@csiet.org](mailto:mailbox@csiet.org)  
 Web: [www.csiet.org](http://www.csiet.org)

Also browse these websites:

- MIUSA's National Clearinghouse on Disability and Exchange ([www.miusa.org](http://www.miusa.org))
- GoAbroad.com ([www.highschoolprogramsabroad.com](http://www.highschoolprogramsabroad.com))
- PlanetEdu ([www.planetedu.com](http://www.planetedu.com)).

**Academic Year In The USA (AYUSA)**

Tel: (800) 727-4540 x543 or  
(415) 434-1212  
Fax: (415) 674-5232  
E-mail: [info@ayusa.org](mailto:info@ayusa.org)  
Web: [www.ayusa.org](http://www.ayusa.org)

AYUSA offers academic year, semester or summer programs and homestays. It has had experience with disabled applicants, and will work with its network of community representatives to find the situation that will best match the applicant's needs and interests. It also provides scholarships through the U.S. Department of State's Youth Exchange and Study Program for secondary students from predominately Islamic countries.

**AFS Intercultural Programs**

Applicants from outside the United States contact:

**AFS International**

Tel: (212) 807-8686  
Fax: (212) 807-1001  
E-mail: [info@afs.org](mailto:info@afs.org)  
Web: [www.afs.org](http://www.afs.org)

Applicants from within the United States should contact:

**AFS-USA**

Tel: (800) 237-4636 or  
(212) 299-9000  
Fax: (212) 299-9090  
E-mail: [afsinfo@afs.org](mailto:afsinfo@afs.org)  
Web: <http://usa.afs.org>

AFS Intercultural Programs offers academic, cultural and volunteer exchanges to a variety of countries and has experience accommodating participants with a range of disabilities. Various scholarships are available.

**American Councils**

Tel: (202) 833-7522  
Fax: (202) 833-7523  
E-mail: [general@americancouncils.org](mailto:general@americancouncils.org)  
Web: [www.americancouncils.org](http://www.americancouncils.org)

American Councils specializes in the countries of Eastern Europe, Russia and Eurasia, and has facilitated placements for participants with disabilities on several occasions. Its U.S. Department of State sponsored Future Leaders Exchange Program provides scholarships for students from Eurasia.

**American Intercultural Student Exchange**

Tel: (800) 742-5464 or  
(858) 459-9761  
Fax: (858) 459-5301  
E-mail: [info.request@aise.com](mailto:info.request@aise.com)  
Web: [www.sibling.org](http://www.sibling.org)

People with disabilities have participated in American Intercultural Student Exchange academic and cultural exchange programs and are encouraged to contact AISE for information on opportunities.

### **ASSE International Student Exchange Programs**

Tel: (800) 733-2773 or

(425) 803-9490

Fax: (425) 828-1987

E-mail: [asseusawest@asse.com](mailto:asseusawest@asse.com)

Web: [www.asse.com](http://www.asse.com)

ASSE International offers homestay, educational and cultural exchanges to U.S. and foreign students who wish to live and study abroad.

They provide scholarships, such as through the U.S Department of State's Congress-Bundestag Youth Exchange Program between Germany and the United States. Students with all types of disabilities are encouraged to participate in ASSE International programs.

### **Enforex Spanish Language School**

Tel: (34-91) 594-3776 in Spain

Fax: (34-91) 594-5159 in Spain

E-mail: [spanish@enforex.es](mailto:spanish@enforex.es)

Web: [www.enforex.es](http://www.enforex.es)

Enforex offers summer language camps for youth ages 6-18 years of age. Members of the staff are flexible and open to working with students with disabilities.

### **Eurocentres**

Tel: (800) 648-4809 or

(703) 684-1494

Fax: (703) 684-1495

E-mail: [alx-info@eurocentres.com](mailto:alx-info@eurocentres.com)

Web: [www.eurocentres.com](http://www.eurocentres.com)

Eurocentres exchange programs include intensive language programs in French, German, Italian, Japanese, Russian, Spanish and English. Almost all of the centers have wheelchair access, and Eurocentres has accommodated many paraplegic, blind, dyslexic and partially deaf students.

### **Nacel Open Door**

Tel: (800) 622-3553 or

(651) 686-0080

Fax: (651) 686-9601

E-mail: [info@nacelopendoor.org](mailto:info@nacelopendoor.org)

Web: [www.nacelopendoor.org](http://www.nacelopendoor.org)

Nacel Open Door offers academic, language, and homestay programs for either short or long duration. Students with disabilities are encouraged to apply.

### **Pacific Intercultural Exchange-USA, Inc.**

Tel: (888) 743-8721 or

(619) 238-6767

Fax: (619) 238-6717

E-mail: [info@pieusa.org](mailto:info@pieusa.org)

Web: [www.pieusa.org](http://www.pieusa.org)

U.S. and foreign secondary students are reciprocally exchanged for two weeks to ten months for educational and intercultural purposes. Pacific Intercultural Exchange welcomes interested high school students with disabilities to contact their office for more information.

**Program of Academic Exchange**

Tel: (800) 555-6211 or

(203) 629-8116

Fax: (203) 629-0486

E-mail: [academicexchange@pax.org](mailto:academicexchange@pax.org)

Web: [www.pax.org](http://www.pax.org)

Program of Academic Exchange seeks good, solid students from mixed backgrounds, representing various social and economic levels for its educational and cultural exchanges. Full scholarships are awarded to a number of students each year. Program of Academic Exchange has accepted and successfully placed students with a variety of disabilities.

**Rotary International Youth Exchange**

Tel: (847) 866-3000

Fax: (847) 328-8554

E-mail: [youthexchange@rotaryintl.org](mailto:youthexchange@rotaryintl.org)

Web: [www.rotary.org/programs/youth\\_ex/index.html](http://www.rotary.org/programs/youth_ex/index.html)

Rotary International Youth Exchange programs provide short- and long-term opportunities for high school students in more than 60 countries. Interested students must apply through their local Rotary Clubs. Rotary encourages participation of people with disabilities.

**YMCA International Program Services**

Tel: (888) 477-9622 or

(212) 727-8800

Fax: (212) 727-8814

E-mail: [ips@ymcanyc.org](mailto:ips@ymcanyc.org)

Web: [www.ymcainternational.org](http://www.ymcainternational.org)

The Go Global Program arranges volunteer positions and the Camp Counselor Program sends young adults to serve as staff in YMCA camps throughout world and in the United States. People with all types of disabilities are eligible to participate in various programs of the YMCA.

**Youth For Understanding USA**

Tel: (800) 833-6243 or

(240) 235-2100

Fax: (202) 895-1104

TTY: (800) 787-8000

E-mail: [admissions@yfu.org](mailto:admissions@yfu.org)

Web: [www.youthforunderstanding.org](http://www.youthforunderstanding.org)

Youth for Understanding USA provides a number of summer, semester and school year programs in Asia, Europe, North America, South America and the Pacific. YFU encourages students with disabilities to apply to their programs.



## Stepping Stones: International Degree Programs in College

*"For me, a highlight is watching my students going out into the world and making a difference. My Ugandan graduate student works in New Delhi teaching members of a Deaf women's association about HIV/AIDS. Those Indian women then, in turn, teach other Deaf women. What a wonderful domino effect!"*

**Amy Wilson**, Professor of International Development Certificate Program at Gallaudet University.

In order to work in international affairs, development or exchange fields, many people seek out an international relations or studies degree program, such as those that are listed in this section. Many programs are interdisciplinary in nature and provide courses that can be useful for various international career paths. For undergraduate programs, browse the college guides and online databases, such as U.S. News college rankings ([www.usnews.com](http://www.usnews.com)) and Peterson's college guides (<http://iiswinprd01.petersons.com>). Thousands of options are available.

If you are ready for graduate school, the Association of Professional Schools in International Affairs ([www.apsia.org](http://www.apsia.org), 303-871-4021) found 3,000 students enrolled in 2003 in the 29 U.S. graduate programs in International Affairs, with 56 percent women, 23 percent international students, and 20 percent minority students. A partial listing of these schools follows, but visit the APSIA website for a complete list of its graduate school programs. While one does not need to have majored in International Relations as an undergraduate, coursework in

economics and foreign languages is sometimes required for entrance into graduate programs.

To talk with admissions counselors at various programs, both APSIA and the Public Policy and International Affairs program ([www.ppiaprogram.org](http://www.ppiaprogram.org), 202-496-0130) host free graduate school expos in several cities each fall. Also the following two programs assist undergraduates that are underrepresented in graduate schools to prepare for successful admissions to graduate school.





## Ronald E. McNair Post Baccalaureate Achievement Program

**Student Status:** Juniors and seniors in college during first summer session

**Location:** 156 higher education institutions across the United States

**Deadline:** Varies with institution, usually early spring

**Contact:**

E-mail: [tomo@uclink.berkeley.edu](mailto:tomo@uclink.berkeley.edu)  
(Tom O'Brien)

Web: [www.mcnairscholars.org](http://www.mcnairscholars.org)

The McNair program, funded by the U.S. Department of Education, is designed to prepare undergraduate students for graduate level studies through involvement in research and other scholarly activities. The goal of the program is to increase doctoral degree attainment of students from underrepresented segments of society. Institutions work closely with participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees.

**Fellowships include:**

- Mentoring and academic counseling
- GRE preparation and fees paid
- Fee waivers for some graduate school applications
- Research internships with a stipend of up to \$2,800.

### Eligibility

- Cumulative GPA of 2.7 or above
- United States citizenship or permanent resident status
- A first generation college student (i.e. neither parent attended more than two years of college), who has an income level of not more than 150 percent of the federal poverty level and/or a member of a group that is underrepresented in graduate education
- Commitment to post-baccalaureate education, particularly doctoral studies

*"The McNair Scholars Program prepared me for the Public Policy and International Affairs Fellowship Program (PPIA), and prepared me for Congressional Hispanic Caucus Internships, which prepared me for my internship with the U.S. Department of State. I hope it will lead me to a Fulbright fellowship and graduate school."*

**Nelly Nieblas**, cerebral palsy and dyslexia, McNair scholar, International Relations graduate of University of Southern California.



**Public Policy and International Affairs (PPIA) Fellowship Program**

**Student Status:** Completed junior year of college by the start of the fellowship; seniors must have a full semester or two quarters remaining before graduation

**Location:** University of California – Berkeley, University of Michigan, University of Maryland, and Carnegie Mellon University

**Deadline:** March 1

**Contact:**

Tel: (202) 496-0130

Fax: (202) 496-0134

E-mail: [ppia@ppiaprogram.org](mailto:ppia@ppiaprogram.org)

Web: [www.ppiaprogram.org](http://www.ppiaprogram.org)

PPIA seven-week summer fellowships prepare students, primarily from historically underrepresented groups, for graduate studies and careers in public and/or international affairs. This focus stems from a core belief that citizens are best served by public managers, policy makers and community leaders who represent the diverse backgrounds and perspectives of their constituencies. The program focuses on economics, domestic/international policy issues and leadership topics to sharpen quantitative, analytic and communication skills.

**Fellowships include:**

- Full tuition/board for PPIA Junior Summer Policy Institute, plus \$1,000 stipend

- Minimum of \$5,000 toward graduate school tuition and waived application fees at 41 consortium schools
- Eligible for paid internships.

**Eligibility**

- Must demonstrate a commitment to public service
- Economic need is given extra consideration
- Any academic major is accepted
- United States citizen or permanent resident

*“The PPIA coordinator at UC- Berkeley was very receptive. When my tape recorder broke the second week of the program, I wondered how I was going to compete and keep up with notes in the program. I explained to the coordinator what I needed, as well as extended time on tests, and within 24 hours I got a tape recorder. While I really appreciated this, when that one didn’t work out for what I needed, they got me a second one right away with higher quality. When I reported that the handrails in my bathroom weren’t solid, within a week they had someone in there repairing it. This helped make the PPIA program just beautiful – I still keep in touch with the coordinator today.”*

**Nelly Nieblas**, cerebral palsy and dyslexia, PPIA alumnus, International Relations graduate of University of Southern California.

## INTERNATIONAL AFFAIRS, DEVELOPMENT AND EXCHANGE DEGREE PROGRAMS

### American University

School of International Service  
Washington, DC  
Tel: (202) 885-1603  
Fax: (202) 885-2494  
E-mail: [sisgrad@american.edu](mailto:sisgrad@american.edu)  
Web: [www.american.edu/sis/admissions/graduate.htm](http://www.american.edu/sis/admissions/graduate.htm)

This school has degree programs corresponding to eight fields of study: Comparative and Regional Studies, Global Environmental Policy, International Communication, International Development, International Economic Policy, International Politics, Peace and Conflict Resolution, and United States Foreign Policy. Undergraduate degrees are also available in the international field.

*"I received a master's degree in International Relations from American University, and it has a wonderful school of international service. The fact that it's in the heart of Washington, DC makes it an absolutely spectacular place to be, so while I was there I did a little bit of everything, besides just getting my degree. That was also when I did exchange programs to Prague and Mexico."*

**Sandra Sermons**, blind, employed with the U.S. Department of the Interior.

### Brandeis University

Master of Arts in International Sustainable Development  
Waltham, Massachusetts  
Tel: (781) 736 2770  
Fax: (781) 762775  
E-mail: [sidrecruit@brandeis.edu](mailto:sidrecruit@brandeis.edu)  
Web: <http://heller.brandeis.edu/sid>

A two-year program in development studies and project planning, implementation and evaluation. The program includes a Year-in-Residence and a Second Year professional internship or advanced study. A one-year accelerated MA is available for students with significant project management experience.

*"The Sustainable International Development Master's program at Brandeis University provides an excellent opportunity to learn in an international community about current global issues related to poverty, environmental degradation, preventable disease and social and economic development. The program is an amazing tool for international cooperation and learning. People with disabilities must be represented in this global dialogue for social justice and human rights. As a bilateral amputee, I felt fortunate to be able to learn in such an environment and I encourage more individuals with disabilities to become a part of this growing and much-needed field."*

**Rhonda Neuhaus**, bilateral amputee, law student at the University of Maryland, Baltimore.

## Gallaudet University

Graduate Certificate in International Development

Washington, DC

Tel/TTY: (800) 995-0513

Fax: (202) 651-5295

E-mail: [graduate.school@gallaudet.edu](mailto:graduate.school@gallaudet.edu); [amy.wilson@gallaudet.edu](mailto:amy.wilson@gallaudet.edu)

Web: <http://gradschool.gallaudet.edu/gradschool/Prospective/prospective.html>; <http://edf3.gallaudet.edu/international.htm>

This certificate introduces students to contemporary theory and practice in international development. It draws on theories and material from education, political science, administration and supervision, economics, and research and stresses the interdisciplinary nature of development studies. The courses are also available online.

*"I didn't major in international development or any related field before now mostly because I didn't know it was even possible. Now, Gallaudet University has a new graduate certificate program in international development with disability communities in developing countries. It requires five graduate classes (15 credits). I'm pursuing that now."*

**Andrea Shettle**, Deaf and attention deficit disorder, research assistant at the World Bank.

## Georgetown University

School of Foreign Service  
Washington, DC

Tel: (202) 687-5763

Fax: (202) 687-5116

E-mail: [msfsinfo@georgetown.edu](mailto:msfsinfo@georgetown.edu)

Web: [www.georgetown.edu/sfs/about.html](http://www.georgetown.edu/sfs/about.html)

The school's liberal arts undergraduate program includes a two-year required core curriculum followed by two years of multidisciplinary electives. Major fields of study include history, international politics, international economics, comparative and regional studies, culture and politics, and science and technology. Six interdisciplinary graduate programs – four regional studies programs as well as the Master of Science in Foreign Service and the Security Studies Program – are designed to teach students to think about, analyze, and act in the world.

*"I decided to do an international program at Georgetown University because I was interested in politics, and I have international interests from my experiences traveling for sports. I studied abroad in my junior year in Australia, and they are encouraging me to apply for the Rhodes and Marshall fellowships for study in England when I graduate. I'm interested in studying international development in graduate school."*

**Jennifer Howitt**, wheelchair user, undergraduate in International Affairs at Georgetown University.

## School for International Training

MA in International Education

Brattleboro, Vermont

Tel: (800) 336-1616

Fax: (802) 258-3500

E-mail: [admissions@sit.edu](mailto:admissions@sit.edu)

Web: [www.sit.edu](http://www.sit.edu)

SIT's MA in International Education prepares graduates to be educational policy advocates and program administrators. Students examine the effects of globalism, changing technology, immigration law and educational policy on international programs. Other MA programs include: Social Justice in Intercultural Relations, Sustainable Development, Intercultural Service Leadership and Management, and Conflict Transformation.

*"The MA degree in International Education at the School for International Training (SIT) gave me the skills and professional development opportunities to advance my career and personal interests in international education. SIT teaches from an experiential education model, which focuses on the uniqueness of different cultures and educational systems around the world. My experience at SIT has made a lasting impression on my personal life, but more important, it has paved the way for my professional career."*

**Kristin L. Hoobler**, learning disability, Class of PIM 61, Resident Director of the Honor's College Residence Hall, Oregon State University.

## University of California, San Diego

Graduate School of International

Relations and Pacific Studies (IR/PS)

La Jolla, California

Tel: (858) 534-5914

Fax: (858) 534-1135

E-mail: [irps-apply@ucsd.edu](mailto:irps-apply@ucsd.edu)

Web: <http://irps.ucsd.edu>

This program focuses on the economic, political, and business relations of the Pacific Rim countries, encompassing both the Americas and the Asia-Pacific region. IR/PS attracts students from every region of the Pacific Rim and beyond. It includes regional specializations in Latin America, Japan, Korea, China and Southeast Asia, and career concentrations in international management, international economics, international politics, public policy, international development and nonprofit management, international environmental policy, country and regional studies, or self-designed concentrations.

*"As I entered high school, I began to explore possible academic and professional opportunities for the future. I decided to pursue my bachelor's degree in International Relations at the Universidad Iberoamericana in Mexico City. In the years following my undergraduate studies, I earned my first career-related job as a political analyst at the Mexican Institute for Political Studies, where I worked for a few years. It had always been a dream of mine to live and attend a university*

*in another country, so I started concentrating on graduate programs in the United States and Canada. I felt that such an opportunity would not only be beneficial for my career, but it would also enhance my independence....I found myself having to prepare, and eventually take the Test of English as a Foreign Language (TOEFL) and the Graduate Record Examination (GRE). In order for me to take these exams, I had to obtain special accommodations, such as a reader and extended test time. Several weeks after submitting my applications, I learned that I was accepted into the Graduate School of International Relations and Pacific Studies (IR/PS) at the University of California, San Diego. Obviously, this was exciting news and it meant that I was one step closer to achieving my goal."*

**Daniella Levy-Pinto**, blind,  
from Mexico, IR/PS graduate of University  
of California, San Diego.

organizations with an international focus. A minimum of 73 credits must be completed for the degree. Areas of professional concentration include cross-cultural training, gender and development, international education, and public policy and planning. Approximately half of the program's graduate students are international students.

*"Choosing an international career offered me a great opportunity to expand my horizons and helped me to make sense of our society and the diversity of life. Being in International Studies not only developed my understanding of international political questions but also taught me how to think critically and objectively about the cultural dimensions of international relations."*

**Ingrid Ioan**, wheelchair user,  
from Romania, undergraduate student  
in international studies, the University of  
Oregon.

## University of Oregon

International Studies Program  
Eugene, Oregon  
Tel: (541) 346-5052  
Fax: (541) 346-5041  
E-mail: [isp@uoregon.edu](mailto:isp@uoregon.edu)  
Web: <http://darkwing.uoregon.edu/~isp>

An interdisciplinary undergraduate and master's degree program in international studies is offered for students who contemplate careers in international affairs, international development, diplomacy, international organizations, or domestic





# International Fellowship Programs In College

*“First of all, my own study abroad experience to China led to my current career in the field. Second, and most importantly, the overseas experience opened my eyes to the needs of individuals in other regions of the world – particularly those people with disabilities or chronic diseases such as myself. Studying abroad challenged me physically, emotionally and intellectually in ways I never could have imagined but am now so grateful for. I was forced to grow up.”*

**Elise Read**, *diabetes, former Arcadia College Study Abroad Regional Director, National Security Education Program fellowship student recipient for study abroad to China.*

Since 1981 when Mobility International USA (MIUSA) began promoting the importance of international exchange to the disability community, MIUSA has seen an increase in the numbers of individuals with disabilities who have gone on exchange programs. However, there are still very few people with disabilities working in international career fields.

In order to encourage people with disabilities to not only go on an exchange, but to consider a career in the field, MIUSA and the American Association of People with Disabilities (AAPD), under the auspice of the National Clearinghouse on Disability and Exchange, began a collaborative project to promote internships for people with disabilities at international exchange organizations in the United States. Internship sites have included Partners of the Americas and Youth for Understanding USA in Washington, DC, and locally based member organizations of NAFSA: Association of International Educators and

National Council for International Visitors. Internships enabled individuals to gain experience in the international exchange field, and for these organizations to gain disability perspectives by hosting an intern with a disability. Eight U.S. interns with disabilities, many from minority backgrounds, participated in recent summers with support from the Bureau of Educational and Cultural Affairs of the U.S. Department of State and hosting organizations.

*“Serbia, Montenegro, Germany, Finland, Peru, Hungary, Ghana and Russia are just a few of the countries that were represented by international exchange visitors to Kalamazoo, Michigan. Participating in the internship program provided me with an extraordinary opportunity to meet fascinating people, expand my knowledge of international relations and intertwine disability awareness in international exchanges.... I wrote a grant, designed a website, presented a proposal at a board meeting and attended international education conferences in Lincoln, Nebraska and*

Washington, DC. These experiences are very relevant to the career path I am interested in pursuing."

**Alison LePage**, learning disability, interned with Colleagues International.

Other organizations' programs provide a variety of opportunities from preparatory courses to study abroad to internships. Some of these fellowships are primarily for those from ethnic minority backgrounds, while others specify other requirements. Most offer generous opportunities to gain needed experience towards the goal of working in international fields. Alumni surveys consistently illustrate that these fellowships have strong effects on determining career paths. Some do not focus specifically on international experiences, but fellows can request an international component. Internships are available in international non-profit organizations or international divisions of federal governmental offices. While not common, students have occasionally found permanent positions in the organization in which they interned.

The following provides a brief overview of some of the opportunities that can assist you to explore your interests and make you more competitive when pursuing your first job.

## **The Congressional Hispanic Caucus Institute (CHCI)**

**Applicant Status:** Graduate student or a BA/BS degree within one year of application deadline

**Location:** Washington, DC area

**Deadline:** January 31

**Contact:**

Tel: (800) 392-3532

Web: [www.chci.org/chciyouth/internship/internshipprogram.htm](http://www.chci.org/chciyouth/internship/internshipprogram.htm)

CHCI offers a nine-month fellowship program for up to twenty Latinos from across the country. Fellows gain direct experience at the national level in public policy, such as international affairs or other specialized programs in government, advocacy or media offices. Fellows research and interview for potential placements, and then select a position that best fits their interests. In addition to work, fellows participate in community service and weekly leadership development discussions, and write policy papers.

### **Fellowships include**

- Domestic round-trip transportation to Washington, DC
- Health insurance
- Gross monthly stipend of \$2,061-\$2,500 for housing and local expenses

### **Eligibility**

- High academic achievement (prefer 3.0 GPA or higher)
- Consistent active participation in public service-oriented activities



- Superior analytical and communication skills
- U.S. citizenship or legal permanent residency

*"The CHCI program was tough, but I learned to get through it. It prepared me for future fellowship programs, because it helped me to be more professional. I knew a couple of other people with disabilities that went through that program. I'm assisting in writing a disability survival guide for future CHCI fellows."*

**Nelly Nieblas**, learning disability and cerebral palsy, International Relations graduate from University of Southern California.



## Hispanic Association of Colleges and Universities (HACU) National Internship Program

**Applicant Status:** Enrolled undergraduate or graduate student, completed first year of college before the internship begins

**Location:** Across the United States

**Deadline:** February 27, June 11, November 7

### Contact:

Tel: (202) 467-0893

Fax: (202) 496-9177

E-mail: [HNIP@hacu.net](mailto:HNIP@hacu.net)

Web: [www.hnip.net](http://www.hnip.net)

The HACU National Internship Program (HNIP) recruits college students matching their majors and career goals for paid summer- and semester-long internships at federal agencies and private corporations in Washington, DC, and throughout the country. These ten- and fifteen-week internship programs give college students direct experience in a variety of careers in the federal and corporate sectors. They also provide for travel and help facilitate finding housing at internships sites throughout the country.

### Eligibility

- Minimum 3.0 GPA
- U.S. citizenship or permanent residency
- Preferred to be active in community and campus activities

## Human Rights Watch

**Applicant Status:** Undergraduate and graduate students

**Location:** New York, Washington, DC, and Los Angeles

**Deadline:** October 1

**Contact:**

Tel: (212) 290-4700

Fax: (212) 736-1300

E-mail: [hrwnyc@hrw.org](mailto:hrwnyc@hrw.org)

Web: [www.hrw.org/about](http://www.hrw.org/about)

Human Rights Watch offers academic semester and summer internships for undergraduate and graduate students in monitoring human rights developments in various countries, drafting reports on human rights conditions, and engaging in advocacy efforts aimed at curtailing human rights violations. Undergraduate internships are primarily administrative and clerical in nature, but other projects can be assigned as

they arise and match the students' interests and abilities, including research, drafting documents, translating, and helping researchers prepare for missions. Internships are generally unpaid, although work-study funds and post-graduate level fellowships are available. Academic credit, interaction with other U.S. and international organizations and foreign and domestic government officials, and opportunities to attend lectures and special events relating to human rights are also involved.

### Eligibility

- Well-organized, self-motivated and reliable, with a strong interest in international human rights
- Relevant coursework highly desirable
- Foreign languages a plus
- Computer literacy required
- Additional requirements for each fellowship program (see website)



## International Institute on Public Policy (IIPP)

**Applicant Status:** Sophomore college student

**Location:** Atlanta in first year with visits to New York City and Washington, DC.; other sites vary in the following years of the fellowship

**Deadline:** March 1

**Contact:**

Tel: (800) 530-6232

Fax: (703) 205-7645

E-mail: [iipp@uncfsp.org](mailto:iipp@uncfsp.org)

Web: [www.uncfsp.org/iipp](http://www.uncfsp.org/iipp)

Funded by U.S. Department of Education and administered by United Negro College Fund Special Programs, IIPP was established to create a more diverse pool of professionals in U.S. international affairs, and focuses its fellowships toward underrepresented minorities.

### Fellows participate in:

- Summer Sophomore Policy Institute in Atlanta for eight weeks. Includes travel to Washington, DC. and New York for policy briefings. Fellows pay for travel to the institute but all program and living expenses are provided during the institute.
- Junior semester abroad component in which half is paid by IIPP and the rest by institutional aid and family contributions.
- Junior Summer Policy Institute to prepare for graduate programs in international fields. All expenses covered including travel.

- Summer Senior Year Intensive foreign language program that is fully paid for, including travel to the university that offers the course. If a Fellow is already competent in a foreign language, he or she participates in a summer internship experience with cost of living stipend provided.
- Graduate school fellowships are available to study in international fields. Some will participate in internships for a year after graduation in lieu of entering graduate school right away.

### Eligibility

- Enrolled full-time at four-year institution
- U.S. citizen or permanent resident
- Minimum 3.2 grade point average
- Interest in career in international service
- Underrepresented minority: African American, Hispanic/Latino American, American Indian, Asian American, Alaskan Native, Native Hawaiian or Pacific Islander

*"I owe IIPP everything. Everyday for nine months I was going to interviews and putting out résumés. And then IIPP had a conference where they invited all the fellows of the different IIPP cohorts to Washington, DC. Over lunch a woman invited herself to our table and asked if I would like a job.... I was shocked. She became my boss at the Fulbright office."*

**Chris Emanuel**, wheelchair user, IIPP alumnus.

## Presidential Management Intern (PMI) Program

**Applicant Status:** Master's and doctoral-level students

**Locations:** Washington, DC. and federal government offices

**Deadline:** October 15 - Applicants must be nominated by their institutions.

**Contact:**

Tel: (202) 606-1800

TTY: (202) 606-2532

E-mail: [pmf@opm.gov](mailto:pmf@opm.gov)

Web: [www.pmi.opm.gov](http://www.pmi.opm.gov)

The PMI Program provides students with an opportunity to apply the knowledge they acquired from graduate study to federal government jobs. As a PMI, participants' assignments may involve domestic or international issues, technology, science, criminal justice, health, financial management, and many other fields in support of public service programs. Through the two-year internship program, graduate students are appointed to federal positions. Internships are paid positions with benefits. Interns will be rotated through departments to work with different federal government offices, including the Bureau of Educational and Cultural Affairs of the United States Department of State and other internationally-oriented offices. After completing the program, interns have the opportunity to obtain a permanent federal civil service position.

### Eligibility

- Breadth and quality of accomplishments
- Capacity for leadership
- Demonstrated commitment to a career in the analysis and management of public policies and programs
- U.S. citizenship

*"I'm a contract specialist for the federal government in the General Services Administration. I did a two-year internship program sponsored by the Department of the Interior, and if you finished the program you were guaranteed a spot at one of your location sites. One of the places that I rotated to was here, and I've been here ever since."*

**Sandra Sermons**, blind,  
U.S. Department of the Interior.



## Thomas R. Pickering Foreign Affairs Fellowship

**Applicant Status:** Sophomore year of undergraduate study

**Locations:** Washington, DC, various locations in the United States and overseas

**Deadline:** February 20

### Contact:

Tel: (609) 452-7007

Fax: (609) 452-0066

E-mail: [pickeringfaf@woodrow.org](mailto:pickeringfaf@woodrow.org)

Web: [www.woodrow.org/public-policy/foreign\\_affairs\\_fellowship.html](http://www.woodrow.org/public-policy/foreign_affairs_fellowship.html)

The Woodrow Wilson National Fellowship Foundation sponsors this seven-week summer course work in economics and policy analysis, with exercises to develop oral and written communication skills following the junior year. During graduate school, fellows are also provided with two summer internships at the U.S. Department of State, domestic and overseas. A foreign service mentor is also provided to fellows during graduate school. Once they have graduated and passed the foreign service exam, each successful fellow must work a minimum of four and one half years of service in an appointment as a foreign service officer.

### Fellowship include

- Tuition, room, board, and mandatory fees during the junior and senior years of college and during the first year of graduate study

- Reimbursement for books
- Participating graduate schools provide financial support in the second year of graduate study based on need
- Stipends during participation in one overseas and one domestic internship within the U.S. Department of State.

### Eligibility

- Strength of undergraduate course work (college honors and awards)
- Economic status (demonstrate financial need)
- United States citizen
- A cumulative and consistent grade point average of at least 3.2
- Extracurricular/community/volunteer activities and leadership roles
- Medical and security clearances will be required for program participation



## The Washington Center for Internships and Academic Seminars

**Applicant Status:** At least a second-semester sophomore at the time of the internship

**Location:** Washington, DC area

**Deadline:** November 15 for spring internships; check website for other deadlines

**Contact:**

Tel: (202) 336-7600

Fax: (202) 336-7609

E-mail: [info@twc.edu](mailto:info@twc.edu)

Web: [www.twc.edu](http://www.twc.edu)

Through a partnership with the U.S. Department of Labor's Office of Disability Employment Policy, the Washington Center is working to help students develop leadership skills and gain valuable work experience in public service, and will complement students' professional experience with academic training for credit. The center provides a total of fifty competitive scholarship awards in the amount of \$7,430 each for students with disabilities interested in working in the executive, judicial, or legislative branches of the federal government. Interns interested in working in international divisions of these offices should include this on their applications.

### Eligibility

- Enrolled full-time in an accredited college or university
- At least a 2.75 GPA
- Enroll for academic credit for the internship
- Be a U.S. citizen
- Self-identify as a person with a disability as defined by the ADA

The Washington Center also offers other placement programs and minority scholarships for which people with disabilities can apply.

*"I worked with the Future Leaders Exchange (FLEX) program and helped facilitate a system of international cultural exchange that makes a wide impact on personal levels of all the participants...I had just finished grant paperwork at the office when we had a visit from a group of FLEX students [from Eurasia]. In that one moment, the paperwork linked to the human face and I could see the effects of the American government's international exchange programs and see the fruits of my labor."*

**Josh Pila**, hard of hearing,  
student intern at Bureau of Educational  
and Cultural Affairs of the United States  
Department of State.



## FELLOWSHIPS FOR OVERSEAS EXPERIENCE

Since international exchanges are a key motivating and qualifying factor for many people with disabilities to establish a career in working in the international affairs, development or exchange fields, the following fellowships may make the experience more feasible. MIUSA's National Clearinghouse on Disability and Exchange can assist you to find other programs that might fit you as well, and also provide disability-related information on preparing to travel abroad.



## Benjamin A. Gilman International Scholarship Program

**Applicant Status:** Undergraduate college student

**Location:** Varies, encourages study in non-western locations

**Deadline:** April 15 and September 22

### Contact:

Tel: (713) 621-6300, ext. 29

E-mail: [gilman@iie.org](mailto:gilman@iie.org)

Web: [www.iie.org/programs/gilman](http://www.iie.org/programs/gilman)

The Gilman Scholarship Program offers grants for students of limited financial means to pursue academic studies abroad. The program aims to support students who have been traditionally underrepresented in study abroad, such as those with disabilities. Award recipients must use the award to defray eligible study abroad costs. These costs include program tuition, room and board, books, local transportation, insurance and international airfare. This congressionally funded program awards up to \$5000, and is sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and administered by the Institute of International Education.

### Eligibility

- U.S. citizen
- Attending a two- or four-year institution.
- Must be receiving a Pell grant at the time of application.
- Applying to or been accepted for a program of study abroad that awards credit



## **Carnegie Council on Ethics and International Affairs Fellows Program**

**Applicant Status:** Junior scholars and mid-career professionals

**Location:** New York City

**Deadline:** January 15

**Contact:**

Tel: (212) 838-4120

Fax: (212) 752-2432

E-mail: [fellows@cceia.org](mailto:fellows@cceia.org)

Web: [www.carnegiecouncil.org/page.php/prmID/48](http://www.carnegiecouncil.org/page.php/prmID/48)

The nonresidential Fellows Program supports young scholars, educators and practitioners involved with the ethical dimensions of international affairs. Program areas include: environmental values, ethics and use of force, history and the politics of reconciliation, human rights, and justice and the world economy. Participants attend two, week-long workshops, the first at the start of the program year for orientation, the second at the end of their fellowship year to present a final paper. These workshops are usually held during the third week of June.

### **Eligibility**

- Fluent in English
- Individuals from developing countries encouraged to apply
- Access to e-mail

## **David L. Boren National Security Education Program (NSEP)**

**Applicant Status:** Undergraduate and graduate students

**Location:** Varies, certain sites are excluded from this program, including Western Europe, Canada, Australia, and New Zealand

**Deadline:** February 10 for undergraduates and January 29 for graduates, however students must apply through their campus first, usually in December or January

**Contact:**

Institute of International Education (undergraduates)

Tel: (800) 618-6737 or

(202) 326-7697

Fax: (202) 326-7698

E-mail: [nsep@iie.org](mailto:nsep@iie.org)

Web: [www.iie.org/nsep](http://www.iie.org/nsep)

Academy for Educational Development (graduates)

Tel: (800) 498-9360 or

(202) 884-8285

Fax: (202) 884-8407

E-mail: [nsep@aed.org](mailto:nsep@aed.org)

Web: [www.aed.org/nsep](http://www.aed.org/nsep)

NSEP provides scholarship and fellowship funding for those who wish to study in the field of international affairs and national security. Recipients use the funding for participation in a qualifying study abroad program and to study a foreign language (preferably a less commonly taught language) while overseas. The program must be at least six weeks long, but preference

is given to those going abroad for an academic year. Fellowships (up to \$10,000 for a semester and \$20,000 for a year) are based on the cost of the program. Within two years of graduation, NSEP fellows must complete at least a year working at a paid position with a federal government agency, including those at the U.S. Department of Defense.

**Eligibility**

- A U.S. citizen
- Applying to engage in a study abroad experience that meets home institution standards and ends before graduation.



**Emerging Leaders International Fellows Program**

**Applicant Status:** Practitioners and researchers under the age of 36

**Location:** The City University of New York

**Deadline:** September 30

**Contact:**  
Tel: (212) 817 -2010  
Fax: (212) 817 -1572  
E-mail: [info@philanthropy.org](mailto:info@philanthropy.org)  
Web: [www.philanthropy.org](http://www.philanthropy.org)

The Center on Philanthropy and Civil Society sponsors a three-month program of leadership training through applied research and professional mentorships to young scholar/practitioners working in the non-governmental organization sector globally. The Center is also offering a U.S. Diversity Fellowship to young scholars and practitioners from communities of color underrepresented in the U.S. grantmaking sector and who are interested in building non-profit capacity in the United States. Fellows produce a paper on their findings, which will be presented in the seminar, attend select conferences, learn about the work of key agencies and meet with foundation and nonprofit representatives. Each fellowship covers the cost of tuition and includes a \$1,300-per month stipend to cover living expenses. Housing is provided in dormitories, and roundtrip airfare provided.

### Eligibility

- Have a college or university degree
- Speak and write English fluently
- Prefer strong ties to a non-governmental institution and demonstrated research skills
- Non-U.S. citizens or from a community of color underrepresented in the grantmaking sector in the United States



### Freeman Awards for Study in Asia

**Applicant Status:** Undergraduate college student, have at least one term of enrollment remaining at their home institutions following their return from study in Asia.

**Location:** East or Southeast Asia

**Deadline:** March 4, April 1, October 15

#### Contact:

Tel: (212) 984-5542

E-mail: [Freeman-ASIA@iie.org](mailto:Freeman-ASIA@iie.org)

Web: [www.iie.org/Freeman-ASIA](http://www.iie.org/Freeman-ASIA)

Freeman Awards are designed to support college students with demonstrated financial need who are planning on studying overseas in East or Southeast Asia. Students are expected to share their experiences with their home campuses to encourage study abroad in Asia by others, and to spread greater understanding of Asian peoples and cultures within their home communities. The Freeman-Asia program awards \$3,000 to \$7,000 fellowships.

### Eligibility

- U.S. resident
- Demonstrate a verifiable need for financial assistance to study abroad
- Applied or have been accepted to a study abroad program that awards academic credits through the home campus or other U.S. accredited college or university. Programs must be a minimum of

eight weeks for a summer term, 10 weeks for a quarter term, and 12 weeks for a semester term

- Little or no previous experience in the country in which they plan to study. Applicants must not have spent more than four weeks in the proposed country of study within the last five years



## Fulbright Fellowships

**Applicant Status:** College senior, graduate student or professional, must hold an undergraduate degree and cannot hold a doctorate at the time of the award

**Location:** Worldwide

**Deadline:** Apply by October 21 for travel in the following academic year. Students enrolled in a U.S. academic institution at the time of application must apply through the Fulbright Program Adviser on their campus. Those not enrolled can request an application from the Institute of International Education (see contact information).

**Contact:**

Tel: (212) 883-8200 or

(212) 984-5380

Fax: (212) 984-5452

Web: [www.iie.org/fulbright](http://www.iie.org/fulbright)

The Fulbright U.S. Student Program, sponsored by the U.S. Department of State, is designed to give opportunities for personal development and international experience. Most grantees plan their own program topics and logistics. Projects may include university coursework, independent library or field research, special projects in international affairs, or a combination. Fellowships cover expenses for nine months.

**Eligibility**

- Prefer higher education undertaken primarily at educational institutions in United States

- Not resided or studied in the country to which they are applying for more than six months

- U.S. citizen

- Proficiency in the written and spoken language of the host country to communicate with the people and to carry out the proposed study

For Non-U.S. citizens, confer with the Public Affairs Section at the U.S. Embassy in your home country for eligibility guidelines and applications.

### Human Rights Fellowship Program

**Applicant Status:** Graduate and undergraduate students

**Location:** Varies

**Deadline:** October 15

**Contact:**

Tel: (212) 421-5244

Fax: (212) 421-5243

E-mail: [tmf.usa@verizon.net](mailto:tmf.usa@verizon.net)

Web: [www.seedsoftolerance.org](http://www.seedsoftolerance.org)

Through these fellowships, the Third Millennium Foundation is seeking to develop a cadre of young activists with solid understanding of and commitment to effectiveness in human rights. The fellowship offers in-depth exposure to a broad range of perspectives, situations and experiences related to human rights work. The program involves two different internship/fellowship placements, one in the home country of the fellow and one abroad. Contact the foundation for eligibility guidelines.

### Mickey Leland International Hunger Fellows Program

**Applicant Status:** Graduate degree in a related field or equivalent experience

**Location:** South Asia, Africa, Latin America and Washington, DC

**Deadline:** Application cycle is every two years

**Contact:**

Tel: (202) 547-7022

Fax: (202) 547-7575

E-mail: [swood@hungercenter.org](mailto:swood@hungercenter.org)

Web: [www.hungercenter.org/international/international.htm](http://www.hungercenter.org/international/international.htm)

This two-year initiative begins with a one-year field placement in countries throughout the developing world. The following year is spent in the United States, usually Washington, DC, at national nonprofit organizations working on hunger and poverty policy. The fellowship provides emerging leaders with a broad understanding of the problem of hunger, the skills necessary to contribute to a solution, and the personal experience. Fellowships will cover expenses and training will be provided prior to the two internships.

#### Eligibility

- At least six months continuous experience working to alleviate hunger and poverty or serving within a related field in a developing country

- May be required by their host organization to speak the language of the local community

- U.S. citizen

## Rotary Foundation of Rotary International Scholarships

**Applicant Status:** Completed at least two years of university coursework or equivalent professional experience prior to beginning scholarship studies; world peace scholars must hold an undergraduate degree from an accredited college or university or its international equivalent (based on a four-year curriculum)

**Location:** Various overseas locations

**Deadline:** Apply between January and July prior to the preferred academic year. Please note that not all Rotary districts are able to offer these programs every year. Prospective applicants must contact the nearest Rotary club to confirm the availability of the specific options, to obtain an application and to inquire about local deadlines.

**Contact:**

Tel: (847) 866-3000

Fax: (847) 328-8554 or  
(847) 328-8281

E-mail: [rotary@rotary.org](mailto:rotary@rotary.org)

Web: [www.rotary.org/foundation/educational/amb\\_scho/index.html](http://www.rotary.org/foundation/educational/amb_scho/index.html)

Recipients are expected to be outstanding ambassadors of goodwill through appearances before Rotary clubs, schools, civic organizations and other forums in the host country, and are expected to share the experiences of understanding

acquired during their period abroad with the people of their home countries.

■ Academic-Year Ambassadorial Scholarships provide funding for one academic year of study in another country. This award is intended to help cover round-trip transportation, tuition, fees, room and board expenses, and some educational supplies up to U.S.\$23,000 or its equivalent.

■ Multi-Year Ambassadorial Scholarships are for either two or three years of degree-oriented study in another country. A flat grant of U.S.\$11,000 or its equivalent is provided per year to be applied toward the costs of a degree program.

■ Cultural Ambassadorial Scholarships are for either three or six months of intensive language study and cultural immersion in another country and provide funds to cover round-trip transportation, language training expenses, and homestay living arrangements, not to exceed U.S.\$10,000 and U.S.\$17,000 respectively. Applications will be considered for candidates interested in studying Arabic, English, French, German, Hebrew, Italian, Japanese, Korean, Mandarin Chinese, Polish, Portuguese, Russian, Spanish, Swahili and Swedish.

- Rotary World Peace Scholarships offer two-year master's-level degree programs in conflict resolution, peace studies, and international relations at one of the seven Rotary Centers worldwide. Up to 70 scholars are selected each year to receive the 21-month scholarships that covers tuition, school fees, transportation, room and board, books and supplies, and summer internship, volunteer or research opportunities.

#### Eligibility

- Citizens of a country in which there is a Rotary club
- Not a spouse or descendant of a Rotarian

#### Additional Criteria for World Peace Scholars

- Have proficiency in a second language (including the language of the proposed host university)
- Possess excellent leadership skills
- Demonstrate a commitment to peace and international understanding through service, academic or professional achievements

### Thomas J. Watson Foundation

**Applicant Status:** Graduating college seniors

**Location:** Various overseas locations

**Deadline:** Varies by institution that forwards it to the foundation by November each year

#### Contact:

Tel: (401) 274-1952

Fax: (401) 274-1954

E-mail: [TJW@WatsonFellowship.org](mailto:TJW@WatsonFellowship.org)

Web: [www.watsonfellowship.org](http://www.watsonfellowship.org)

These fellowships are available to graduates from select colleges and universities in the United States to participate in a year of independent study and travel abroad following their graduation. The project must be one that can be pursued with independence and adaptability, and it cannot involve formal study at a foreign institution. It must involve travel to areas where the student has not previously lived or studied for a significant length of time. The award is \$21,000 for the year (\$31,000 if traveling with a spouse or dependent child).

#### Eligibility

- Must be from one of the participating higher education institutions (usually 3,000 students or fewer – see its website for the listing)





## OTHER INTERNSHIP AND OVERSEAS PROGRAM LISTINGS

If you have funding already to support your international internship or exchange or are interested in other organizations, the following publications may help you to find a program that will fit your interests. You can also search on these websites:

- MIUSA's National Clearinghouse on Disability and Exchange ([www.miusa.org](http://www.miusa.org)),
- Go Abroad.com ([www.goabroad.com](http://www.goabroad.com))
- Institute of International Education ([www.iiepassport.org](http://www.iiepassport.org))
- PlanetEdu ([www.planetedu.org](http://www.planetedu.org)), among others.

## Alternatives to the Peace Corps

Edited by Joan Powell, this is a guide to voluntary service programs, study abroad opportunities and alternative travel in developing countries. The publication includes a resource guide and bibliography.

### Contact:

Food First Books  
Tel: (510) 654-4400  
E-mail: [cdrake@foodfirst.org](mailto:cdrake@foodfirst.org)  
Web: [www.foodfirst.org](http://www.foodfirst.org)

## The Back Door Guide to Short Term Job Adventures

This is an international guide to paid internships, seasonal jobs, volunteer opportunities and work abroad.

### Contact:

Tel: (914) 260-7919  
E-mail: [mlandes@backdoorjobs.com](mailto:mlandes@backdoorjobs.com)  
Web: [www.backdoorjobs.com](http://www.backdoorjobs.com)

## Directory of International Internships: A World of Opportunities

Michigan State University's directory lists a wide variety of experiential educational opportunities abroad, for academic credit, pay or just for experience.

### Contact:

Tel: (517) 353-9229  
Fax: (517) 432-2650  
E-mail: [gliozzo@pilot.msu.edu](mailto:gliozzo@pilot.msu.edu)  
Web: [www.isp.msu.edu/InternationalInternships/index.html](http://www.isp.msu.edu/InternationalInternships/index.html)

## Global Work

InterAction publishes a directory of international internship and volunteer opportunities in the international development field.

### Contact:

Tel: (202) 667-8227  
Fax: (202) 667-8236  
E-mail: [publications@interaction.org](mailto:publications@interaction.org)  
Web: [www.interaction.org](http://www.interaction.org)

### **Institute of International Education**

It publishes *Academic Year Abroad* and *Short-Term Study Abroad* for study and internship programs overseas.

#### **Contact:**

IIE Books

E-mail: [iiebooks@pmds.com](mailto:iiebooks@pmds.com)

Web: [www.iiebooks.org](http://www.iiebooks.org)

### **International Exchange Locator**

Produced by Alliance for International Educational and Cultural Exchange with support from the U.S.

Department of State, includes information on international exchange organizations and programs worldwide. The directory includes profiles on nonprofit organizations, exchanges offered throughout 35 U.S. federal agencies, a comprehensive listing of the U.S. Department of State's offices involved in exchange programs, and specific program overviews of exchange organizations.

#### **Contact:**

Tel: (888) 304-9023 or

(202) 293-6141

Fax: (202) 293-6144

E-mail: [info@alliance-exchange.org](mailto:info@alliance-exchange.org)

Web: [www.alliance-exchange.org](http://www.alliance-exchange.org)

### **Peterson's Guides**

It publishes several work abroad resource books. *Directory of Overseas Summer Jobs* lists more than 50,000 jobs worldwide, and *Colleges and Universities in the USA* and *Internships* are for those planning to study or intern in the United States.

#### **Contact:**

Tel: (800) 338-3282 or

(609) 896-1800 ext. 3435

Fax: (609) 896-1811

E-mail: [custsvc@petersons.com](mailto:custsvc@petersons.com)

Web: [www.petersons.com](http://www.petersons.com)

### **Transitions Abroad Publishing**

It publishes a magazine and a couple of useful books: *Work Abroad: The Complete Guide to Finding a Job Overseas* and *Alternative Travel Directory: The Complete Guide to Work, Study, Travel Overseas*. All are useful for individuals interested in going abroad to travel, study, volunteer, teach, work or do an internship.

#### **Contact:**

Tel/Fax: (802) 442-4827

E-mail: [info@transitionsabroad.com](mailto:info@transitionsabroad.com)

Web: [www.transitionsabroad.com](http://www.transitionsabroad.com)

### **Vacation Work Publications**

*International Directory of Voluntary Work, Work Your Way Around the World, and Teaching English Abroad* profile hundreds of organizations seeking skilled and unskilled volunteers, teachers, and seasonal workers or other short-term job seekers.

#### **Contact:**

Tel: (44-1865) 241-978 (England)

E-mail: [sales@vacationwork.co.uk](mailto:sales@vacationwork.co.uk)

Web: [www.vacationwork.co.uk](http://www.vacationwork.co.uk)

### **Volunteer Vacations: Short-Term Adventures That Will Benefit You and Others**

Bill McMillon presents more than 500 opportunities for combining holidays and adventure in the United States and other countries, including opportunities for volunteering internationally.

#### **Contact:**

Chicago Review Press

Tel: (800) 888-4741 or

(312) 337-0747

Fax: (312) 337-5985

E-mail: [orders@ipgbook.com](mailto:orders@ipgbook.com)

Web: [www.ipgbook.com](http://www.ipgbook.com)

# Stepping Stones: Tips for Entering Your Career

*"I kept trying to network with people in the field of international development, partly by setting up informational interviews. One of these informational interviews was at the World Bank. The advisor looked at my résumé and suggested I contact someone in the executive office here on a job opening she had for a research assistant."*

**Andrea Shettle**, Deaf and attention deficit disorder,  
research assistant at the World Bank.

**W**ith academic and experiential preparation, tips for finding a first job in the international field are the same as for other careers. If an internship hasn't led you into a job, then networking, practicing interviews with friends or mentors, browsing job search engines and classified ads, posting résumés online, attending employment fairs or conferences, researching places of interest to you and conducting informational interviews can all be valuable tools to help you get into the field. Following are suggestions and resources tailored to job searches in the international arena.

## CAREER WORKSHOPS AND EXPOS

### **The Public Policy and International Affairs (PPIA)**

**Program** ([www.ppiaprogram.org](http://www.ppiaprogram.org), 202-496-0130) hosts free career fairs in two cities each fall, in which governmental and nonprofit agencies exhibit. The PPIA fairs offer opportunities to generate job leads, and workshops featuring young professionals and established executives provide overviews of particular fields in public service.

### **The Society for International Development**

([www.sidw.org](http://www.sidw.org), 202-884-8590) holds an annual Career Conference in Washington, DC geared toward those just beginning their careers in international development, mid-level professionals and foreign nationals. The Career Conference includes panel discussions, a recruitment area, networking receptions and small group workshops. Registration costs are minimal.

### **NAFSA: Association of International Educators**

([www.nafsa.org](http://www.nafsa.org), 202-737-3699) includes a job registry component at its annual conference in which attendees can submit résumés and interview with study abroad, international student services or related offices during the conference. Attracting thousands of professionals in the international education field from the United States and abroad, the NAFSA conference also includes receptions for networking, sessions for professional development, and opportunities for mentoring for newcomers to the field. Students' fees are usually half the regular cost.

*"At my first national NAFA conference, I was encouraged to meet so many individuals dedicated to promoting intercultural understanding. One important aspect of the conference for me was the Student Mentor Program. My mentor, who is the coordinator of study abroad and international student services at a small liberal arts college, offered me a lot of sage advice concerning how to manage a one-person office and how to market my skills set."*

**Allegra Johnson**, arthritis, Master's student in International Education, School for International Training, hired upon graduation as a study abroad advisor for Washington State University.

**ALUMNI AND PROFESSIONAL ASSOCIATIONS**

The majority of available jobs are never advertised, which is why it is important to be involved in professional circles that relate to what you want to do. Professional associations are great ways to stay connected, making you more privy to information about what positions are open, and familiar to potential employers. Professional associations often offer newsletters, listservs and annual conferences. For international exchange, **NAFSA: Association of International Educators** has an active study abroad listserv (SECUSS-L) that often posts job openings. For international development, **InterAction** ([www.interaction.org](http://www.interaction.org), 202-667-8227), an organization of more than 160 US-based international development and

relief agencies, publishes a bi-weekly newsletter, *Monday Developments*, which lists job postings.

Many graduate schools in international affairs have active student or alumni groups that can provide professional development opportunities. For example, the International Development Program Student Association at American University brings professionals in the field to its campus for forums that are open to the public. **American University's School for International Service** runs an informative listserv (owner-sisl@LISTSERV.AMERICAN.EDU). For people who are interested in international human rights, another listserv that sometimes has job postings is at (hr-professionals-subscribe@derechos.net). **Gallaudet**



**University** has a listserv that is focused on international development (amy.wilson@gallaudet.edu), and the **Peace Corps** (www.peacecorps.gov) has excellent resource libraries and networks on its website set up for returned volunteers to find job leads.

*"Institute of International Public Policy (IIPP) had a reception in Washington, DC, with people from the U.S. Department of State, the U.S. Department of Education and others. It made for a great networking session. We were there to hear different speakers and to catch up with other IIPP alumni at the same time. It also provided a beautiful opportunity to network, especially if you had brought your résumés, and I took advantage of*

*it. A woman that I didn't know came up to me and eventually offered me a job; I was just being polite and answering questions. So when I speak with IIPP students, I tell them to be cognizant of how you act and who you are talking to. You never know who's watching you. Always be professional. Have fun but conduct yourself in a professional way because you never know. Things happen serendipitously. I am speaking from my own experience."*

**Chris Emanuel**, wheelchair user, IIPP alumnus on finding his first job at the Fulbright office.

## INTERNATIONAL JOB LISTINGS IN NEWSPAPERS AND ONLINE

There are plenty of resources for finding job openings, such as paid online or print subscriptions and directories. For example:

- International Jobs Directory (www.impactpublications.com, 800-361-1055)
- International Job Finder: Where the Jobs are Worldwide (www.jobfindersonline.com, 708-366-5200)
- International Employment Gazette (www.angelfire.com/biz/resumestore, 800-882-9188)
- International Employment Hotline and International Career Employment Weekly (www.internationaljobs.org, 800-291-4618)



For jobs in the **U.S. Department of State**, including its Bureau of Educational and Cultural Affairs, visit [www.state.gov/p/io/empl](http://www.state.gov/p/io/empl); in the **United Nations** visit [www.jobs.un.org](http://www.jobs.un.org); in international development positions visit **U.S. Agency of International Development** ([www.usaid.gov/careers](http://www.usaid.gov/careers)), **Relief Web** ([www.reliefweb.int/vacancies](http://www.reliefweb.int/vacancies)), **The Development Executive Group** ([www.developmentex.com/index.asp](http://www.developmentex.com/index.asp)) or **Idealist and Action without Borders** ([www.idealists.org](http://www.idealists.org)).

When looking for jobs, Andrea Shettle used the free online service, Change Detection ([www.ChangeDetection.com/monitor.html](http://www.ChangeDetection.com/monitor.html)), to be notified of changes in web pages. This helped her keep track of new postings at organizations that interested her. In addition to using regular job search engines, or looking for job postings on websites of organizations where you want to work, the following Canadian and United Kingdom websites have international job postings: **Escape Artist** ([www.escapeartist.com/jobs/overseas1.htm](http://www.escapeartist.com/jobs/overseas1.htm)), and **About Jobs** ([www.overseasjobs.com](http://www.overseasjobs.com)).

*"I would generally go through the weekly employment newspaper that publishes job vacancies in the local area. Another powerful medium is the Internet. We have a website, **DevNet: International Development Jobs and Consultancies** ([www.devnetjobs.org](http://www.devnetjobs.org)), that posts job requirements in the international development field on international and national levels. I didn't have trouble finding a job in the international field. I am affected by polio in my lower limbs. However, the selection committee trusted my knowledge, experience, vision and dedication for working for the vulnerable and isolated groups in the community."*

**Jyoti Vidhani**, physical disability,  
Material Resources Officer, Catholic Relief  
Services, India.



## Stepping Stones: Mid-Career Transitions

*"I was incredulous that many deaf people, especially deaf women, were kept in their homes away from their communities and that they had never ever met other deaf people like themselves. Many had never seen sign language before. I decided to quit my job and volunteer in a developing country to work to help empower Deaf communities."*

**Amy Wilson**, professor at Gallaudet University.

### CHANGING CAREER PATHS

Some people with disabilities find themselves needing to retrain or wanting to change careers later in their lives, and many seek advice on how to make inroads into the international field. The interest in the international arena comes from having been affected by an exchange experience in their former careers or personal lives; for example, a Fulbright scholarship to teach overseas, an international conference or an international volunteer experience with a program, such as Habitat for Humanity. Firsthand international experience is often an important step to making the transition into the international field.

Individuals who are using vocational rehabilitation funds in retraining for a career can use these funds to support study abroad as part of a degree program. You can find a brochure on how to continue Social Security benefits and use vocational rehabilitation funding while studying abroad on MIUSA's website ([www.miusa.org](http://www.miusa.org)) or contact the National Clearinghouse on Disability and Exchange at (541) 343-1284

(tel/tty). Other professional development or volunteer opportunities overseas are also available via MIUSA's international exchange database.



*"If you are trying to change careers, then you may find it easier to capitalize on the skills you already have for working in an international environment rather than to try to move directly to a job that requires the background, training, skills, experience and preparation that you don't yet have. Once you are in the right kind of setting, you can gain a lot of exposure to the field, and build up a network of contacts that may be able to lead you closer to the kind of job you actually want in this field.... For example, if you've been doing computer programming or web development, you might want to start with computer-related work at an international organization, even if this isn't really the kind of work you want to do. At the same time, you may want to try pursuing a degree in international development by taking night classes, or pursuing fluency in another language, or both. Once you have an international organization on your résumé, and a little more training in the field you want, those things may combine to get you closer to your 'dream job.'"*

**Andrea Shettle**, Deaf and attention deficit disorder, used her writing career as entry into a research assistant position at the World Bank.

## ADVANCING IN THE INTERNATIONAL FIELD

For those from underrepresented backgrounds in the international field, the path to advancement may seem like a pioneering effort.

*"As a person who is disabled I would certainly investigate all my options. Because it's not the easiest life in terms of advancement in a career, you've got to have a lot of nerve, patience, fortitude and self-esteem."*

**Carol Dozeal**, vision disability, worked in private and governmental sectors in the United States and abroad.

The following programs for mid-career professionals can assist in your advancement efforts. Individuals who are selected receive fellowship funding to support participation.

### Eisenhower Fellowships

**Applicant Status:** Mid-career professionals; preferred age range of 35-42

**Location:** In the United States and other countries

**Deadline:** Varies; see website

**Contact:**

Tel: (215) 546-1738

Fax: (215) 546-4567

E-mail: [ike@eisenhowerfellowships.org](mailto:ike@eisenhowerfellowships.org)

Web: <http://eisenhowerfellowships.org>

Eisenhower Fellowships are offered to emerging leaders in fields important to the development of their own society. The four to eight

week programs focus on professional broadening, leadership growth and network development. Fellowships cover expenses for the international experience that is designed to meet the recipient's interests.

**Eligibility**

- Five to ten years of demonstrated exemplary leadership, as well as an expectation of at least 15-20 years of higher level leadership contributions
- Fluency in English sufficient to conduct lengthy, in-depth discussions with professional counterparts
- Demonstrated potential for advanced leadership and societal impact through influence on key policies or in important operational areas
- Active leadership in broader professional/community activities
- Integrity, energy, and motivation to make a difference
- Breadth of perspective and enthusiasm for continued learning
- Likelihood of actively contributing to the Eisenhower network
- Ability to design and articulate appropriate fellowship program objectives, reflecting thoughtful analysis and including achievable goals and objectives

**Hubert H. Humphrey Fellowships**

**Applicant Status:** Five years of substantial professional experience

**Location:** United States

**Deadline:** Varies as applications are submitted to the American embassy or Fulbright commission in the candidate's home country

**Contact:**

Institute of International Education  
Tel: (202) 898-0600  
Fax: (202) 326-7835  
E-mail: [hhh@iie.org](mailto:hhh@iie.org)  
Web: [www.iie.org/pgms/hhh](http://www.iie.org/pgms/hhh)

This program, sponsored by the U.S. Department of State, offers professional development opportunities for accomplished mid-level professionals from designated countries in Africa, Asia, the Caribbean, Eurasia, Latin America and the Middle East. Humphrey Fellowships provide participants with a year of graduate study and professional experience in the United States. In addition to attending a workshop in Washington, DC to meet with leaders from the U.S. federal government, multinational organizations and the private sector, fellows engage in a variety of other activities, including site visits and workshops throughout the year.

**Eligibility**

- A commitment to public service in the private and public sectors
- An undergraduate degree
- Demonstrated leadership qualities
- A suitable level of English proficiency

## International Career Advancement Program (ICAP)

**Applicant Status:** Three to fifteen years of work experience

**Location:** Aspen, Colorado

**Deadline:** May 15 (varies each year)

**Contact:**

Tel: (303) 871-2403

Fax: (303) 871-2456

E-mail: [trowe@du.edu](mailto:trowe@du.edu) (Dr. Thomas Rowe)

Web: [www.du.edu/~trowe/icap](http://www.du.edu/~trowe/icap)

The purpose of the ICAP is to help bring greater diversity to the staffing of senior management and policy-making positions in international public service, in both governmental and private non-profit sectors. Its aim is to assist highly promising mid-career professionals from underrepresented groups to advance to more senior positions in international affairs. ICAP brings together a small group of mid-career professionals from underrepresented groups with senior officials and policy-makers to spend one week in discussion about upcoming international issues, credentials and career patterns for achieving senior appointments, solutions to obstacles faced by minorities seeking advancement, programs or policies designed to increase diversity at senior levels, mentoring, and career planning. The program includes lectures, seminars, discussions, workshops, and informal networking. A follow-up gathering in Washington, DC occurs six months after the institute.

### Eligibility

- Be members of groups historically underrepresented in international affairs careers
- Be U.S. citizens or permanent residents
- Be professionals who have been or are now working in governmental or non-profits offices
- Have demonstrated interest and plans for careers in international affairs
- Have credentials and achievements that demonstrate potential to serve in the highest levels of administration and policy making
- Have recommendations that indicate unusual promise for leadership



**The Asia Pacific Leadership Program (APLP)**

**Applicant Status:** Early to mid-career professionals and graduate students

**Location:** East West Center in Honolulu, Hawaii

**Deadline:** March 1

**Contact:**

Tel: (808) 944-7111

Fax: (808) 944-7376

E-mail: [EWCUHM@EastWestCenter.org](mailto:EWCUHM@EastWestCenter.org)

Web: [www.eastwestcenter.org/aplp](http://www.eastwestcenter.org/aplp)

The APLP is a graduate certificate program designed to meet new educational and human resource needs during a time of increasing regional interdependence. During the institute, fellows gain a broad regional perspective, become knowledgeable about the critical challenges facing the region, and are trained to exercise collaborative leadership and promote cooperation toward the well being of the countries and peoples of the region. The fellowship includes a fully funded field study in Asia and the mainland United States.

**Eligibility**

- From the Asia Pacific region and the United States
- Meet other eligibility requirements of visas and the application

*“Entering the APLP program is a very good experience for me; it has widened my perspectives. APLP participants all have different expertise, backgrounds and attitudes. I am very curious to learn to deal with a group full of diversity. APLP participants are very broadminded and helpful. It’s a great learning environment too.”*

**C. Udomporn**, physical disability, from Thailand and interested in working in the future with the World Bank or non-governmental organizations.



## Support Along the Journey





Support Along the Journey:  
**Others with Disabilities Paving the Way**

*“My belief system is a person with a disability shouldn’t be hired to just work with disabled organizations and on disabled issues. That may be the first step, but we should branch out. And when people like Judy [Heumann at the World Bank] are appointed to lead, they can look back and say, ‘There are 100 people with disabilities now working throughout this agency.’ And that’s the key of success to me – is to see how we bring in other brothers and sisters to work in all capacities.”*

**Don Galloway**, blind,  
former Peace Corps country director.

**M**ore people with disabilities are needed in the international affairs, development and exchange fields to add their perspectives and voices to international organizations and diplomatic agencies and make a difference by contributing to worldwide issues. Newcomers to the international field will need the mentoring of those with disabilities who have been in the field, and who have successfully navigated employment barriers.

Working in the international field is not limited to working with people with disabilities. Every time businesses, communities and cultures are exposed to people with disabilities who are successful in their work, their eyes are opened to new possibilities, and doors are opened for others with disabilities in the future. Deidre Davis found that when she went to work for the U.S. Department of State visiting embassies all over the world. Her very presence made a difference in accessibility. When her colleagues

saw how easy it was to make the accommodations she needed, they began to take the initiative to ensure that they were made for others too. They also began to think about the ways in which their workplace could be more accessible for future employees with disabilities.

*“I was able to educate the U.S. Department of State to the fact that they had to do more [targeted] recruiting to get more people with disabilities into the State Department ‘family.’ And that happened. It was a slow and steady process. But they did add people with disabilities to their recruitment strategy and established a reasonable accommodation process. I think that the Department is now a more welcoming environment to people with disabilities who are qualified for civil service and the foreign service.”*

**Deidre Davis**, wheelchair user,  
former Deputy Assistant Secretary for  
Equal Opportunity and Civil Rights for the  
U.S. Department of State.

*"If people with disabilities come into the foreign service, I would say it would be in their best interest to talk to us so that they get a full understanding of what they're going to be facing. There are certain things they should be made aware of."*

**Carol Doezal**, vision disability, chairperson of Disabled in Foreign Affairs Agencies.

*"When people you work with see the challenges and the obstacles that you will have to go through, they will ask, 'Why?' That's when they will make the calls [to get changes made]."*

**Chris Emanuel**, wheelchair user on his former employment at the Fulbright office.

*"I walk with a walker or use my wheelchair (a scooter) to visit the courts with the law students in the first week. The Americans with Disabilities Act is an eye-opener for the students from other countries. It's a good thing for them to see me and see that just because I can't walk, it doesn't impact me being able to do the work I do."*

**Michele Shoresman**, multiple sclerosis, Assistant Dean of Graduate and Joint Degree Programs at Washington University School of Law working with study abroad and international students.

Exchange offices can learn more about recruiting and accommodating participants with disabilities by having more people with disabilities on their staffs. As a supervisor of an intern with a disability discovered:

*"Our intern made great relationships with visitors and resources around our area. Her office and computer knowledge has helped when we have been short-handed. And most importantly, she has taught everyone in our office, including the board members and me, the importance of incorporating people with disabilities in our international exchanges."*

For those of you who take the "stepping stones" to build your qualifications for an international career, you will benefit from the doors these mentors have opened ahead of you and pave the way for others to follow.

*"I would strongly recommend that people with disabilities come forward and spread their wings to new horizons and new destinations – with insight and dedication not only to improving their own life, but also the lives of others in similar conditions, seeking help and support for change."*

**Jyoti Vidhani**, physical disability, Material Resources Officer, Catholic Relief Services, India.

## Support Along the Journey: **MIUSA and the National Clearinghouse on Disability and Exchange**

**M**obility International USA (MIUSA), a U.S. based international non-profit organization, has been dedicated to empowering people with disabilities around the world through international exchange since 1981.

MIUSA has managed the National Clearinghouse on Disability and Exchange (NCDE), sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, since NCDE's inception in 1995. Through NCDE, MIUSA works to increase the participation of people with disabilities in the full range of international exchange opportunities by providing free information and referrals to individuals and disability organizations. In addition, we work with international exchange organizations and colleges and universities so that they are better prepared to include you and others with disabilities, into their programs.

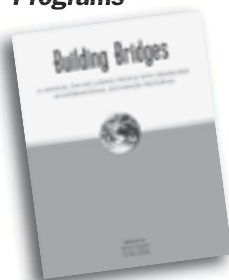
By browsing the comprehensive MIUSA website, you can obtain additional information on MIUSA's *Developing International Interests* project, search databases for exchange programs and disability organizations worldwide, submit an online request for information, learn about financial aid resources and order publications. You can also use an online form to join or use our peer-to-peer network, which links individuals with disabilities from all over the world to share experiences about international exchange.

### **NCDE publications include:**

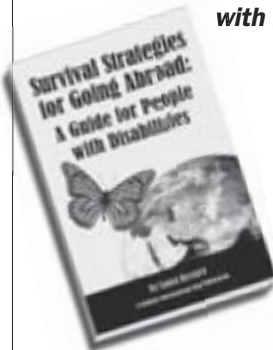
- The free, award-winning annual journal, ***A World Awaits You***, featuring people with disabilities who have successfully participated in international exchanges



- ***Building Bridges: A Manual on Including People with Disabilities in International Exchange Programs***



- ***Survival Strategies for Going Abroad: A Guide for People with Disabilities.***



MIUSA conducts cross-cultural leadership and disability rights exchange programs in the U.S. and overseas, including outbound exchange programs for young people with disabilities from the United States, and international leadership programs for women with disabilities around the world.

MIUSA also works with international organizations and programs – with which you might someday choose to travel, study or work – to increase inclusion of people with disabilities as participants, students and staff. For example:

- We provide technical assistance and training to international exchange and development agencies on including people with disabilities in their programs and on their staff.
- We are building university-level knowledge in disability and international development, and working to integrate disability issues into the academic fields of international studies.
- We are partnering with organizations promoting and supporting underrepresented groups to gain skills, degrees, and access to opportunities and networks necessary to enter international development, affairs and exchange careers.

We encourage you, and all people with disabilities, to pursue your international dreams, through study, work, research, internship and voluntary service. We believe that international exchange can make a difference for you, leading to enhanced career opportunities, self-discovery and a broader worldview. We also believe that through international involvement, you can make a difference in the world. We invite you to *challenge yourself, and change the world!*<sup>®</sup>

**Contact:**

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**Footnotes**

<sup>1</sup> Study Abroad Impact Outcomes Report by the British Columbia Centre for International Education (BCCIE) ([www.bccie.bc.ca](http://www.bccie.bc.ca)); Wallace, D. H., (1999) Academic study abroad: The long-term impact on alumni careers, volunteer activities, world, and personal perspectives., Doctoral Dissertation, Claremont Graduate University, Claremont, California; Akande, Yemi and Slawson, Carla. Summer 2000. Exploring the Long-term Impact of Study Abroad: A Case Study of 50 Years of Study Abroad Alumni. The International Educator. Washington, DC: NAFSA Publications; Peace Corps' Office of Planning (1998). C. Juanita Graul. Impact of Peace Corps on RPCVs. [Thesis document]; Do US Employers Consider Overseas Study an Asset? (May 26, 2004) NAFSA: Association of International Educators conference, DAAD-German Academic Exchange Service New York, Institute of International Education, Australian Education Office, JWT Education.

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By using this resource, young adults with international interests can explore careers that would fulfill their aspirations. It highlights different types of international occupations, job prospects, tips to prepare for an international career, insights from role models and emerging leaders with disabilities in these fields, and the international exchange and fellowship programs they participated in to get them where they are today. Look inside to find information on many activities one can participate in as stepping stones to an international career!

*"[An internship] in Costa Rica increased my desire to enter the international development field to a fevered pitch. Partly this was because I realized how much I loved this work. Anything and everything else would have seemed 'second best' in comparison. I realized that finding a job in the international development field would both let me follow my passion and help me manage my ADD because I was doing what I loved."*

—Andrea Shettle,

who is Deaf and has attention deficit disorder,  
works as a research assistant at the World Bank.



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