



Mobile International Festival Passport to the World

Teachers Guide: DON'T WAIT TO GET YOUR PASSPORT STAMPED AND MAKE SURE YOUR STUDENTS GET THEIRS AS WELL!



IN YOUR MATERIALS YOU WILL RECEIVE A MOBILE INTERNATIONAL FESTIVAL PASSPORT FOR EACH OF YOUR STUDENTS.

THIS IS AN OPPORTUNITY FOR A LESSON ON:

**WHAT IS A PASSPORT?
INTERNATIONAL TRAVEL
CITIZENSHIP AND NATIONALITIES
AND MUCH MORE**

PRIOR TO COMING TO THE FESTIVAL:

CAVEAT – HAND OUT THE PASSPORTS ON THE BUS OR ON BOARDING, MAKE SURE THE STUDENTS KNOW HOW TO USE THE PASSPORTS, READ ON.

- 1. SET UP A CLASS ACTIVITY TO ENCOURAGE STUDENTS TO LEARN MORE ABOUT EACH CULTURAL BOOTH AND COUNTRY REPRESENTED.**
 - a. BRIEFLY EXPLAIN WHAT A PASSPORT IS AND WHY IT IS IMPORTANT
 - b. PERHAPS OTHERS IN THE CLASS ALREADY HAVE A PASSPORT, IF THEY ARE WILLING HAVE THEM SHARE THEIR EXPERIENCES.
- 2. HOW ABOUT A CONTEST?**
 - a. HOW MANY DIFFERENT COUNTRIES DID EACH STUDENT VISIT? COUNT THE NUMBER OF DIFFERENT STAMPS IN EACH PASSPORT.
 - b. HOW MANY DIFFERENT COUNTRIES DID ALL THE STUDENTS IN THE CLASS VISIT? MAKE A COUNTRY LIST AND SEE HOW MANY STUDENTS VISITED EACH COUNTRY.
 - c. DID YOUR STUDENTS GO LAST YEAR? WHAT WAS DIFFERENT THIS YEAR?
- 3. HAVE A FOLLOWUP LESSON ON WHAT THEY LEARNED ABOUT EACH COUNTRY.**
 - a. VISIT COUNTRY WEB SITES, HAVE STUDENTS WRITE STORIES ABOUT EACH COUNTRY.
 - b. INVITE A GUEST FROM ANOTHER COUNTRY TO TALK ABOUT THEIR COUNTRY!
- 4. WHAT DID THEY LEARN ABOUT HAVING A PASSPORT?**

NEED MORE? INVITE A GUEST? Contact the Mobile International Festival, University of South Alabama, University of Mobile, Springhill College and ask for their International Education Coordinator.



Mobile International Festival

Passport to the World

In the following pages we have compiled additional information and sample images on the topic of passports. There are many resources available for teaching purposes. Need help? Contact the MIF Education unit. Every country in the world has similar passport as well as “immigration” requirements much like those used by the United States. Reviewing the US concepts and key language will help students to come to understand procedures in the rest of the world.

Concepts and words to consider:

Embassy, Consulate
Passport, Visa, Visa Waiver
Foreign Entry Requirements, DHS, ICE, SEVIS, VISIT
Form I-94 Arrival and Departure Record
Immigration Status, Immigrant, Non-immigrant, Temporary Visitor, Permanent residency,
Alien, Citizen, Citizenship, US National, US Citizen, Naturalization

<http://internationaloffice.berkeley.edu/travel> Travel and Visas

<http://www.usembassy.gov/> - Where in the world are US embassies?

http://travel.state.gov/travel/cis_pa_tw/cis/cis_4965.html US State Dept Country Information

<http://www.dhs.gov/index.shtm> - US Department of Homeland Security Agencies

http://travel.state.gov/visa/questions/what/what_4429.html - How many different US visas are there?

http://travel.state.gov/visa/immigrants/immigrants_1340.html - Immigrant information for US.

<http://www.irs.gov/Individuals/International-Taxpayers/Taxation-of-Nonresident-Aliens>

<http://www.irs.gov/Individuals/International-Taxpayers/Immigration-Terms-and-Definitions-Involving-Aliens>

Where are the foreign country embassies in the US?

<http://www.state.gov/s/cpr/rls/dpl/32122.htm> <http://embassy.org/embassies/>

“Everyone has the right to leave any country, including his own, and to return to his country.”

-- Universal Declaration of Human Rights (1948), Article 13

“The first modern British passport, the product of the British Nationality and Status Aliens Act 1914, consisted of a single page, folded into eight and held together with a cardboard cover. It was valid for two years and, as well as a photograph and signature, featured a personal description, including details such as “shape of face”, “complexion” and “features”.”

A brief history of the passport: From a royal letter to a microchip. Leo Benedictus

The Guardian, Friday 17 November 2006 <http://www.guardian.co.uk/travel/2006/nov/17/travelnews>

Mobile International Festival Passport to the World



When entering a country the passport is stamped by the immigration official with a date of entry and then again when leaving with a date of departure.

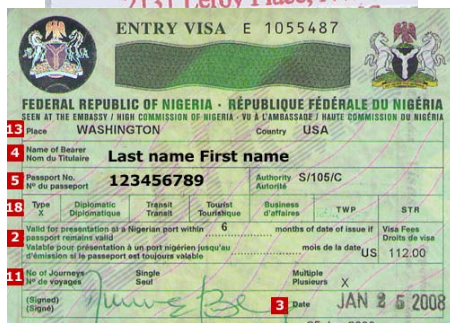
Every country uses a different stamp!

Practice at the Festival, get a stamp from every cultural booth and see how many you can get. Travel around the world!



To enter some countries you will need a visa put in the passport BEFORE leaving the United States. These visas are put in the passport by embassies or consulates of the country you will travel to. You have to file applications and these can take time to get!

Yes there is one to enter the US as well!





Mobile International Festival

Passport to the World

FOOD FOR THOUGHT ABOUT PASSPORTS, IMMIGRATION AND INTERNATIONAL TRAVEL:

- UNITED STATES DEPARTMENT OF STATE PASSPORT INFORMATION ON THE WEB:
<http://travel.state.gov/passport/> http://www.travel.state.gov/pdf/ppt_pptCard.pdf

A U.S. passport is your key to international travel. When presented abroad, it is a request to foreign governments to permit you to travel or temporarily reside in their territories and access all lawful, local aid and protection. It allows you access to U.S. Consular services and assistance while abroad. Most importantly, it allows you to re-enter the United States upon your return home.

http://travel.state.gov/passport/about/about_894.html

SOME FACTS:

- 2012 - As of January 2012, <http://www.theexpeditioner.com/2010/02/17/how-many-americans-have-a-passport-2/> - “about 39% of the population has one”
- 2009 - only about 22 percent of Americans have passports, while in many Western European countries the number is much higher—reaching 71 percent in the United Kingdom.
<http://www.newsweek.com/2009/01/16/a-team-of-expatriates.html>
- 2008 - From [a 2008 report \(http://www.gao.gov/new.items/d08891.pdf\)](http://www.gao.gov/new.items/d08891.pdf) from the United States Government Accountability Office: According to State data, about 28 percent of the U.S. population has a passport
- http://travel.state.gov/passport/ppi/stats/stats_890.html

Number of US passports issued by the US State by state:

Passport Issuance by States near Alabama by Fiscal Year (2007 to 2012)

State	FY 2012	FY 2011	FY 2010	FY 2009	FY 2008	FY 2007
ALABAMA	90,861	99,122	111,079	104,254	127,641	135,553
FLORIDA	778,410	768,267	904,674	853,543	1,013,576	1,201,008
GEORGIA	304,497	304,020	350,450	320,928	400,966	428,442
LOUISIANA	96,624	97,497	114,914	120,902	142,410	156,194
MISSISSIPPI	44,672	45,836	54,333	51,921	61,628	67,890
TENNESSEE	149,622	144,539	171,100	156,006	193,024	210,365
TEXAS	888,575	800,648	1,012,826	1,194,060	1,389,489	1,311,781
Grand Total Passports issued in US	11,767,067	11,091,274	13,534,817	13,078,238	15,792,148	18,084,289



Mobile International Festival

Passport to the World

CAN SOMEONE HAVE MORE THAN ONE PASSPORTS? HERE IS WHAT THE US STATE DEPARTMENT SAYS.

US State Department Services Dual Nationality http://travel.state.gov/travel/cis_pa_tw/cis/cis_1753.html

“The concept of dual nationality means that a person is a citizen of two countries at the same time. Each country has its own citizenship laws based on its own policy. Persons may have dual nationality by automatic operation of different laws rather than by choice. For example, a child born in a foreign country to U.S. citizen parents may be both a U.S. citizen and a citizen of the country of birth.”

“A U.S. citizen may acquire foreign citizenship by marriage, or a person naturalized as a U.S. citizen may not lose the citizenship of the country of birth. U.S. law does not mention dual nationality or require a person to choose one citizenship or another. Also, a person who is automatically granted another citizenship does not risk losing U.S. citizenship. However, a person who acquires a foreign citizenship by applying for it may lose U.S. citizenship. In order to lose U.S. citizenship, the law requires that the person must apply for the foreign citizenship voluntarily, by free choice, and with the intention to give up U.S. citizenship.”

“However, dual nationals owe allegiance to both the United States and the foreign country. They are required to obey the laws of both countries. Either country has the right to enforce its laws, particularly if the person later travels there. Most U.S. citizens, including dual nationals, must use a U.S. passport to enter and leave the United States. Dual nationals may also be required by the foreign country to use its passport to enter and leave that country. Use of the foreign passport does not endanger U.S. citizenship. Most countries permit a person to renounce or otherwise lose citizenship.”

SOME LINKS TO THE HISTORY OF US PASSPORT ISSUANCE:

US National Archives - <http://www.archives.gov/research/passport/index.html>

“The Department of State has issued passports to American citizens traveling abroad since 1789, but did not have sole authority to do so until August 23, 1856, when Congress passed an act (11 Stat. 60) prohibiting other governmental entities, such as state and judicial authorities, from issuing passports. “

Passport Applications. *Updated August 15, 2008*

“No document confers as much awesome power as the lowly passport. It can save or claim lives, liberate or incarcerate, speed or derail passage through ports of entry. It can sow diplomatic havoc, or indeed (as it has) cause a government to fall. The passport derives its potency from a need to establish one's personal, tribal, or religious identity away from home, dating to the earliest empires--indeed as far back as people have traveled. A drawing in an Egyptian tomb (circa 1600 Be) depicts an Old Kingdom magistrate issuing what archaeologists believe is an identity tablet to a queue of anxious guest workers.”

The curious life of the lowly passport. World Policy Journal, Spring, 2009 by Karl E. Meyer

<http://connection.ebscohost.com/c/articles/37194612/curious-life-lowly-passport>

“The passport as a travel technology grew apace of the industrial revolution into its modern incarnation during the nineteenth century. The West's imperial trade goals meant a surge of both business and leisure travel, resulting in sharp increases in the numbers of passports issued. By the 1880s, the visa, too, in its contemporary



Mobile International Festival

Passport to the World

guise as permission for foreign nationals to travel within the authorizing country, , had emerged in the United Kingdom. Attention to the passport and its attendant technologies—authenticity markings and stamps, photographs, embossings and watermarks, security papers and covers, and so on—generated evermore refinements in the manufacture of passports. “

“By World War I, the history of the passport becomes the story of how to keep the document as tamper-proof as possible—how to protect its authenticity as recording identity, nationality, and mobility.”

"The Passport: The History of Man's Most Travelled Document," by Patsy Baudoin, *American Archivist* (Vol. 68, No.2, Fall/Winter 2005).

http://www.archivists.org/periodicals/aa_v68/review-baudoin-aa68_2.asp

OTHER REFERENCES:

Goodman, Leonard S. "Passports in Perspective." *Texas Law Review* 45 (Dec. 1966): 221-279. History of passports from the 13th-20th centuries in England and the United States.

U.S. Department of State. *The United States Passport: Past, Present, and Future*. Washington, DC: Department of State, 1976.



Mobile International Festival

Passport to the World

THIS ARTICLE IS A BROAD REVIEW OF THE HISTORY OF IMMIGRATION IN RELATIONSHIP TO STUDY ABROAD AND CAN BE FOUND AT:

<http://www.iienetwork.org/page/89946/> or <http://www.ipfw.edu/dotAsset/204817.pdf>

Authors: James Ellis, Ph.D is Director of International Education at Auburn University. Elaine Granger Carrasco, Ph.D. is Associate Director, Admissions/SU Abroad, Syracuse University. Nancy Ericksen is Chair of NAFSA Education Abroad KC and Study Abroad Counselor at Trinity University.

Immigration US and Abroad: Perspectives for Study Abroad

By James Ellis, Director of International Education at Auburn University; Elaine Granger Carrasco, Associate Director, Admissions/SU Abroad, Syracuse University; Nancy Ericksen, Chair, NAFSA Education Abroad KC, Study Abroad Counselor, Trinity University.

“We live in a time of unprecedented international movement, despite the inherent tensions..... Emigrants no longer look only to neighboring states for better opportunities or greater freedom;... tourism to even the most remote areas of the world has become almost commonplace;... refugees and displaced persons outside their own countries are numbered in the millions.” (Hannum,1987)

“Tertiary students from sub-Saharan Africa are the most mobile in the world... China sends the greatest number of students abroad... At the other end of the scale only one out of every 250 North American students (0.4 percent) studies overseas, making this group the least mobile.” (UNESCO Media Services, 2006)

“New ACA study on perception of European Higher Education”... ”aim was to establish if and how it would be possible to market European higher education.” (DAAD NEWS, 2006)

“In late 2005, the U.S. Senate, by unanimous vote, declared 2006 as the “Year of Study Abroad.” “This resolution (...) boosts the visibility of study abroad in the United States and sets the stage for further action on the national level to expand study abroad opportunities. Let us all heed the call to open wide the doors of global understanding through promoting and expanding international educational exchange opportunities.” (Commission on the Abraham Lincoln Study Abroad Fellowship Program (The Lincoln Commission), 2006)

As the nations and economies of the world become more interwoven so do the people of the world become more aware of the possibilities for products, cultures and travel. Mobility of students and scholars has perhaps never been more of an option now than in the history of the modern world. Yet this mobility is often based on some very basic principles that have not only guided but also affected, restricted or even “controlled” such mobility. For all the interest in moving between nations, regions of the world and academic programs outside the traditional internal borders is now facing the realities of how nations monitor entry and exit from their “political” boundaries. Although the offices responsible for such “controls” are often buried in the language of departments of state, immigration, homeland security, federal police agencies, etc. they all commonly deal with the issues of immigration and border security under the broad rubric of “immigration”. Equally the rubric of study abroad which from a US centric viewpoint has often been defined as study outside the United States can



Mobile International Festival

Passport to the World

now clearly involve a more global definition of study outside of ones home country as academic programs become global in not only content but also delivery. It is in the very narrow delivery mechanism of sending students, faculty and staff where we then cross the very specific lines of immigration processes and procedures and enter the world of passports, visas, residency permits, registration, etc.. Although more often than not these issues for many in the study abroad scene from a US perspective are increasingly new areas of developing expertise whereas from the international student and scholar marketplace these are areas of a long and challenging history where specialized knowledge and expertise have continued to evolve.

Although in more recent times we appear to be faced today with the unique juxtaposition of two compelling processes on a global scale – increasing student and scholar mobility and strengthening the national security interests of nations – these are not so recent nor unique when viewed in a historical perspective. Salter (2003) points out that there has been an ongoing conflict between “two opposing motivations” for nations when dealing with the mobility of people. The motivations being: “to facilitate trade and international intercourse by opening borders and allowing travel; and to protect especially after September 11, 2001, (from) terrorist attacks – the state, society, and economy by closing borders and restricting travel.” The opportunity to teach students and to learn more about national, regional and economic issues in study abroad have never been more timely.

For instance just taking the definition of immigration arising from as early as 1623 according to Websters Ninth New Collegiate Dictionary the word “immigrate” comes from the Latin word “immigrates”, “pp. of immigrare to remove or go in, fr. in + migrare to migrate”. Migrate meaning to “move from one country, place or locality to another”. Immigration is commonly defined as migration into a place (especially migration to a country of which you are not a native in order to settle there) *The American Heritage® Dictionary of the English Language, Fourth Edition*. It is within this context of these definitions that scholar and student mobility takes place. Clearly not everyone has immigrant intent therefore in many immigration services the concept of non immigrant intent has evolved within their processing mechanisms. Intent also is framed by the geopolitical, economic, professional and personal reasons for each separate “migratory” event whether it be for one individual or groups of individuals. It is within this complex context of differing purposes or intent that similarly complex procedures for crossing from one nation to another have evolved.

The history of the passport which today is central to most travel around the world is equally rich. According to the Canadian Passport Agency (2006) “One of the earliest references to passports was made in about 450 B.C. Nehemiah, an official serving King Artaxerxes of ancient Persia, asked permission to travel to Judah. The King agreed and gave Nehemiah a letter “to the governors of the province beyond the river” requesting safe passage for him as he travelled through their lands.” Groebner (2001) reports that by the end of the sixteenth century a “form of passport or official laissez-passer” had evolved as a the commonly accepted “safe conduct” document for diplomats, couriers and merchants of the time. However apparently in Europe by 1914 virtually all passport requirements had been eliminated (Canadian Passport Agency, 2006). Yet at the outset of World War I these passport controls begin to reappear. In 1915 via executive order the US required “all persons leaving the United States for a foreign country to have a passport visaed by American officials before departure” as most “destination countries had begun to require such documents by then (Torpey, 2001). In the US the laws and development of immigration controls have similarly rich history according to the Smith (1998) from the US Citizenship and Immigration Service: “Americans encouraged relatively free and open immigration during the eighteenth and early nineteenth centuries, and did not question that policy until the late 1800s. After certain states passed immigration laws following the Civil War, the Supreme Court in 1875 declared that regulation of immigration is a Federal responsibility.” By 1918 a Presidential Proclamation requiring greater documentation



Mobile International Festival

Passport to the World

resulted in Border Crossing Cards”. “Mass immigration resumed after the war, and Congress responded with a new immigration policy, the national origins quota system. Established by Immigration Acts of 1921 and 1924, the system limited immigration by assigning each nationality a quota based on its representation in past United States census figures.”

Today’s immigration rules have their foundation in the US “Immigration and Nationality Act, or INA”, which came into being 1952. Again according to the US immigration service “The McCarran-Walter bill of 1952, Public Law No. 82-414, collected and codified many existing provisions and reorganized the structure of immigration law in the US. These have since been amended and continue to be modified in response to the many political and economic pressures that have historically affect immigration.

Controlling, modifying and adapting immigration procedures are not a unique process to any given nation. According to Salter (2003) there are five passport unions in existences: the Nordic Council (Sweden, Denmark, Norway, Iceland), the Gulf Cooperation Council (Saudi Arabia, Bahrain, United Arab Emirates, Kuwait, Oman, Qatar), the Economic Community of West African States (Benin, Burkina Faso, Cape Verde, Cote d’Ivoire, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Gambia and Togo), The East African Community (Kenya, Tanzania, Uganda) and the Schengen Agreement encompassing the European Union. The latter having its roots going as far back as 1951 with the Treaty of Paris, which set up the European Coal and Steel Community (ECSC) in 1951; the Treaties of Rome, which set up the European Economic Community (EEC) and the European Atomic Energy Community (Euratom) in 1957; the Single European Act (1986); the Treaty on European Union (Maastricht, 1992); the Treaty of Amsterdam (1997); and the Treaty of Nice (2001). As in the US the founding treaties that affected immigration have been amended over the years in particular when member states have been added: 1952 (founding nations: Belgium, France, West Germany, Italy, Luxembourg, The Netherlands), 1973 (Denmark, Ireland, United Kingdom), 1981 (Greece), 1986 (Spain, Portugal), 1995 (Austria, Finland, Sweden) and 2004 (the Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia. (EUROPA, no date)

The **1990 Convention Implementing the Schengen Agreement** was originally between the Federal Republic of Germany, France, Belgium, Luxembourg and the Netherlands. Since 1995, Spain (1992), Portugal (1992), Italy (1990), Greece (1992), Austria (1995), Denmark (1996), Finland (1996), Sweden (1996), Cyprus (2004), Czech Republic (2004), Estonia (2004), Hungary (2004), Latvia (2004), Lithuania (2004), Malta (2004), Poland (2004), Slovakia (2004), Slovenia (2004) and Switzerland (2004/ratified 2005) entered into the convention. The effort was to gradually abolish their common borders checkpoints and beginning 2001 all nations then members began full implementation of the convention which includes where citizens of countries implementing the Schengen Agreement can cross the internal borders of the implementing countries at any point without checks. (Auswärtiges Amt, 2005)

Of particular importance are features of the various information systems now being implemented to both collect and share information on those entering and exiting the nations of the world. The Schengen Information System (SIS) is in use by 17 European countries (including Ireland and the UK) and collects demographic data on individuals (EUROPA, no date, 2). As with the Schengen information, in the 1990’s Australia developed an electronic visa processing system, similarly since 1995 the US has been moving towards what are now the US VISIT and SEVIS systems and other nations are expected to continue/begin to collect and coordinate information sharing on those individuals entering and exiting their nations. Information in all of the systems may include name, date of birth, citizenship, the class of visa held, date the visa was issued, date they entered



Mobile International Festival

Passport to the World

the nation, visa expiry date, class of visa held, visa issuance information, etc. Entry into any nation most often begins with the passport followed by visas issued by consulates or at the ports of entry accompanied by varying levels of security checks and identify verification. Departure from any given nation however is no longer the end of the information process as the data may lay dormant or be otherwise active in systems until the next point of contact between the individual and the systems involved. Issues such as export control, technology transfer and the WTO concerns over education as an economic activity are all expected to become part of the much broader debate that will also affect the process of visa issuance and study around the world.

More specifically there will be a greater likelihood that nations will be able to enforce rules and regulations that have been dormant such as the little known Schengen tourist visa rule that travelers must leave Schengen territory again after 90 days and stay away for at least 90 days (Embassy of Denmark, no date). If one does a basic web search on virtually any nations embassy/consular affairs web site one will find simple to complex explanations and procedures for who may or may not enter and the process used to monitor such movements.

It is with this abbreviated context and perspective in mind that all study abroad professionals must now work. Entry and departure to and from nations around the world for Americans or any foreign national is no longer an assured or passively monitored activity. Mobility is still possible but with conditions and restrictions, with passports, visas, security checks, registrations, economic conditions, etc. Resources for the global study abroad community related to immigration are readily available on many campuses in the form of the rich knowledge based within the international student and scholar services community. In the USA the NAFSA Education Abroad Knowledge Community as well as the many foreign consulates and their representatives in the US are continuing to review, add to and assist with the process. Resources available for the study abroad community on immigration, visa issues, and study abroad programs include:

- the NAFSA Practice Resources for the Knowledge Communities and Discussion Forums (http://www.nafsa.org/knowledge_community_network.sec),
- NAFSA's Education Abroad Forum on Foreign Visas for Ed Abroad,
- public listservs including SECUSS-L (www.secussl.info) and INTER-L (<http://groups.yahoo.com/group/inter-l/>), and
- major search internet engines such as Google Directory (http://www.google.com/Top/Reference/Education/International/Study_Abroad/) and Yahoo Education Directory (http://dir.yahoo.com/Education/programs/study_abroad/)

Other selected sampling of web resources for more information in immigration history and visas:

- US Citizenship and Immigration Services, Visa Files 1924-1944 <http://www.uscis.gov/graphics/aboutus/history/immrecs/VISA.htm>
- US Citizenship and Immigration Services, Historical Articles. <http://www.uscis.gov/graphics/aboutus/history/articles/arti.html>
- Embassies and consulates in the USA – www.embassy.org
- Traveling In Europe: http://europa.eu/abc/travel/index_en.htm
- Russian Visa Org: <http://www.russianvisa.org/>
- Chinese visa, passport, notarization and authentication: <http://www.china-embassy.org/eng/hzqz/default.htm>
- Australian Government. Department of Immigration and Multicultural Affairs. <http://www.immi.gov.au/>



Mobile International Festival

Passport to the World

- Education USA: Your Guide to US Higher Education - <http://www.educationusa.state.gov/>
- Destination USA. <http://www.unitedstatesvisas.gov/>
- Foreign Entry Requirements as published by the US Department of State: http://travel.state.gov/travel/tips/brochures/brochures_1229.html
- Association of American Colleges and University Programs in Italy (AACUPI) <http://www.aacupi.org/>
- Asociación de Programas Universitarios Norteamericanos en España (APUNE) <http://www.apune.org/>
- Universities Worldwide database - <http://univ.cc/>
- World Legal Systems - <http://www.droitcivil.uottawa.ca/world-legal-systems/eng-monde.php>

References:

- The American Heritage Dictionary of the English Language, Fourth Edition. (2000) Houghton Mifflin Company, Boston, USA.
- Auswärtiges Amt (2005) *The Schengen Agreement and the Convention Implementing the Schengen Agreement - 19 September 2005.* <http://www.auswaertiges-amt.de/diplo/en/WillkommeninD/EinreiseUndAufenthalt/Schengen.html>
- Canadian Passport Agency. (2006) *History of Passports.* <http://www.ppt.gc.ca/about/history.aspx?lang=e>
- Commission on the Abraham Lincoln Study Abroad Fellowship Program (The Lincoln Commission) June 2006 <http://www.yearofstudyabroad.org/>
- DAAD News (2 June 2006) “*New ACA Study on Perceptions of European Higher Education*” http://www.daad.org/page/46368/index.v3page?a_v=ra&a_vh=false&a_mid=105701
- Embassy of Denmark. (no date) Tourist visa and residence / work permit. <http://www.emb-denmark.or.id/consul/visa.htm>
- EUROPA (no date, 1) “*The History of the European Union.*” http://europa.eu/abc/history/index_en.htm
- EUROPA (no date, 2) “*Abolition of internal borders and creation of a single EU external frontier.*” http://ec.europa.eu/justice_home/fsj/fretravel/frontiers/fsj_fretravel_schengen_en.htm
- Groebner, Valentin (2001) “*Describing the Person, Reading the Signs in Late Medieval and Renaissance Europe: Identity Papers, Vested Figures, and the Limits of Identification, 1400-1600.*” Pp.15-27 In Caplan, Jane and Torpey, John (eds) (2001). Documenting Individual Identity: The Development of State Practice in The Modern World. Princeton University Press, Princeton/Oxford, 415pp.
- Hannum, Hurst (1987) The Right to Leave and Return in International Law and Practice. Martinus Nijhoff Publishers, Dordrecht/Boston/Lancaster. 189pp.
- UNESCO Media Services (31 May 2006) “*African students the most mobile in the world.*” Press Release N°2006-54 http://portal.unesco.org/en/ev.php-URL_ID=33154&URL_DO=DO_TOPIC&URL_SECTION=201.html
- Salter, Mark B. (2003) Rights of Passage: The Passport in International Relations. Lynne Rienner Publisher, Boulder/London. 195pp.
- Smith, Marian (1998) *Overview of INS History.* Originally published in A Historical Guide to the U.S. Government, edited by George T. Kurian. New York: Oxford University Press, 1998 From: US Citizenship and Immigration Service. <http://www.uscis.gov/graphics/aboutus/history/articles/oview.htm>
- Torpey, John (2001) “*The Great War and the Birth of the Modern Passport System.*” pp.256-270 In Caplan, Jane and Torpey, John (eds) (2001). Documenting Individual Identity: The Development of State Practice in The Modern World. Princeton University Press, Princeton/Oxford, 415pp
- Websters Ninth New Collegiate Dictionary (1988), Merriam-Webster, Springfield, Mass. USA.



Mobile International Festival

Passport to the World

NAFSA Education Abroad Knowledge Community Practice Resource:

Visa Application Tips for Education Abroad Professionals Advising Program Participants

Advising students who will be participating in study abroad opportunities outside the United States about foreign immigration rules, regulations, and, in particular, visa application procedures has become more complicated over the last several years as nations around the world implement new and evolving procedures both through their consulates in the United States and post arrival in country. All these changes have and will result in programs needing to consider greater lead times and better understanding of these changing visa and immigration rules.

Historically U.S. institutions and programs have continued to work one on one with the foreign consulates serving their regions coming to mutually acceptable working procedures. Some institutions work on group program procedures and others work with individual students to facilitate their visa application process experience as much as possible. As national immigration rules and regulations become more uniform there is the potential for more uniformity in process and protocol. However, as systems evolve there may be challenges inherent in such changes for programs and their participants.

The practice information provided in these pages are designed to minimize the impact of meeting the challenges of ever changing rules and specific needs of particular consulates. None of the practice information is "fixed" or "specific" and should be considered "living" as each country specific consulate's student application requirements and processing procedures change. As new information and changes occur, we will adapt these guidelines as quickly as possible. Nevertheless, the best practice is to confirm all visa processing information with the appropriate consulate.

- Visa Application Tips: Rules of Thumb for Education Abroad Programs and Participants
- Visa Application Tips for Advising Individual Education Abroad Student Applicants
- Visa Application Tips for Education Abroad Advisers/Programs Preparing Student Applications

http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/education_abroad_2/practice_resources_12

Education Abroad Network Discussion Topic on Applying for Visas

Subscribers can join a new [discussion topic about the student visa application process](#) in the Connect with Your Colleagues discussion forum.

http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/education_abroad_2/new_discussion_topic