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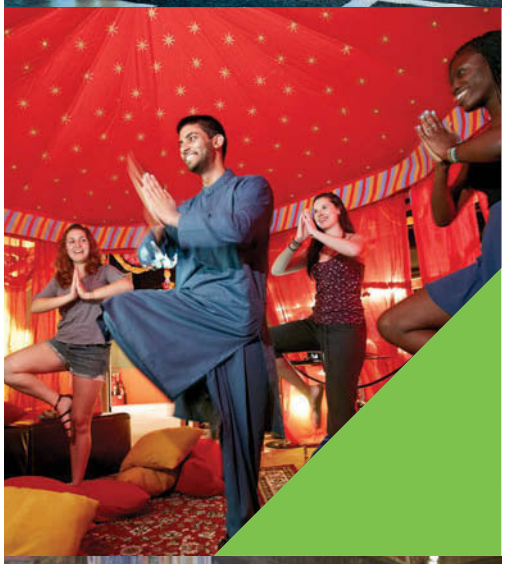

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Special Feature: Measuring Impact

On the cover:
Abraham Ambo Garcia (Philippines), Ford Foundation International Fellowships Program (IFP) fellow, studying visual arts in Australia.

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The Impact of International Education

MUSIC CONDUCTORS SHAPE the sound of their ensembles by setting the tempo, guiding phrases, and unifying performers. Doing these things well, however, does not guarantee the music sounds good. A strong performance, I believe, requires a conductor who is acutely aware of music's potential to impact an audience. Such awareness influences how the conductor listens—her ear more in tune with the possibilities of the music.

One year ago, IIE added "Impact" to the name of its research center: the IIE Center for Academic Mobility Research and Impact. This change reflects a growing awareness within the field of international education about the importance of assessing and documenting the profound influence that international education exchange can have on individuals and societies. To expand this awareness, we have devoted this entire issue of *IIENetworker* to an exploration of impact and relevance. Articles look beyond what is happening and how toward a deeper exploration of whether international education matters and why.

To calibrate our approaches and measures of success, we need systematic and rigorous monitoring and evaluation to document the actual effect of our interventions.

We define "impact" as the contribution that international educational exchange and leadership programs make to develop core knowledge and skills, networks, and international cooperation among students and institutions throughout the world. The theory of change that underlies IIE's vision and mission, however, extends beyond academia. It posits that effective educational interventions provide individuals with value-added opportunities to impact human and economic development in the long-term. Thus, each article analyzes a distinct aspect of this individual and collective impact, with expert authors looking closely at outcomes such as skill and leadership development, economic development, diplomacy, peacebuilding, and civic engagement.

We hear from UN Senior Advisor Colleen Thouez, who describes the growing role of higher education in the international development agenda. IIE's Southeast Asia director Jonathan Lembright articulates the role of the university and international exchange in imparting civic values that support democracy.

To calibrate our approaches and measures of success, we need systematic and rigorous monitoring and evaluation to document the actual effect of our interventions. This issue, therefore, also includes critical examinations of current approaches and shortcomings, such as an article by Chris R. Glass and Cheryl Matherly emphasizing the need for evaluations that build trust and an essay by Darla Deardorff arguing for a holistic approach to assessment that moves the focus away from the program and toward the learner.

Measuring impact not only informs each intervention that follows; it contributes to a growing field of exploration, with an ear to the potential to improve lives and communities worldwide. We hope that this issue will inspire 'conductors' of international education around the world to heed the broader relevance of each intervention and to help uncover new possibilities by documenting—and publishing widely—the processes, outputs, outcomes, and impact of our important work. ■

IIE Awards 160 Generation Study Abroad® Scholarships

The IIE Generation Study Abroad Scholarship program is intended to diversify study abroad and encourage students to go abroad who would otherwise not participate in an international experience. In 2015, the Institute has presented awards to 26 Generation Study Abroad U.S. higher education institution partners, with generous funding from the government of Ireland, IIE, STA Travel, and individual donors. IIE will issue a second call for grant applications to eligible U.S. higher education institutions in 2016. **generationstudyabroad.org**

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Open Doors 2015 Data to be Released November 16

The Institute of International Education will be kicking off International Education Week on November 16, 2015, by releasing the findings from *Open Doors 2015*, the annual report on student mobility. IIE together with the U.S. Department of State Bureau of Educational and Cultural Affairs, which funds the research, will hold a briefing in Washington, DC, on November 16 to discuss the *Open Doors 2015* findings. **iie.org/opendoors**

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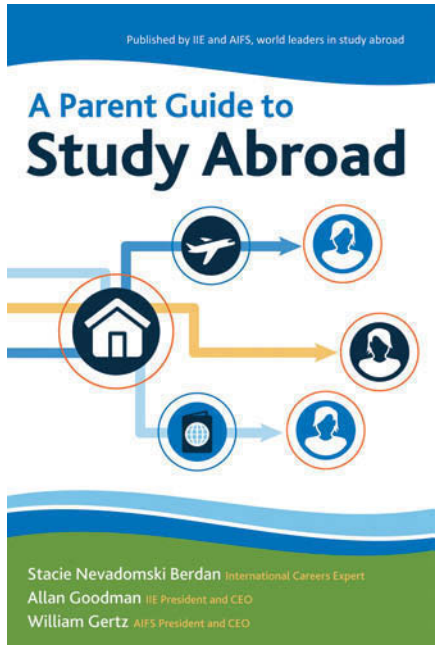
Subscribe to the Opening Minds IIE Blog

For almost a century, the Institute of International Education has gas worked to advance international education around the world. The Opening Minds blog is IIE's take on how this field continues to change. The Institute's experts explore global student mobility, institutional partnerships, international development, and other topics and trends that are shaping higher education around the world. IIE's team of bloggers includes leaders with multiple areas of expertise from across the Institute's diverse centers of excellence and domestic and international offices. **iie.org/blog**

New IIE Publication: *A Parent Guide to Study Abroad*

Parents play a critical role in helping their child identify, prepare for and leverage the study abroad experience, but many do not know how to be most effective. Highlighting the importance of knowledgeable yet limited involvement, international careers expert Stacie Nevadomski Berdan, IIE President Allan Goodman, and AIFS President William Gertz, coauthors of *A Parent Guide to Study Abroad*, have written a study abroad guide for parents to arm them with the right mix of practical information needed to provide support, while also allowing their students to learn and grow on their own. This guide is a companion to the comprehensive *A Student Guide to Study Abroad*. Purchase 20 copies for $20, or $4.95 each. ***Also available in Spanish!*** **iie.org/publications**



DEADLINES

18th Colloquium on International Engineering Education

IIE and the German Academic Exchange Service (DAAD) are pleased to present the 18th Annual Colloquium on International Engineering Education in New York City on November 5–6, 2015. The Annual Colloquium attracts engineering and foreign language deans and faculty along with study abroad professionals, administrators and senior leadership at higher education institutions. Representatives from industry and various government agencies are also in attendance. During the two-day conference, we will hear panelists and presenters speak about "Building Strategic International Partnerships," the theme of this year's Colloquium. Email Sabeen Altaf at **saltaf@iie.org** for registration availability. **www.iie.org/ieecolloquium**

Schwarzman Scholars Program Accepting Applications for Inaugural Class

Exceptional students, recent alumni and young professionals are encouraged to apply for the inaugural class by October 1, 2015. Inspired by the Rhodes Scholarship, Schwarzman Scholars is a highly selective international scholarship program designed to prepare future leaders for success in a world where China plays a key global role. The program will give the world's best and brightest students the opportunity to develop their leadership skills through a fully funded one-year master's degree at Tsinghua University—one of China's most prestigious universities. **schwarzmanscholars.org**

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Boren Awards Announce Deadlines for 2016

Boren Awards provide unique funding opportunities for U.S. undergraduate and graduate students to study in Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. Undergraduate students can receive up to $20,000 for an academic year's study abroad and graduate students up to $30,000 for language study and international research. In exchange for funding, recipients commit to working in the federal government for a minimum of one year. The Boren Fellowship deadline is January 28, 2016; the Scholarship deadline is February 9, 2016. **www.borenawards.org**

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SCHOLARSHIPS AND FELLOWSHIPS FOR INTERNATIONAL STUDY

An Interview with Xavier Prats Monné, Director-General for Education and Culture of the European Commission

Conducted by Jon Grosh

Xavier Prats Monné

XAVIER PRATS MONNÉ is the Director-General for Education and Culture of the European Commission. He is responsible for European Union (EU) policies in the field of education and for the EU education programs for the 2014–2020 period, including Erasmus+ and Marie Sklodowska Curie. He is also responsible for EU policies in the field of culture, youth, and sport and for the Creative Europe program.

Grosh: **The Erasmus Program was adopted by the European Commission in 1987. What was the primary incentive for creating this program, and how has it evolved?**

Prats Monné: As usual, with many great ideas, people don't know how great they are at the outset. Erasmus started with a very simple logic. Mobility and free movement is the most immediate requirement for European integration. That applies to goods, services, people and groups of people—so why not to students? That in itself was enough to start. In the early 1980s, student exchanges supported by the European Commission involved something close to 300 students. The initial proposal for Erasmus had no ambition to be systemic, only symbolic. But then, as sometimes happens, a good idea at the right time can take off. By the end of our budget cycle in 2020, we will have 5 million mobile participants.

Today participants do not only include higher education students, which represent maybe 60 percent of the funding. Much of the systemic input of the program has expanded beyond student mobility to also include staff mobility, cooperation between higher education institutions and business, and innovation in pedagogy. And this is incidentally the most important thrust of the latest program for the 2014–2020 period.

Grosh: **Have there been any unanticipated outcomes of the program?**

Prats Monné: We are now seeing to what extent the program is "changing lives" and "opening minds," as our motto proclaims. We have many cases showing how a period of mobility abroad, even something as limited as a semester abroad, gives people a very different view of their own future and about what education means in their lives. Along with the benefit for the individual, we also have seen a strong impact on the level of internationalization of many European higher education institutions. We have 4,000 universities in Europe, many of which have not had Oxford's long international tradition. These institutions, including students and faculty, have been encouraged by the program to look elsewhere and not just inwardly. In addition, the program has had an enormous impact on the European Credit Transfer and Accumulation System (ECTS) system. This credit system is now pretty much standard within the EU application—maybe beyond—and it began as the result of an innovative project funded by Erasmus several years ago. These three things—the extent of individual impact, the systemic influence, and the potential for innovative ideas—were most certainly not on the minds of those involved in 1987.

Also, 1987 was another planet—literally another century. A six-month program had a greater impact on somebody's life than it would today. That's why it was even more important to make sure that we don't focus only on a few mobile students, even a few thousand or 100 thousand mobile students, but also on what the program can do for institutions. To give an example, with Erasmus+, we have tried to place a stronger emphasis on the fact that mobility isn't an end in itself, but a means—a means for internationalization and so on. Therefor, the charter that Erasmus institutions must sign to benefit from the program is now less of a declaration of intentions and more of a statement as to how mobility is going to be part of the strategy of the institution.

Grosh: **How has Erasmus tracked its progress?**

Prats Monné: We finance mobile students through national agencies. So we do not directly fund the scholarships or grants for students. They are financed through national agencies with which we have agreements. There is at least one per country. Therefore we have good statistics of the mobile students that are funded, where they go, and where they come from. Of course this only gives you a quantitative picture. Until recently, we had only evidence from individual situations. We have now completed an external assessment called "The Erasmus Impact Study: Effects of Mobility on the Skills and Employability of Students and the Internationalisation of Higher Education Institutions." It looks at the employability of graduates, and we are happy to find that there is a noticeable difference in employability between students who benefited from Erasmus and those who did not. It is difficult to know, of course, to what extent the program had an influence. Are the students who participate in Erasmus already more employable, or do they become employable because they have benefited from Erasmus?

XAVIER PRATS MONNÉ is Director-General for Health and for Food Safety of the European Commission. During this interview, Prats Monné was serving as Director-General for Education and Culture of the European Commission, where he was responsible for European Union (EU) policies in the field of education and for the EU education programs for the 2014–2020 period, including Erasmus+ and Marie Sklodowska Curie.

***Grosh:* The Erasmus and Erasmus+ models have clearly been successful for Europe. Do you think other regions would benefit from these models?**

Prats Monné: Yes. The Erasmus model is quite flexible. To give an example, each country can decide if it wants to give fewer grants of higher amount to fewer students—to cover more of the needs of each student—or more grants of a smaller amount to reach more people. There are important differences between countries. For example, if you are a student from Cyprus, it would be logical for you to get a higher grant, because you have to travel farther than somebody from Belgium.

But I also think the underlying idea, which is that mobility should be encouraged—you don't need to have a full system of grounds covering everything. You need just an incentive, which students can add to their personal funding capacity. In addition, the increased movement of students and staff impacts education systems themselves. I think that this is a pretty sensible approach everywhere—not least because internationalization covers all education systems all over the world. It is not just Europe that wants to bring countries closer together; university systems everywhere would benefit from fewer barriers among them.

One other point: If you compare cost to benefit, I think it is hard to find a better way to spend a few Euros than providing financial incentives for student mobility. We have so much evidence that shows the benefit of student mobility—upon the person and the institution. And it is quite cheap to build a program like Erasmus compared to, for example, an infrastructure project.

***Grosh:* What is the future of European exchange?**

Prats Monné: The European Union has a budget that is established every seven years. So every seven years we have a prolonged dispute between member countries. This is in itself is an advantage of the program. We have very stable funding, which allows us to establish and steer our priorities quite easily. For the current seven-year budget, 2014–2020, the Commission decided that, since we are asking for fiscal rigor to our countries, we should apply the same rule to ourselves. Hence, the overall EU budget for the 2014–2020 period shows zero increase. And yet, within this budget, the Erasmus program budget increased by 40 percent! This gives a sense that there is a real commitment. Of course Erasmus is 14.7 billion Euros over seven years, which is only about 2 percent of the overall EU budget, and it covers not only higher education but also school education and vocational training. So you can make this increase without an enormous sacrifice to other parts of the budget. But still, 40 percent is a big increase, yet I would be astonished if the European Union didn't make a similar effort during the next round—not just because of the intrinsic importance of higher education and human capital development, but also because mobility is perhaps the most indisputable contribution that European integration has provided to even the most Euroskeptic citizens and governments. The debate for more or less integration is particularly harsh in the United Kingdom, yet very few in that country dispute the benefits of student mobility in Europe.

Here is another example. The European Union was awarded the Nobel Prize for peace in 2012. As you can imagine, the many institutions at the European Union deliberated at length about who would pick up the prize. And they also discussed how to show that the European Union deserves that prize. In the end, it was decided that three EU institutions should be there: the European Commission, Parliament and Council. The answer to the second question about EU merit was to organize a discussion with Erasmus students in Oslo, Norway. The decision to focus on these students on the occasion of the Nobel Prize award is telling. Ask a citizen, a politician, or even a policy maker like me: How do you justify European integration, how is it good for citizens? We can have many sophisticated policy and economic arguments, but the real, simple, clear-cut answer is that it promotes the mobility of people and exchanges—particularly exchanges of students and staff at universities. I have very little doubt that, whatever the future holds for European integration, the mobility of students and Erasmus will remain a priority. ■

Jon Grosh is the publications manager at the Institute of International Education.

Improving Our Understanding of Impact

By Rajika Bhandari

BEFORE WE CAN arrive at an understanding of how best to measure the impacts of international education, we must first revisit what we mean by "international education" in the first place. The field of international education has itself expanded so rapidly over the past couple of decades that any approach to measuring impact must be premised on a clear understanding of the type of international education under consideration. Although the field continues to be dominated by student mobility, other modalities—such as joint and dual degrees, the provision of education through branch campuses, and even virtual and online learning—are now commonly accepted and valid forms of international experience. Clearly delineating these types of international education is critical to identifying (and subsequently measuring) the types of impacts that can reasonably be expected from each.

But regardless of the specific definition of international education, one aspect holds true: the impacts of international education have, to date, been neglected or at best been assumed and not demonstrated through evidence. It is widely believed that international fellowship and scholarship programs in higher education have profound and lasting impact on individuals. But what is the specific nature of such impacts? When are they manifested? What specific aspects of the program are associated with the greatest impact? And, ultimately, what are the impacts of these types of international experiences on students, institutions in the home or host country, and local communities? These are all questions for which our field does not yet have good answers, particularly on a global scale. Yet the investments by individuals, governments, and the higher education sector in promoting all forms of international education are significant. In 2013 alone, international students spent $27 billion in the United States. The Brazilian government has invested over $2.4 billion in its ambitious Scientific Mobility Program.

If we look beyond structured fellowship programs (which encompass just one type of international education) to the individually driven mobility, which today accounts for close to 4.5 million globally mobile students, the potential impacts are even vaguer and rarely examined. One of the greatest challenges in measuring the impact of global student mobility is that much of this movement is individually driven and is the result of students' own aspirations and efforts. The kind of structured mobility that occurs through fellowship and scholarship programs—or what is commonly understood to be international educational exchange (Fulbright, Boren)—comprises just a small proportion of overall student mobility—less than 35 percent in the United States. While structured programs lend themselves to a systematic assessment of short- and long-term impacts, the outcomes of individually driven mobility are harder to measure, because students' academic and subsequent professional careers are not followed or tracked in a systematic way; and the students often lack a sense of engagement with or accountability to their host institution or any other entity. Nonetheless, there have been a few large-scale, national-level studies as well as smaller, campus-based efforts to examine the various impacts of U.S.-trained international students and American students abroad (see, for example, research by Hudzik, Deardorff, Paige, and Sutton).

Given the shortcomings in the field of assessment and evaluation in international education, the remainder of our article highlights what we have been learning about studying and documenting the impacts of international education through our work at IIE's Center for Academic Mobility Research and Impact.

Knowledge and Learning

The locus of change in any international education program, first and foremost, is the individual. As a result, various reports have focused on student learning outcomes and impacts related to internationalization and global understanding. Learning outcomes include the knowledge, skills, and attitudes that, change as a result of the global academic experience. These can link to professional opportunities, job readiness, and better job prospects after graduation. Our early study of the Brazil Teachers Program (funded by the Brazil Government) has shown that participants experienced significant gains in job-specific knowledge as a result of their fellowship opportunity in the United States.

Mutual Understanding

The more intangible impacts of international student mobility are categorized as "global citizenship"—the hypothesis that students will become more open to and accepting of other cultures as a result of their experience abroad. Studies of the U.S. Fulbright Program, administered by IIE on behalf of the U.S. Department of State, indicate that a majority of participants expressed increased interest in world events, social issues, and life outside their community. These skills prepare program participants for careers in the global marketplace and build intercultural communication.

Impacts Beyond the Individual

The multiplier effect of international mobility stems from the knowledge shared as a result of the global experience. Evaluation frameworks that incorporate change from the individual to the communal emphasize the application and behavioral transfer of an individual's knowledge to his or her environment. (See also Andrea Brown's article in this issue, which discusses the multiple impacts of the Ford Foundation International Fellowships Program.) IIE's study of the Carnegie Corporation of New York's African Diaspora Fellows Program, for example, tracks the university partnerships created as a result of academic exchange between U.S. and Canadian academics with African universities. The sustainability and effectiveness of these networks is the critical link between the individual experience and the impact of this program in the local communities.

The impacts of international education have, to date, been neglected or at best been assumed and not demonstrated through evidence.

The Role of International Education in Opportunity, Access, and Equity

Some researchers point to the most macro-level impact of international higher education exchange—creating equitable academic opportunities for individuals throughout the world. Elimination of barriers to academic exchange has enabled unprecedented international flow of people and ideas that level the playing field of academic opportunity. IIE's 10-year tracking study of the Ford Foundation International Fellowships Program (IFP), a social justice program, focuses on studying this type of impact. IFP's main goal was to provide fellows with graduate study so they could improve conditions back home for the marginalized communities from which they came. IIE's methodology focuses on the participants of the program and their personal trajectories and the extent to which the program interventions may have contributed to transformative effects, both within their own identity as social justice leaders and in their abilities to promote change over time. Gender and the mobility of women is another area on which international education has had an impact, yet it is one that is understudied.

The wider impacts of international education on national systems, on economic growth and education reform, are all areas that need to be examined further. For example, although most key host countries have developed solid approaches to estimating the positive financial impact of their international or foreign students, our field has yet to measure the financial impact (positive or negative) on the sending country.

Challenges to measuring the impact of international student mobility remain. Impact assessments of international scholarship programs, for example, often focus on processes and outputs, such as rates of completion and employment. Though this data is critical to understand the short-term outcomes of a program, most methodologies lack a more focused examination of the long-term pathways that move from outputs to effects and impacts (see, for example, Mawer and Day's article for a detailed discussion of evaluating scholarship programs). In addition, most programs do not have a coherent strategy for tracking and measuring alumni impacts over time. Finally, programs often struggle with mapping indicators that clearly link the program to its intended outcomes and impacts. The Center has committed to exploring these understudied areas in order to improve our understanding of the impact of international higher education mobility over time.

Rajika Bhandari is the deputy vice president of research and evaluation, Institute of International Education.

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The Meaning and Measure of Impact: A Look at the IFP Alumni Tracking Study

By Andrea Brown Murga

AS THIS MAGAZINE issue attests, "impact" has become a buzzword in the international education field. Practitioners and funders alike are eager to demonstrate the impact of their programs and share 'impact stories' about the beneficiaries they serve and support.

Moving beyond colloquial use and into the sphere of monitoring and evaluation does not necessarily lead to more precise usage of the term. In her seminal guide to program evaluation, Weiss (1998) notes that impact can be variously understood as (1) a synonym for longer-term effects of a program, (2) a reference to effects that extend to the larger community, or (3) "net" program effects, that is, those that can be attributed to the program alone.

This focus on impact (and indeed, on evaluation itself) is not misplaced given the broad aims that characterize work in the field. From the beginning, international exchange programs have sought not only to benefit individual recipients; rather, they have ultimately sought to promote peace, mutual understanding, equity, and other benefits for the greater good. Similarly, as the massification of higher education and the growth of the knowledge economy continue apace, policymakers are increasingly focused on the role of higher education in promoting international economic and social development.

The Ford Foundation International Fellowships Program (IFP) is an example of a program with ambitious goals that came to fruition during a period when higher education re-emerged as a "development priority" (Clift, Dassin, & Zurbuchen, 2013). Launched with the largest single grant in the Ford Foundation's history, from 2001 to 2013 IFP provided graduate fellowships to more than 4,300 individuals from 22 different countries in the developing world.

From the outset, IFP was envisioned as a "social justice program that would operate through higher education" (Clift et al., 2013). By providing opportunities for advanced study to individuals from marginalized communities who had demonstrated academic potential, as well as a commitment to achieving social change, the program saw itself, above all, as a vehicle for advancing social justice on a global scale.

Befitting the program's bold and big-picture aims, IIE's Center for Academic Mobility Research and Impact has embarked on a 10-year longitudinal tracer study of the IFP fellowship. Building upon a formative evaluation conducted during the course of the program, the IFP Alumni Tracking Study seeks to examine the long-term impacts of the fellowship on its alumni as well their home communities, relying on a mixed-methods approach that incorporates surveys with qualitative fieldwork in 11 countries.[1]

The study is, in many ways, a groundbreaking opportunity to explore the potential for a fellowship program to advance large-scale social change. Unpacking the different meanings of "impact" articulated by Weiss helps to illustrate why.

Measuring Impact = Studying Longer-Term Effects

Even when efforts are made to evaluate programs, they often focus on measuring shorter-term outputs (such as the number of students served by the program) and outcomes (such as degree attainment). The IFP Alumni Tracking Study is different in that it employs a longitudinal design. While programs often have a wealth of anecdotal information about participants that have achieved prominence (the 53 Fulbright alumni who have been awarded the Nobel Prize come to mind), a systematic study of the personal and professional trajectories of alumni over the long term can yield valuable evidence about the potential for programs to impact the lives of their beneficiaries long after their study experience is over.

Measuring Impact = Studying Effects Beyond the Individual

Another central feature of the IFP Alumni Tracking Study is its focus on impacts that extend beyond individual alumni. IFP was predicated on the idea that providing fellowships to "social justice leaders" from disadvantaged communities would enable these alumni to serve as agents of change and impart benefits to their home communities and countries more broadly. Our study seeks to explore this assumption by examining the effects that IFP alumni are having at the organizational level (be it professional or volunteer work), at the community level (within the marginalized communities from which alumni were drawn) and even at the societal level (looking, for example, at the influence of alumni on local, national, and regional policy-making).

Indian IFP alumna Richa Ghansiyal in her home state of Uttarakhand.

Measuring Impact = Studying "Net Effects"

A central concern for all researchers is the explanatory power of the study and the extent to which the outcomes measured can be attributed to the program. As is the case in any evaluation, our study is not without its limitations. Even in studies that utilize a rigorous experimental design, the nature of social phenomena are such that it is exceedingly difficult to identify impacts that can be ascribed to the program alone.

These challenges notwithstanding, the opportunity to learn from the experiences and accomplishments of an alumni community as large, diverse and unique as that of IFP is unprecedented and shows a growing commitment within the field to achieving a deeper understanding of the impact of international scholarships. ■

Andrea Brown Murga is an evaluation officer at the IIE Center for Academic Mobility Research and Impact, Institute of International Education.

NOTE

1. See www.iie.org/Research-and-Publications/IFP-Alumni-Tracking-Study.

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International Scholarships: Program Impact and Comparative Analysis

By Matt Mawer and Rachel Day

EVERY YEAR, THOUSANDS of promising individuals are funded by international scholarship programs to undertake undergraduate and postgraduate study overseas. A substantial tranche of this funding is committed through the Overseas Development Assistance (ODA) and poverty reduction initiatives of major donor governments (e.g., United Kingdom, United States, Australia) and philanthropic foundations (e.g., Ford, MasterCard). Although all scholarships benefit individuals directly, ODA-funded scholarships are typically predicated on "change agent" models—empowering individuals to catalyze change in civic and industrial sectors and transfer their knowledge to others within their organizations, communities, and countries.

In the past decade, various successes have been claimed for international scholarships as vehicles of technical capacity building and personal empowerment. Studies have shown that the rate at which scholarship recipients return to work in their home countries has tended to be above 80 percent (e.g., Enders & Kottman, 2013), and that they have frequently been employed in strategically important leadership roles within organisations and government (Chesterfield & Dant, 2013). The technical and intercultural skills developed during their studies have improved institutional capacity (Day, Stackhouse, & Geddes, 2009) and been used within voluntary and community activities (Clift, Dassin, & Zurbuchen, 2013). In aggregate their activities have been correlated with better governance and the promotion of democracy in non-democratic countries (Spillimbergo, 2008; Atkinson, 2010).

Analyzing Scholarship Outcomes

Despite these positive outcomes, measuring whether scholarships achieve their aims remains a serious challenge for program evaluators and funders alike. Scholarship programs are often long-running with subtly shifting aims over their historical course. In many cases the community of scholarship recipients are dispersed not only geographically but also across a breadth of disciplinary fields. While scholarship outcome evaluation has developed substantially in the 2000s and 2010s, there are still many gaps in our knowledge about the impacts and the optimum trajectories into and out of scholarships.

One of the more significant deficits is the dearth of comparative research within the field. Examining differential outcomes is a fundamental premise of policy and intervention evaluations, based on comparing the baseline to follow-up for recipients and comparing outcomes of recipient to non-recipient groups. There have, however, been limited instances of these practices in published analyses of scholarship outcomes. One domestic example has been the impact evaluation of Gates Millennium Scholars conducted by the American Institutes for Research (Amos et al., 2009), which has included longitudinal comparison of Gates Scholars and non-recipients. Similarly, the evaluators of USAID scholarships within Latin America and the Caribbean reconstructed a comparison group of previously unsuccessful scholarship applicants, using in-country researchers to follow up local contacts where telephone and email were proving ineffective

Commonwealth Scholars studying for PhDs in the United Kingdom at a recent training workshop on enhancing their development impact.

(Chesterfield & Dant, 2013). These are uncommon examples, however, with the majority of published evaluation relying on ex-post self-report data without comparative measures.

Amongst the barriers to the use of comparative research has been the period that must elapse before scholarship outcomes can be reasonably assessed. Often scholarships are awarded for a period of several years, particularly in the case of doctoral research, and consequently the time from selection to early career post-scholarship can be as much as a decade. Running comparative studies over this period is certainly possible—and regularly conducted in health and psychological research, for instance—but has been hampered in scholarship evaluation by both the geographical spread of alumni and the tendency to conduct evaluation retrospectively rather than longitudinally. The latter in particular has meant that baseline and non-recipient data has rarely been available to evaluators, making reliable comparisons difficult to construct.

Scholarships in Context

Comparative research is by no means straightforward in this field, both for the reasons noted above and for the complexity of gauging the contribution of one scholarship to individual life and career trajectories over many years (Mayne, 2008). Yet beyond its utility in individual program evaluations, comparative research is a vital component in measuring the merits of scholarships in contrast to alternative approaches or interventions with similar goals. Without such data it is difficult to make considered analysis of whether investing in, for instance, international scholarships for technical training in a high income country provides better outcomes than sponsoring South-South collaborations, distance learning, or even the increasingly popular Massive Open Online Courses (MOOCs).

Whether international education programs are the most effective method to achieve their stated aims remains a subject of considerable discussion. Earlier this year the UNESCO Education For All Global Monitoring Report criticised 'traditional scholarships' as outdated and frequently a ploy to return aid allocations to donor countries (UNESCO, 2015). Nonetheless, major foundations—such as the

MasterCard and Ford Foundations—have recently invested heavily in scholarship programs as part of their empowerment and poverty reduction programs. Additionally, many scholarship programs have diversified from their 'traditional' approach: the extensive funding of distance learning in the United Kingdoms's Commonwealth Scholarships is one such example (CSC, 2013). The most plausible answer to criticism is thus to analyse the comparative benefits of scholarships in their current configurations and in contrast to alternative approaches that might fulfil similar objectives.

Ways Forward

These uncertainties and criticisms do not diminish the compelling outcomes of many scholarship programs. Examples abound of individual recipients for whom an international scholarship has been transformative, and they in turn have enriched their communities, organisations and countries. Nonetheless, to make the most robust assessments of scholarship programs in aggregate requires a greater investment in comparative analysis throughout the sector.

A recommended first step is to shift emphasis toward longitudinal rather than retrospective evaluation, collecting baseline data and measuring the 'distance traveled' by recipients in their scholarship outcomes. Another recommendation is to build upon the nascent collaborative work in spaces where multiple scholarship programs operate independently (e.g., Sub-Saharan Africa, Southeast Asia) to assess the potential synergy or interference created by the combination of programs' activities. Now more than ever the processes of research and evaluation need to be rigorous and critical, both to stand between scholarship programs and unwarranted censure and to ensure their continuing relevance to the important aims at hand. ■

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International Education Outcomes Assessment: A Changing Paradigm

By Darla K. Deardorff

A GROWING NUMBER of international educators are focusing on student learning outcomes as a means of documenting short-term impact of international education, and it is becoming a key component of internationalization efforts at universities around the world.[1] In the past, they have used a traditional assessment approach of a pre-/post-measurement tool, often for program evaluation and advocacy purposes. This approach is insufficient. As international education assessment continues to develop and mature, a new approach is emerging, which moves its focus away from the program and toward the learner. This shifting paradigm challenges administrators—who often conflate outcomes assessment with program evaluation (two very different processes)—to look beyond their own efforts and desired results and consider learner growth as a transformational process within a broad context of factors and influences.

What is this shifting paradigm? Figure 1 summarizes the change in paradigms, which applies both to short-term impact of education abroad programs as well as to international education on the home campus through the curriculum and co-curriculum.

Here are some key highlights of this changing paradigm:

From program/course-centered to learner-centered assessment: Traditionally, international educators have engaged in assessment as a means of determining the efficacy of their program or course, which often resembled program evaluation and advocacy. To measure short-term impact, educators need to make the learner the central focus, especially since learning and assessment are so closely connected, leading to lasting change.

From traditional evidence to authentic evidence: Traditional evidence in international education has predominantly consisted of a pre/post survey, usually administered outside of the actual learning experience. Authentic evidence is collected within the learning experience in real-world settings through observation, teamwork, relationship development and so on—both in and out of the classroom. With this approach, assessment becomes more relevant—and meaningful—to the learners, especially if they are directly engaged as the key stakeholders in the assessment process. No longer are data collected solely through contrived instruments in forced, disconnected environments devoid of meaning and context. While pre/post surveys can still be part of the assessment package, including authentic evidence makes such surveys even more valuable to collect in providing a more holistic picture of learner transformation.

To measure short-term impact, educators need to make the learner the central focus, especially since learning and assessment are so closely connected, leading to lasting change.

From self-perspective to multiple-perspectives: Rather than relying solely on surveys and inventories that document only perspectives of the learner, the new approach also seeks perspectives from those who interact with the learner and/or those who observe these interactions. Such multiple perspectives can include observations from professors, internship supervisors, host families and reference letters related to teamwork abilities, communication skills, etc. Multiple perspectives are especially important in intercultural competence assessment, which not only involves *effectiveness* (assessed through self-perspective) but also *appropriateness* (assessed through others' perspectives).[2]

From standardized to tailored/customized: Some educators are pushing for a one-size-fits all assessment tool. This push, while understandable, runs contrary to an emerging trend toward a more tailored approach to both learning and assessment. When learners are placed at the center of international education efforts, we acknowledge their distinct intercultural journeys. Educators must meet learners where they are in their developmental process and provide tailored feedback to help them continue in their intercultural journeys.[3]

From separate to holistic: International education outcomes assessment has traditionally been divorced from other types of learning assessments that occur within higher education. The shifting paradigm views intercultural learning within the broader personal development of students, including emotional intelligence, critical thinking and self-authorship. Collaborating with others at our institutions will ensure that intercultural learning assessment is integrated in the institutional fabric.

From results to process: For too long, international education has been fixated on numbers (outputs)—numbers of international students, numbers of study abroad students,

FROM…	TO….
Program/course centered	Learner centered/engaged
Traditional evidence	Authentic evidence
Self-perspective	Multiple perspectives (including self)
Standardized/one-size-fits-all	Tailored/customized
Separate	Holistic
Results	Process

Figure 1. *The changing paradigm of outcomes assessment in international education (adapted from Deardorff, 2015).*

number of partnerships, etc.[4] While numbers are important, there is much more to international education. Moreover, intercultural learning outcomes are not so much about results as they are about the process—the intercultural journey itself. Outcomes assessment (which is admittedly results-oriented) must therefore become more process-orientated and include process outcomes as well as results-focused outcomes. Process can be documented through critical reflection, for example.

This changing paradigm raises numerous questions for further exploration: What is the *evidence* of success for learners? What would learners cite as evidence? What would others (such as employers) cite as evidence of learner success in international education? What are the most effective ways to document unanticipated outcomes of international education? What are the implications of different cultural perspectives on outcomes assessment and what can be learned from colleagues and learners in other cultures about assessing impact? What is the impact of technology on outcomes assessment (digital badging, for example)? Moreover, with this focus on individual student learning, how are our institutions being transformed by emphasizing intercultural learning, both in and out of the classroom? How are local communities being impacted by this focus on global learning? How will this focus on global student learning move institutions beyond their fixation with rankings, which in the end exacerbates a more insular focus and inhibits transformational learning? And what are the limitations of focusing on outcomes and impact?

U.S. Secretary of Education Arne Duncan stated in his 2015 commencement address to graduating college seniors, "The most vital attribute in the world you're about to enter is not critical thinking or fluency in another language. It's about whether you're able to see the world through another's eyes." This statement resonates with research findings on the key elements of intercultural competence; international education purports to help students acquire this attribute of seeing the world through other perspectives. Although truly achieving this goal is not easy. The changing paradigm of outcomes assessment in international education can not only facilitate the documentation of this outcome, it can also serve as a powerful tool in bringing about real change in learners as well as in higher education institutions as both seek to make a difference in the world. ■

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NOTES

1. The results of the International Association of Universities' 4th Global Survey indicated that slightly over half of the 1336 higher education institutions (from 131 countries) surveyed are in the process of measuring institutional-wide international/global learning outcomes. See, Egron-Polak, E., & Hudson, R. (2014) Internationalization of higher education: Growing expectations, fundamental values: IAU 4th global survey. IAU.
2. For more on intercultural competence assessment, see Deardorff, D.K. (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: Sage.
3. For more on this topic, see Deardorff, D.K. (2015). *Demystifying outcomes assessment for international educators: A practical approach*. Sterling, VA: Stylus.
4. For a discussion on a logic model applied to international education, see Deardorff, D.K. (2005). A matter of logic? *International Educator* 14(3).

Building Trust to Advance International Education Through Appreciative Inquiry

By Chris R. Glass and Cheryl Matherly

AS INTERNATIONAL EDUCATORS, we do not merely advance a set of measurable activities; we also build trust to help our institutions adapt to change. Trust facilitates effective communication and coordination among disparate units and advances international education. We believe, to fully realize the potential of international education, our strategic imperative is to build trust that enables faculty, students, and staff to struggle through change. As John P. Kotter (1990) argued, "Leaders don't solve problems; they don't even organize people. What leaders really do is prepare organizations for change and help them cope as they struggle through it" (p. 103).

Appreciative inquiry is one approach to change management that we believe has potential to build trust and advance international education. This approach challenges the core assumption that evaluation means finding and fixing what is not working. Instead, appreciative inquiry builds trust by identifying what is working well, analyzing why it is working and then doing more of it (Whitney, Trosten-Bloom, & Rader, 2010). It frames a positive agenda for change by asking people to consider, "What are the root causes of success?" This focus mitigates the threat some people might feel from change efforts. At the same time, it mobilizes more people in more thoughtful discussions of the rationales and desired outcomes of international education (Brandenburg & De Wit, 2011).

The context for this article is a series of collegial conversations we conducted with faculty, students, and staff at The University of Tulsa (TU) in spring 2015, using appreciative inquiry as a framework. The TU Quality Initiative, proposed to the Higher Learning Commission, identified engagement between TU's international and U.S.-born students—in and out of the classroom—as a student-learning milestone. *U.S. News & World Report* ranked TU 3rd nationally in terms of its overall percentage of international students in the 2013-14 academic year. In AY 2012-13, a team of consultants was engaged to examine TU's recruiting strategies. They recognized TU's diverse, international student body and recommended that TU focus on providing a distinctive international experience that would define the institution. This would include not only study abroad, but also a serious and systematic integration of international themes and experiences into the curriculum and full engagement of the significant population of international undergraduates. The collegial conversations were convened to consider how to accomplish these goals—specifically how faculty, students and staff can maximize student learning by best engaging domestic and international students in a pluralistic classroom and campus environment.

Appreciative Questions That Build Trust

From an appreciative inquiry perspective, "the moment we ask a question, we begin to create change" (Whitney & Trosten-Bloom, 2010, p. 54); the questions we pose actually shape the future. There is no formula to pose an appreciative question, except that the motive for the question reflects "genuine curiosity and the desire to improve the quality of the conversation by stimulating greater openness" (Schein, 2013, p. 36).

In this case, we posed questions about how to make meaningful engagement between international and U.S.-born students a signature part of the undergraduate experience. This approach broadened our focus from metrics of mobility, enrollment and satisfaction to a focus on enhancing global learning for all students. It also changed the conversation from one that simply catalogued deficiencies at the university to one that considered how this unique student body supported and in fact enhanced the learning atmosphere at TU. We facilitated faculty, staff, and student dialogues around open-ended prompts. We invited participants to share examples of:

- People and groups that serve as bridges between groups of international and U.S.-born students that would otherwise not interact;
- Something simple faculty members have done to facilitate meaningful interaction between international and U.S.-born students;
- The types of academic experiences where they observed meaningful interaction between international and U.S.-born students; and
- The types of out-of-class experiences they believe foster meaningful interaction between international and U.S.-born students.

Listening for Change

Appreciative questions draw out what others really think and therefore required us to be prepared to hear frank answers, firsthand experiences and heart-rending stories. Effective listening involved a sincere interest in whatever people shared. How well we heard their responses mattered as much as the questions we posed. When people detected genuine curiosity, they not only shared strengths and past successes; they brought up difficult issues, expressed criticisms, and many even discussed their opposition to specific initiatives. Our role was to listen with unconditional regard to whatever they shared, because beneath the surface of any struggle was what they desired to see at TU. That is, appreciative inquiry "flipped" problems by translating them into aspirations of what people wanted to see more of when the university is at its best. This insight—that problems reflected unmet aspirations—was a freeing realization for everyone involved.

We also created venues for "improbable pairs" (Whitney et al, 2010, p. 108) to interact: any two people who were unlikely to meet in the course of a normal workday. This simple practice invited greater participation. Meeting with "improbable pairs" for coffee or lunch or pairing off during a regularly scheduled meeting built trust in a number of ways: it opened new lines of communication across units, it created a shared sense of identity, and it generated better ideas by engaging diverse perspectives.

Although the process of appreciative inquiry framed a positive agenda for change, the result was not an idealistic wish list. Instead, we explored what faculty, students, and staff thought were "believable stretches" (Whitney et al, 2010, p. 143)—improvements from the status quo, but within reach, so TU could achieve its full potential.

Building on Past Success

In our case, faculty, students and staff generated simple ideas for making meaningful engagement between international and U.S.-born students a signature part of the undergraduate experience. For example, many students already viewed themselves as bridge builders across student clubs, residence halls, and campus activities; they expressed a desire for more ongoing, sustainable programs to reach the campus' full potential. To build on past success, they discussed how TU could incorporate an existing, successful cross-cultural staff-development program into student-worker training to increase the number of students who view themselves as bridge builders They also discussed ways in which the university could recognize local students who welcome and mentor international students in their first year and how the university could recognize students who facilitate interaction among local and international students across student organizations with scholarships to study abroad.

The university staff similarly generated ideas that built on existing successes. The recreation staff reported an increase in the number of international students at the fitness center that they associated with an increase in international student workers. This led other staff to explore ways to target orientation, recreation, and first-year programs so the student-worker ratio reflected the overall student population.

Finally, numerous faculty already viewed themselves as facilitators of intercultural engagement among local and international students, but they identified the institution's service learning and undergraduate research program as key sites to deepen global learning. They wanted to build on these organizational strengths to facilitate interdisciplinary global problem solving among local and international students.

Conclusion

Appreciative inquiry builds trust by framing a positive agenda about the desired aims of international education. By affirming an organization's past successes, appreciative inquiry challenges the assumption that evaluation means finding and fixing what is not working. Campus internationalization must be strategic: it should build on historic strengths, offer a distinctive future, and position the institution in a competitive global marketplace. In this way, appreciative inquiry is a much less threatening way to explore organizational change, and it is well matched with the complex realities of the multilayered organizational structures of universities. ■

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A Century of International Education: From Experimentation to Integration

By Eduardo Contreras Jr.

AS THE FIRST World War raged on in Europe, two educators in the United States mobilized to consider the impact education could have on the world. In the summer of 1917, the president of Columbia University, Nicholas Murray Butler, and a political science professor at the City College of New York, Stephen Duggan, organized a gathering at the Hotel Nassau on Long Island that they called "The Conference on the Foreign Relations of the United States: An Experiment in Education" (Duggan, 1917). Butler and Duggan invited American scholars, legal experts, journalists and a variety of international diplomats from countries like Brazil and France to meet and discuss the role that education could play in peacefully shaping the world after the Great War. At the time, meetings like this were not the norm, and the term "international education" was not often used or even widely recognized. Buoyed by the belief that education could increase goodwill between citizens of the world, Butler and Duggan pressed on with their experiment in the face of the grim reality of the Great War.

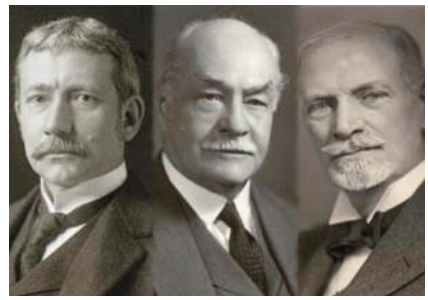
The incandescent hope of this early experiment and other developments in the history of international education are worth deeper reflection. Contemporary practitioners can learn a great deal from the history of international education. First, this history shows just how far the field has come in the last 100 years. The past also provides examples of the persistent relevance and impact of the collective efforts of educators over the past century. Today, conferences on international education are commonplace, and the proceedings of these gatherings are immediately transmitted to an eager audience around the world via social media. Next, a historical lens on the collective efforts of international educators over the past century provides a means to consider the shortcomings and still-untapped potential of international education. Despite the many noble efforts of educators around the world, global conflicts persist, and ignorance continues to fuel xenophobia and distrust. In this way, history shows that there are still lofty aims of international education that have not been fully realized.

Three Stages of International Education

Although the antecedents to international education as it is known today extend to the 19th century, the most dynamic developments in this field have occurred in the 20th century. Since the 1910s, international education has evolved in three periods that can be categorized with the following terms, *experimentation*, *expansion*, and *integration*. The period of *experimentation* began at the outset of the First World War in 1914 and lasted to the end of World War II in 1945. The wide *expansion* of international education began in 1946 and ended in 1979. The period of *integration* began in 1980 and extends to the present. These three periods demonstrate the manner in which international education developed from a scattered assortment of ad hoc experimental endeavors on a few university campuses to the more coordinated collection of strategic international activities that exist today at many institutions.

Experimentation

During the period of *experimentation*, university leaders began to consider ways in which their institutions could engage in the world, yet isolationism was the norm (especially in the United States) so any international efforts were deemed experimental. Like Duggan and Butler, some educators believed that the educational exchange of students and scholars would lead to deeper cultural awareness of others in ways that would stimulate mutual understanding and international partnerships. Several organizations formed in this period with the goal of increased international collaboration including the Institute of International Education (IIE), which was founded in 1919 by Nicholas Murray Butler, Stephen Duggan, and former secretary of state Elihu Root. Beyond the IIE, the other internationalist organizations created in this period were the Deutscher Akademischer Austauschdienst (DAAD) in 1925 and the British Council in 1934 (de Wit, 2012). At the



During the period of experimentation, Elihu Root, Nicholas Murray Butler, and Stephen Duggan established IIE in 1919.

institutional level, colleges and universities also began experimenting with programs to support student mobility. For example, The University of Delaware introduced the Foreign Study Plan in 1923, and Smith College introduced the Junior Year in France in 1925 as structured ways to send American undergraduates abroad for academic credit (Hullihen, 1928).

Expansion

After World War II, American universities began to expand their international endeavors as the United States gained a position of power in the world. During this period of *expansion*, U.S. institutions developed many areas of international education including: curriculum and instruction; student mobility; knowledge production; outreach; and university partnerships (Contreras, 2015). Many American institutions were engaging in some form of these activities in the 1950s and were also partnering with the U.S. government in international development and research programs. A growing number of international students began coming to the United States, and study abroad programs also continued to increase. The Cold War prompted several academics to argue that universities had an important stake in world affairs and that the functions and purposes of higher education had to be mindful of an international dimension (Wilson, 1951). By the end of the 1970s, international efforts had expanded in U.S. higher education, but few institutions fully coordinated their activities.

Integration

The final decades of the twentieth century marked a transition to the present era of the *integration*. In this period, the knowledge economy and globalization influenced campus administrators to think strategically about incorporating international activities to the everyday university functions of research, teaching, and service. Scholars also began describing this phenomenon as comprehensive internationalization (Knight, 1993). Through the ongoing process of comprehensive internationalization, a growing core of professional international educators focused on ways to improve many practices including: developing international curricula; supporting international students in the United States; developing rich cross-border institutional collaborations; and expanding participation in education abroad for a wider group of American students. As Jane Knight (2008) explained, comprehensive internationalization has become one of the "major forces impacting and shaping higher education as it evolves to meet the challenges of the 21st century" (Knight, 2008, p. ix). Thus, this recent period of integration involves an extraordinary amount of strategic coordination to align with institutional missions and meet the needs of external changes in the world.

Looking Ahead

In 2015, no one would consider a conference on international education an "experiment." This alone demonstrates great progress in the past century. Still, the question of whether international education has reached its potential remains tantalizingly unanswered. The efforts of faculty, administrators, students, foundations, government officials and a variety of proponents have combined to establish international education as a unique and thriving aspect of post-secondary education that continues to be shaped by global phenomena. Today, international education has greater influence in an increasingly interconnected world. To preserve this influence, continued stewardship and thoughtful leadership remains essential to have an impact for the next century. ■

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The Economic Impact of International Mobility

By Christine Farrugia

IN MANY CONTEXTS, education is viewed as a public good. Governments and communities around the world make large public investments in their schools, job-training programs, and colleges and universities so that their citizens can become more civically engaged, more skilled, and more economically productive. Indeed, in 2011, the average OECD country invested about 6 percent of its GDP in public education at all levels (OECD, 2014).

While large-scale public investment in domestic education is the norm, such investment is not typical in the field of international education for either sending or receiving countries. In most cases, the international mobility of students is structured as a private good for the individual student, with students and their families investing large sums of money to earn degrees overseas. The large investments made by students and their families result in a huge financial benefit for many lead host countries of international students. However, for students who invest heavily in overseas degree study there can be questions about the return on that investment. As well, countries with large proportions of students who study overseas run the risk of brain drain that could negatively impact the development of the sending country if their students do not return home after their studies.

Economic Impact of International Students

The 886,052 international students who studied in the United States in 2013-14 contributed 27.4 billion dollars to the U.S. economy (U.S. Department of Commerce, 2014). International students bring in so much money to the economy because the majority of them (65 percent) pay for their studies using primarily their personal or family funds, rather than with scholarships from their host or home country (IIE, 2014). The financial contribution of international students also goes beyond what students and their dependents spend for tuition and living expenses. NAFSA estimates that every seven international students support three U.S. jobs, totaling 340,000 jobs supported by international students in 2013-14 (NAFSA, 2014)[1].

While the monetary impact of international student mobility is sizeable, student mobility can also generate longer term impact for a host country's human resources and its capacity to innovate.

A similar financial impact is seen in other large host countries, such as Australia, the United Kingdom, and France. Australia's international education activities generated $13.8 billion USD in export revenue in 2014 (Australian Trade Commission, 2015). International students in the United Kingdom spent a total of $14.4 billion in tuition fees and living expenses in 2011-12 (Universities UK, 2014), and in France international students generated an estimated net economic benefit of $2.1 billion (Campus France, 2014; ICEF Monitor, 2014). Clearly, international students have a monetary benefit for their host countries.

The Long View

While the monetary impact of international student mobility is sizeable for many countries, student mobility can also generate longer term impact for a host country's human resources and its capacity to innovate. During their studies with professors and in university research labs, international students often contribute to the innovation generated by their host countries. For instance, the United Kingdom estimates that about 20 percent of the output generated by UK universities is attributable to international students (Universities UK, 2014). International students who then stay on in their host country to work following graduation increase the pool of skilled labor in the host country, thereby making a sustained economic contribution to the host country over the long term. In the United States, one study found that 52 percent of the immigrant entrepreneurs who founded U.S. technology companies had come to the country for higher education (Wadhwa, Rissing, Saxenian, & Gereffi, 2007).

In some cases, host countries have explicitly looked to international students as a future source of skilled labor. Germany is one country that has embraced this longer-term view of the economic benefit of international students. By offering tuition-free academic programs to international students, Germany seeks to attract talented international students in the hope that they will stay on to work in Germany after their studies are completed and contribute to the country's human resources capacity and economic progress in the long term.

What Happens Back Home?

It is not just host countries that perceive an economic benefit to educating students overseas; increasingly, more and more countries—including Saudi Arabia, Brazil and Kuwait—are investing in large-scale scholarship programs to send their students for higher education and training abroad. Brazil's scholarship program uses international education as a tool to develop scientific research in Brazil. The Brazil government launched the Brazil Scientific Mobility Program (*Ciência sem Fronteiras*) in 2011, providing funding for Brazilian students and scholars in the sciences for short-term study, internships, research and English language training in 30 countries around the world. By sending students and scholars abroad to receive high-quality academic training, the expectation is that the students will return to Brazil with international skills, industry connections, and professional

experience that will contribute to the development of the research sector back home.

For some countries, the outbound mobility of their students can come at a price. When high-ability students leave their country to pursue degrees elsewhere, they often do not return home, resulting in a brain drain of many of that country's most talented citizens.

The brain drain phenomenon is felt unevenly across countries and regions. Many countries in Sub-Saharan Africa, the Caribbean, and Eastern and Central Europe have relatively large proportions of their students studying overseas, while countries such as the United States, Australia, and the United Kingdom have only a handful of their students pursuing degrees in other countries. Fewer than 1 percent of all tertiary-level American students pursue a degree fully outside the country, but in other countries that figure is much higher. For example, in Zimbabwe, that figure is about 30 percent, Albania is 15 percent and Senegal is 13 percent (UNESCO Institute of Statistics, 2014). While some of these students ultimately return to their home countries following graduation, others remain abroad because they find improved job prospects away from home.

What About the Students?

After investing so much in an education abroad, what economic benefits accrue to international students themselves? Are graduates able to find jobs either at home or abroad that justify their large investments in education away from home? Here, definitive and comprehensive data are hard to come by.

The National Science Foundation (2014) estimates that about 66 percent[2] of international students who received U.S. doctorate degrees in science and engineering in 2006 stayed on to work in the country for at least five years, with wide variation depending on the students' place of origin. More than 80 percent of doctoral recipients from China and India continued to work in the United States, while fewer than 40 percent of doctoral recipients from Japan, Taiwan, Mexico, and Brazil were working in the United States five years later. This is just one metric reflecting a small segment of international students who are successful at securing employment in their host country following graduation, and we know less about international students' success at securing employment back home or in another country.

Anecdotal evidence points to both successes and challenges for students with overseas degrees. While many graduates return home with international credentials and skills perceived as valuable in their home countries (see, for example, NUFFIC, 2012; British Council, 2012), some graduates may face challenges finding employment. One report suggests that Chinese students who return home after earning degrees overseas can face difficulty finding jobs in a tight labor market where they lack a work history or professional connections and that their foreign degrees do not necessarily command a higher salary for entry-level jobs (Waldmeir, 2013). Often, students' job prospects in any country are tied to many factors, including their credentials, fields of study, labor market opportunities and a country's employment policies.

Maximizing Investments in International Education

The economic impacts of international student mobility vary for host and sending countries, as well as for the students themselves, depending on where they come from, where they study and what kinds of degrees they earn. While there is clear evidence that large host countries of international students benefit financially both in the short and long term, empirical evidence about the return on those investments for sending countries and for the students themselves is spotty, and a need remains for further research in this area.

In cases where there is significant public investment in international student mobility, either by the host country or sending country, those investments are being made with a clear outcome in mind of improving economic development and productivity. Similar to the large-scale public investments made in domestic education around the world, investment in international education offers the potential to produce citizens with global skills and the ability to contribute to economic development in both their host and home countries. ■

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NOTES

1. NAFSA's economic impact analysis is produced by Jason Baumgartner of Indiana University, using *Open Doors* data.
2. Data reported by the National Science Foundation reflect five-year stay rates of U.S. science and engineering doctorate recipients with temporary visas at graduation.

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SPAIN

The Land of the Setting Sun

When it comes to cuisine, architecture, art, picturesque scenery or exotic retreats, Spain is as desirable a destination as anywhere else on earth. Each year, millions of tourists flock to its beaches, mountains, museums, historic buildings, restaurants and numerous other attractions, all of which have helped propel Spain to its status as the third-most-visited country in the world—behind the United States and France, and tied with China for most annual visitors. By way of the contributions of its most famous citizens, Spain is teeming with history (Juan Ponce De Leon, Hernán Cortés) creativity (Pablo Picasso, Salvador Dalí, Pedro Almodóvar), athletics (Rafael Nadal, Xavi Hernandez) and touchstones in almost every avenue one can think of. What follows here is but a glimpse into all that Spain has to offer.

Cuisine

Spanish cuisine has undergone a major revamp in the past few years, winning over critics and garnering much international attention for their now first-class gastronomy, pioneered by world-class chefs Ferran Adrià, Mari Arzak, Martín Berasategui and many others. Varying greatly by region, the food in Spain is influenced by both climate and geography due to the close proximity to the Mediterranean. Visitors delight in taking part in the traditional tapas—a meal consisting of small portioned, shared plates—but paella and pata negra (Iberian cured ham) are also popular, easy-to-find favorites.

Vino

Aside from delicious food, Spain is also renowned for its wine. With enotourism taking off around the world, Spain is a prime destination to visit a winery, enjoy a variety of tastings and delight in learning food pairings. La Rioja in the north is the most internationally recognized region for producing savory Spanish grapes, but wine towns are sprinkled throughout the country's rich landscape. The Region of Andalusia is growing in popularity with both family owned wineries and large-scale vineyards. Grab a glass and embark on a wine route to the countryside to experience boisterous good eating and drinking.

By Land, Sea or Air

With a number of convenient and accessible transportation options, Spain is one of the easiest European countries to circumvent to make the most of your trip. Traverse the area by land, sea or air to spend a few days in each major city. Spain has the second largest number of UNESCO World Heritage sites in the world, containing everything from cave art to the historic quarters of modern towns, and everything in between, including nature reserves, gardens and monuments. When you've had your fill of culture and customs, make your way to the neighboring Canary Islands for some rest and relaxation.

The Major Metros

As the capital and largest city, some may say Madrid is the heart of Spain, but there are a number of other regions equally worth exploring. The lifelines of Spanish culture are apparent throughout the country's pulsing cities with distinct personalities, attractions and history. An eclectic melting pot, Spanish cuisine, architecture and influence vary greatly across the diverse country so pack a punch into any visit by stopping at a couple of these different destinations.

Madrid

A visit to Madrid isn't complete without experiencing Plaza Mayor, the town center. Formerly the site of the market, public gatherings and spectacles like comedies, bullfights and tournaments, nowadays stroll the area to shop, eat and relax. Off of Plaza Mayor is Barrio de los Austrias, the old center of Madrid during the Habsburg Dynasty and an interesting way to compare the past to the present. Another must see square is Puerta del Sol, featuring "Oso y Madroño" (the "Bear and the Strawberry Tree") statue, Calle Alcalá, and the equestrian statue of Carlos III. Essentially ground zero, all roads out of Madrid begin here, which has brought the area a rich history of conflicts and battles. Plaza de la Armería (Palacio Real) is another cultural stop as the official residence of the King of Spain. Just outside the city proper, experience Ávila, a UNESCO World Heritage City with interesting churches and Renaissance palaces that bear witness to the past wealth of the town as a textile center. Also in the Madrid region and proper for a daytrip is Toledo, another world heritage site known as the "city of the three cultures," where Christians, Arabs and Jews lived together for centuries, preserving an artistic and cultural legacy in the form of churches, palaces, fortresses, mosques and synagogues. Yet another adventure would be to Segovia, the old quarter with Roman aqueducts featuring Romanesque churches, the Cathedral and Fortresses overlooking Castille.

Barcelona

The second-largest city in Spain has no shortage of amazing things to see or do. Rated one of the top 10 Beach Cities in the world by *National Geographic,* it's really the infrastructure that impresses locals and visitors alike. Gaudí's architecture resides in the gothic quarter with buildings dating back to medieval times, some from as far back as the Roman settlement of Barcelona, most of which are classified as UNESCO World Heritage sites. In 1999, Barcelona won the RIBA Royal Gold Medal for its architecture, which was the first and only time the winner has been an entire city, not an individual architect. The National Museum of Art of Catalonia possesses a well-known collection of Romanesque art and it's almost sacrilegious to visit the city without catching an FC Barcelona football (soccer) match.

Andalucía

Bathed by both the Mediterranean and Atlantic oceans, Andalucía is a true wonder of Mother Nature with three distinct geographical zones in the center, and the Betica mountain range in the south. The old towns of Granada, Cordoba, Ubeda and Baeza have been recognized as World Heritage Sites by UNESCO, just like Seville overall. Discover everything from underground prehistoric caves and grottos, to world-class vineyards, golf and ski resorts. One of the most impressive sites in Cordoba is the archaeological site Medina Azahara, intended to be the capital of a new province built by Caliph Abd-al Rahman, III. Another is the Mosque-Cathedral, arguably the most significant monument in the whole of the western Moslem World and one of the most amazing buildings in the world. Málaga, another providence of interest is called Costa del Sol (Coast of the Sun) and is home to a number of other tourist delights. The walls surrounding the city are one of the most popular attractions, built in the style of Phoenician, Roman, Visigothic, Arab and Spanish remains of the defensive compounds of the city. The Flavian Roman Amphitheatre and a number of museums, most notably the Museo Picasso Málaga are also must-see cultural stops.

Northern Spain

If you like greenery and countryside, Galicia, Asturias, Cantabria and the Basque Country, regions of Northern Spain beckon you. A coastline that stretches for more than 2,000 km with cliffs, mountains, forests, rivers, beaches, deep gorges and valleys, Northern Spain is home to some of most valuable and best-conserved ecological areas in Europe. Visit Picos de Europa National Park, the sand dunes at Liencres Nature Reserve, and explore the trails by foot, bike or horseback.

Valencia

Valencia is trade and culture, cinema, theatre, museums, magic, business. It is the centre of international and avant-garde design, and one of the most active cities in Europe for festivals and conferences. Feel the pulse of the Mediterranean mecca as you wander around the cathedrals and plazas. Stop by the Valencia Cathedral, Miguelete Tower and Plaza de la Virgen to get a sense of the city's vibe. An interesting juxtaposition of old-world with modern marvel is the City of Arts and Science, a massive museum campus that houses an IMAX theater, open-air oceanographic park, opera house, outdoor art gallery and interactive science center.

Way of St. James

If you're feeling adventurous, embark on the pilgrimage taken by Apostle Saint James, one of the most important Christian pilgrimages of medieval times. The French route is the most popular, beginning in the Pyrenees and has two variants depending if you enter from Roncesvalles (through Navarre) or Somport (through Aragon). Interesting cultural points along the way include Puerto de Somport, Puente la Reina de Jaca and Sangüesa. While less direct, the appeal of the Northern route is its landscape along the coastline against a backdrop of mountains and overlooking the Cantabrian Sea. If you're planning either journey, purchase a "credencial" for a few euros from a Spanish tourist agency or church on the route, which gives access to inexpensive, sometimes free, overnight accommodation in refugios along the trail.

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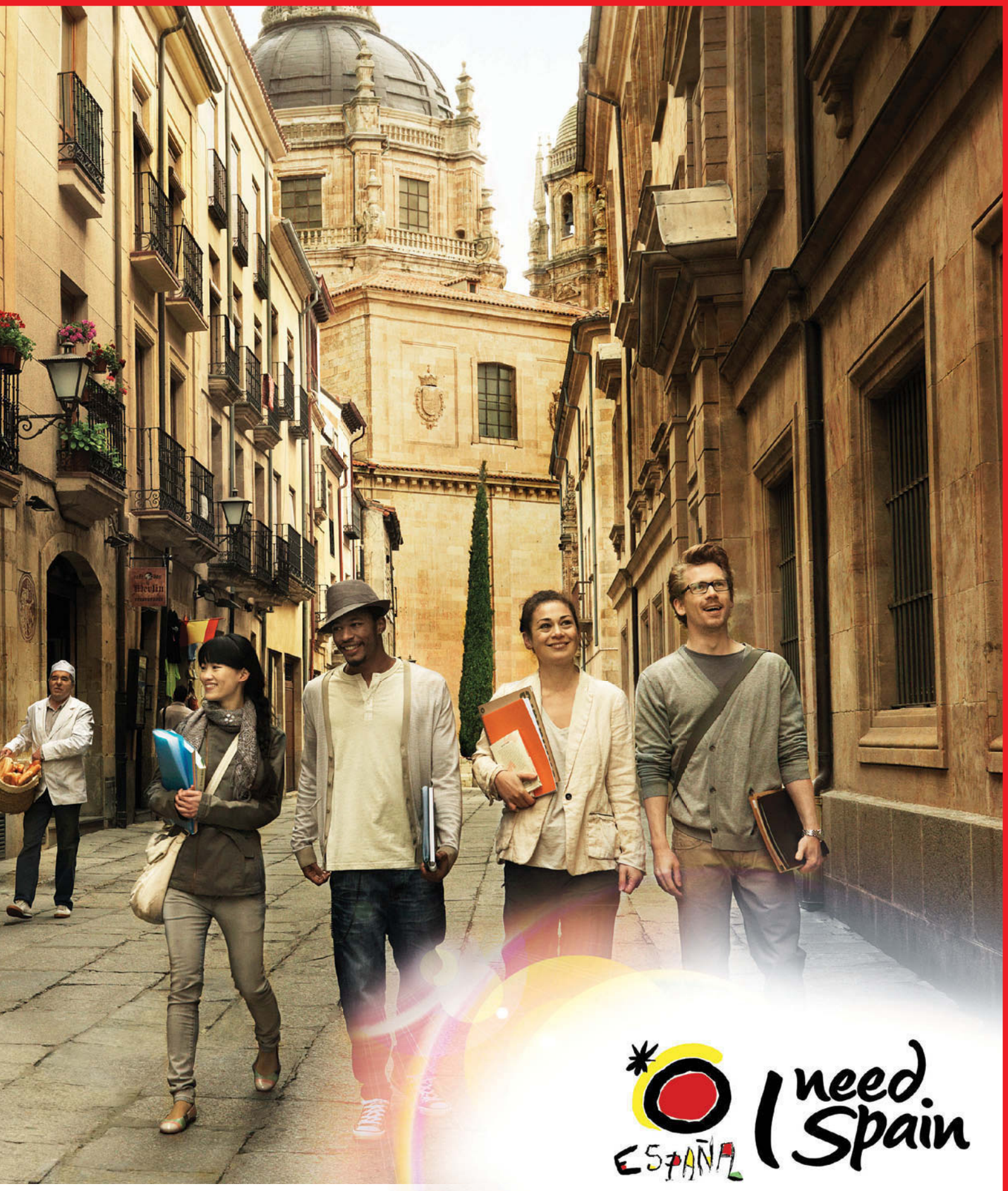

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Education in the New Development Agenda

By Colleen Thouez

THE CONNECTION BETWEEN education and development is not new. When the notion of "human development" first emerged in 1998 in public policy circles (Sen, 1985), it emphasized that "people and their capabilities should be the ultimate criteria for assessing development, not economic growth alone" (United Nations Development Programme [UNDP]). Enlarging people's choices depends on building human capabilities, of which education is included as one of the three measurement indicators (UNDP, Human Development Index).[1]

It is not surprising then that in the year 2000, when 189 countries agreed upon the *Millennium Development Goals* (MDGs) as benchmarks for reducing poverty and multiple deprivations, education figured at the top of the list. The second of eight MDGs, Goal 2 reads: "Achieving Universal Primary Education" aiming to ensure: "children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" by 2015 (Millennium Development Goals, 2000). The focus at the turn of the century was thus on primary education, gender parity, and access.[2]

Fifteen years later, as the new Post-2015 Development Agenda takes shape in the form of Sustainable Development Goals (SDGs) to be endorsed by the international community in September 2015, the perception held by policymakers and other vested stakeholders on the impact of education has shifted fundamentally.[3] This shift is particularly apparent with respect to higher education.

Millennium Development Goals: Eight Goals for 2015

Source: www.undp.org/content/undp/en/home/mdgoverview.html

From the existing negotiated draft, *Sustainable Development Goals Report of the Open Working Group of the UN General Assembly* (2014)[4], the education benchmark for the international community (hereafter "SDG 4") will read: "Ensur(ing) Inclusive and Equitable Quality Education and Promot(ing) Lifelong Learning Opportunities for All" by 2030 (Sustainable Development Report, 2014).

SDG 4 (and its related targets) thus extends to secondary and post-secondary education and introduces the principle of life-long learning in its very title. It also reflects other important shifts in how the international community perceives what is required on the path to "being knowledgeable." These are: overcoming additional inequities in access to education outside those relating to poverty and to gender; emphasizing the impacts of learning, the importance of measurement and the relationship with employment; and supporting components of greater internationalized education (Sustainable Development Goals Report, 2014, paras. 4.1-4.7 [c]).

Each of these elements can be studied in more detail by looking at the related targets for SDG 4—each target qualifying how this Goal is intended to be achieved.

On overcoming inequities in access, back in 2000, the principle concern was ensuring that girls had similar access to educational opportunities as boys. Now, the targets to reach by 2030 take account people whose vulnerabilities (tied to physical attributes and social membership) may also pose obstacles to accessing education, including: persons with disabilities, indigenous peoples, and children in vulnerable situations (Sustainable Development Goals Report, 2014, para. 4.5). This point is reinforced with explicit reference to infrastructure, calling for building facilities that meet the needs of such groups of people and that "provide safe, non-violent, inclusive and effective learning environments for all" (Sustainable Development Goals Report, 2014, para. 4.7 [a]).

With greater concern for the tangible results of learning interventions, SDG 4 also places a new emphasis on the impacts of learning. In 2000, the goals focused on enrolment rates, whereas by 2015, we see concern expressed also for the quality of learning, i.e., "effective learning outcomes and environment" (Sustainable Development Goals Report, 2014, para. 4.1). The relationship between education and employment is also an area of focus such that a greater number of youth and adults have: "the relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship" (Sustainable Development Goals Report, 2014, para. 4.4).

Importantly, the proposed SDG also embraces targets fostering greater internationalized education. Implicitly then, a more globalized approach to education is deemed in the benefit of societies and an ambition on par with issues of access, quality, impact, and lifelong commitment.

Internationalized education is evoked as pertains to: the essence of education today; efforts to promote global mobility of students; and international support for the training of educators (Sustainable Development Goals Report, 2014, paras 4.7 – 4.7 [c]). It is stated that by 2030, "all learners acquire knowledge and skills needed to promote

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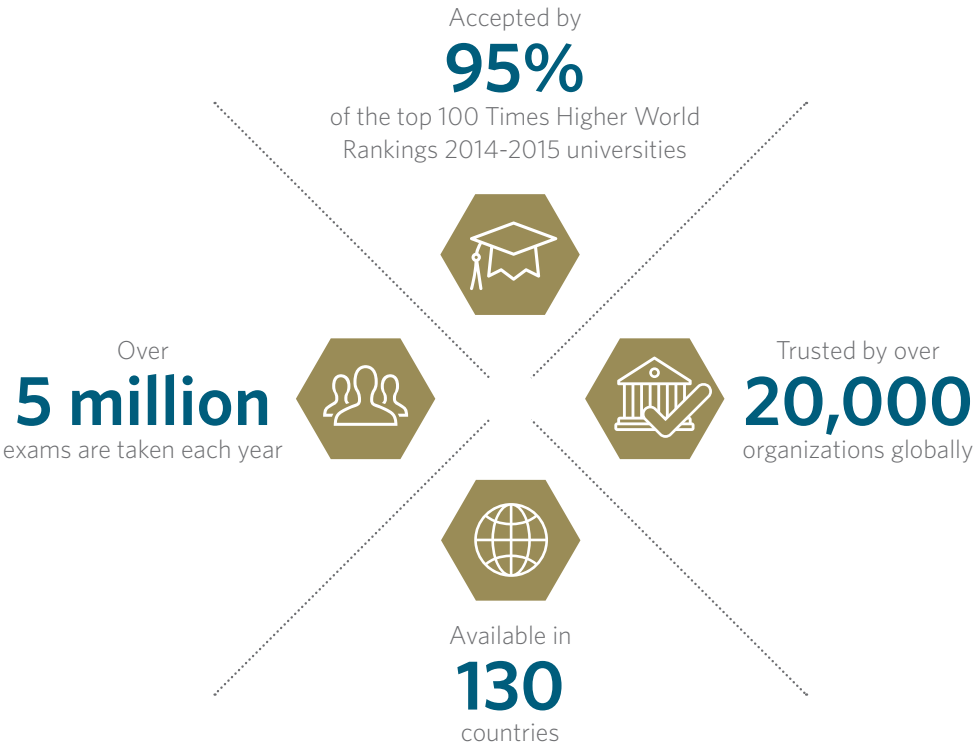

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sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."[5] (Sustainable Development Goals Report, 2014, para. 4.7)

Mobility or migration is considered as one of the most important factors in advancing people's wellbeing. Combined with opportunities to study abroad, it is not surprising that SDG 4 includes expanding opportunities for study abroad for developing countries (in particular for least developed countries, small island states, and African countries) through an increase in the number of scholarships by 2020 "to enroll in higher education, including vocational training, ICT, technical, engineering and scientific programs ... " (Sustainable Development Goals Report, 2014, para. 4.7 [b])[6]. And, SDG 4 foresees increasing "the supply of qualified teachers[7], including through international cooperation for teacher training in developing countries especially least developed countries and small island states." (Sustainable Development Goals Report, 2014, para. 4.7 (c))

There is a growing opportunity for the world of international educators to engage in a broader debate about how internationalizing education can support global development objectives. The international community's *"prise de conscience"* for higher education and related issues of access, quality, impact, commitment, and globalized nature—as reflected in the proposed new SDG 4 on education—is a good starting point to engage with policymakers on how to reinforce these trends over the coming 15 years. ■

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Sustainable Development Goals

Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10	Reduce inequality within and among countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns
Goal 13	Take urgent action to combat climate change and its impacts*
Goal 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the means of implementation and revitalize the global partnership for sustainable development

** Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.*

Source: sustainabledevelopment.un.org/focussdgs.html

NOTES

1. The human development index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable, having a decent standard of living, and being able to participate in the life of the community. hdr.undp.org/en/content/human-development-index-hdi
2. According to the UN monitoring of the MDGs, important achievements were made at the start of the decade with, for example, enrolment in primary education in developing regions rising by 8% between 1999-2010 (to 90%), and gender gaps in youth literacy rates narrowing. www.un.org/millenniumgoals/education.shtml. However, enrolment rates have declined considerably in the last years with high drop-out rates being a major impediment to achieving universal primary education. This is considered to be due in part to the high number of children who live in conflict-affected areas. See the Millennium Development Goals Report (2014): www.undp.org/content/undp/en/home/mdgoverview/mdg_goals/mdg2/
3. Jeffrey Sachs argues that establishing goals like the MDGs and now the SDGs help to mobilize public attention, create peer pressure, spur epistemic communities and activate networks to carry the work forward (Sachs, 2015).
4. The Open Working Group of the UN General Assembly on the Sustainable Development Goals was created following the UN Conference on Sustainable Development (2012), "Rio+20". The Open Working Group released its Report on the Sustainable Development Goals last July 2014. While negotiations are still underway at the time of writing, these relate mainly to measurement issues (i.e. indicators). It is widely considered that the 17 proposed SDGs and 169 related targets in the Report will remain.
5. Elements of this target are reflected in UNESCO's Global citizenship education (GCED) programme. www.unesco.org/new/en/global-citizenship-education
6. The increase in scholarships is expressed as a percentage but the amount is not yet specified (it is still a subject of negotiation). And, it is interesting to note that this sentence ends with: "in developed countries and other developing countries"—in other words that funding for such programs should also go to the developing world.
7. The increase in the number of qualified teachers is expressed as a percentage but the amount is not yet specified (it is still a subject of negotiation).

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Of potential interest: The United Nations Academic Impact (UNAI): a global initiative that aligns institutions of higher education with the United Nations in furthering the realization of the purposes and mandate of the Organization through activities and research in a shared culture of intellectual social responsibility.

Civic Values and Narrative Imagination: The Role of International Higher Education

By Jonathan A. Lembright

WHEN THE SEEDS of modern democratic governance were first taking root in the world, a story was circulated about an individual who approached Benjamin Franklin in 1787 outside of Independence Hall at the conclusion of the Constitutional Convention. She asked Franklin whether he and his colleagues had created a monarchy or a republic. In reply, he told her the United States would be a "republic, if you can keep it" (McManus, 2014, p. xxi). His response captured the key ingredient to making a democracy work: an educated and engaged citizenry, hence the need for the mechanism we call civic education. The need for this mechanism was born out of a concern to remind future generations who were distant from the struggle for independence of their duties of active citizenship. As the educational reformer John Dewey said, "Democracy needs to be born anew every generation, and education is its midwife" (Dewey, 2008, p. 139).

The Democratic Challenge

A few months ago, I was asked to join a forum in Southeast Asia to discuss what role higher education has to inculcate civic literacy and values in the students who pass through the university system. The topic is timely and relevant, as democracy and the role of citizenship is an ongoing discussion throughout the countries in the region where I live, as well as within the ongoing political dialogue in the United States in the run up to the presidential election. Regarding the discussion at the forum, there was a sentiment that everyone knew civic education was important, but that it was likely absent from the pedagogical ethos; i.e., a sense of both urgency and bewilderment was felt at how to engage the notion of civic education from the perspective of a university. How can this be done?

Given the broad scope and context of the topic, and for the purpose of this article, let us briefly clarify the connection between democracy and civic education. It seems that both terms can be captured well and connected if we understand civic education as a vehicle through which citizens gain the skills and tools to achieve a country where democracy is the "government of the people, by the people, for the people," to quote Abraham Lincoln (Behrouzi, 2005, p. 16). When this is realized, one of the most powerful outcomes is an increase in society's capacity for "bridging capital" (Putnam, 2000), that is, the ability to effectively work across differences with people who are unlike you (e.g., a different race or generation). This is an essential value for any modern and diverse democracy. From my own perspective, simply watching a few minutes of cable news on a recent trip to the United States underscored the need to nurture this capacity.

The Role of the University

Harkening back to the original question posed at the forum about the university and civic education, it is helpful to remember that the academy has long sought to bring a diverse range of people and ideas together in an intellectual and public commons. Such an environment lays fertile ground to theorize and rehearse civic values within the classroom and the campus community (*A Crucible Moment*, 2012). And one could argue that this is in fact the duty of the university in democratic countries: to cultivate graduates who are more than simply productive workers (which is comparatively easy). We must demand more, and this means nurturing within students a commitment to collectively engage to overcome problems, as well as instilling a balance between their personal aspirations and the common good.

The abovementioned phrase, "the common good," is typically used within a traditional frame of reference, that is, in relationship to citizenship within a democratic country. However in today's world of hyper connectivity and the capsizing of *oikeiosis*—the Stoic doctrine that human affection radiates outward, diminishing as distance grows from oneself (Bhagwati, 2004)—it must be acknowledged that the civic values we aspire to go beyond national boundaries and now encompass *global* citizenship as an acknowledgement of our interdependence and collective future.

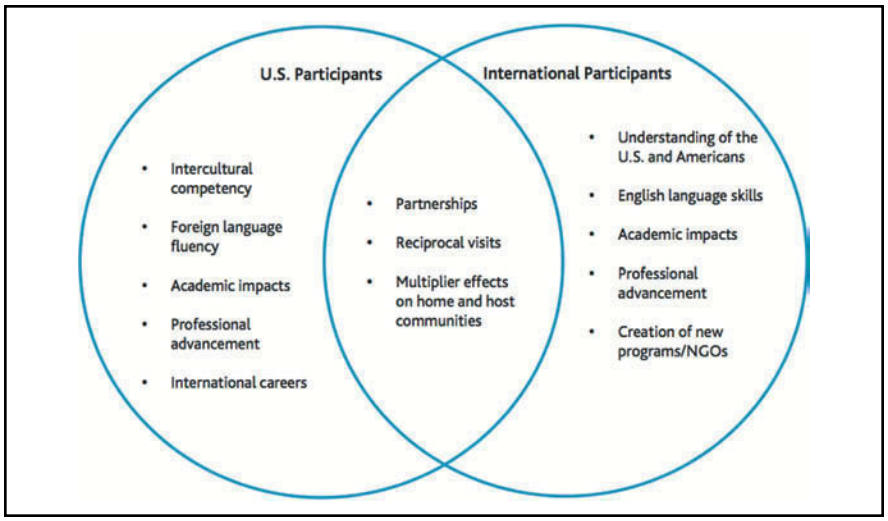
Narrative Imagination

This idea of cultivating global citizenship as an integral aspect of civic education can be precipitated through the development of what philosopher Martha Nussbaum calls a "narrative imagination," that is, the capacity to enter into and understand the worldviews, experiences, and lives of others (von Wright, 2002). Moreover, narrative imagination is not only about knowledge acquisition from multiple perspectives; it is also about experience and compassion gained from being with others. It is a compelling counterweight to the ideology of explanatory nationalism and the belief that issues and affairs in countries other than my own are not my problem (Pogge, 2005). Through this kind of narrative-informed civic education, a foundation of values is laid for students to engage with the urgent global challenges of our time, such as poverty, war, terrorism, environmental sustainability, gender inequity, and trafficking.

Michigan State's conception of a learning model with student outcomes expressed through the intersecting categories of global, learning, and integration (Lucas, 2012) is one example of an institution with articulated aspirations to engage their students with these transnational values of citizenship both in the classroom and through experiential projects.

Throughout its history, IIE has supported universities in developing the narrative imagination of young people through international education and exchange efforts. A few examples from our work over the years include:

- The **Democratic Society and Religious Pluralism** study abroad program that brought together college students from Indonesia and the United States. These students spent time in Yogyakarta, Detroit, and New York City. At each stop, they were engaged in lectures, site visits, and seminars focusing specifically on the question of how and why peaceful relations among



Key outcomes and skills gained from participation in IIE-administered international exchange programs.

diverse religions flourish in democratic societies.

- The **Freeman Award for Study in Asia** was designed to increase the number of young Americans with firsthand exposure to and understanding of Asia, its people, and its culture. From 2001 to 2013, more than 4,000 undergraduate students from over 600 U.S. institutions completed the program in East and Southeast Asia.
- The **Bulgarian Young Leaders Program** expresses the goal of developing Bulgarian college students with strong leadership potential for improving their economy, civil society, and the education system. A key aspect of the program is an intensive experience in the United States, where these students not only learn critical skills but also increase their understanding of the United States and its people and culture.

The above diagram illustrates key outcomes and competencies participants have consistently gained from participation in various IIE international exchange programs over the years. Note that the outcomes expressed are knowledge-related, as well as experiential and relational. These are key aspects of narrative imagination, and the kind of civic education informed by these ideals is needed to generate graduates with the values required to contribute to the global common good.

As alluded to by both Benjamin Franklin and John Dewey in the opening paragraph, our future is tied to our ability to midwife an educated and engaged global citizenry. As such, robust civic education is essential, and the 21st century university is a natural vehicle for carrying out such a task. We must remember that this is a reinvigorated civic education within the context of the academy—one that transcends traditional boundaries and is imbibed with Nussbaum's narrative-imagination ethos that is engendered through the types of encounters IIE has championed throughout its 96-year history and continues to do so today. ■

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Higher Education and International Relations—Introducing Knowledge Diplomacy[1]

By Jane Knight

THERE IS NO question that the forces and opportunities of globalization have impacted international relations and higher education. While the internationalization of higher education has been studied in depth and the changing world of diplomacy has been critically reviewed, there is much to be learned from looking at the convergence and consequences of these two important but changing phenomena. The purpose of this article is to examine the contribution that higher education can make in the new world of diplomacy and the potential for knowledge diplomacy.

New Dimensions of International Higher Education

The role of international higher education in international relations has traditionally been seen through the lens of cultural diplomacy (Gienow-Hecht & Donfried, 2010) and scientific collaboration (Flink &Schreiterer, 2010). Student and faculty mobility, language learning, and cultural exchange have been the dominant modes. Yet in the past two decades, international higher education has changed dramatically and has introduced important new dimensions. It is not just students and scholars who are moving across borders—but also programs, providers, projects, and policies. The landscape of higher education is characterized by international collaborative research projects, bi-national universities, multinational expert networks, global mobility programs, regional centres of excellence, international education hubs, and worldwide circulation of higher education reform policies. Positioning higher education as an instrument of cultural and public diplomacy is important but falls short of a more comprehensive view of higher education's international engagement through such areas as science, technology, and knowledge. These areas have increasing relevance and leverage in a world more oriented to knowledge, social justice, innovation, and the economy.

Changes in Diplomacy—The Multi-Actor Approach

Diplomacy—interpreted to mean the management of international relations—has also evolved at a rapid pace. The shift from a state-based approach, typically centered on the role of the ministry of foreign affairs and professional diplomats, to a multi-actor approach is a hallmark of contemporary diplomacy. Not only have a broader spectrum of government agencies become key players in diplomatic relations, so have civil society organizations, multinational firms, and expert networks become recognized as important agents in the management of international relations. Higher education in the form of national and regional associations, universities and colleges, students and faculty, disciplinary groups, expert networks, foundations, and governmental agencies are but a few examples of the diversity of higher education actors actively engaged in international relations.

Emergence of Soft Power

During the past decade, academic leaders and policy analysts have been increasingly concerned with justifying international higher education's contribution to the economic development of a country and the shift to a knowledge-based economy. These debates are now broadening to include higher education as an instrument of soft power. Developed by Joseph Nye roughly a decade ago, the concept of soft power is popularly understood as the ability to influence others and achieve national self-interest(s) through attraction and persuasion rather than through coercion, military force, or economic sanctions—commonly known as hard power (Nye, 2004).

Given higher education's current obsession with branding, rankings, and competitiveness, it is strongly attracted to the concept of soft power. Witness the number of references to it in conferences, academic journals, blogs, and media articles during the past five years. Many hail soft power as a fundamental premise of today's international education engagement. Some treat soft power like a modern branding campaign using culture and media to win over foreign publics, especially students. Others interpret soft power as another form of neo-colonization or soft imperialism. And there are those who see attraction and persuasion as a way to build trust, because trust can pay dividends in terms of economic and geopolitical benefits. In short, the role and use of higher education as a soft power instrument is interpreted in many ways. But, the common motivation behind soft power is self-interest and dominance through attraction, whether the benefits are political, economic, or reputational. This reality raises hard questions. Are the primary goals of international higher education to serve self-interests and achieve dominance? Is the term soft power, really hegemony dressed in attractive new clothes?

The most commonly cited examples of soft power in higher education include the Fulbright Program, British Council activities, German Academic Exchange initiatives, and Erasmus Mundus projects. Clearly, these are respected and long-standing programs that are well accepted and make enormous contributions. But why do we call them instruments of soft power when at their heart they promote exchange of students, faculty, culture, science, knowledge, and expertise? Yes, there are self-interests at play, but there is a mutuality of interests and benefits involved for all partners. International higher education is not traditionally seen as a game of winners and losers; it is focused on exchange and partnerships and builds on the respective strengths of countries and higher education and research institutions. Furthermore, it yields solutions and benefits for all players recognizing that the benefits will differ among partners.

It is recognized that in the highly interconnected and interdependent world in which we live, higher education is a channel for the cross-border flow and exchange of people, knowledge, expertise, values, innovation, economy, technology, and culture. But why is it framed in a power paradigm like soft

power? Are the values of self-interest, competition, or dominance going to effectively address issues of worldwide epidemics, terrorism, failed states, the bottom billion living in poverty, environmental degradation, and climate change? The answer is no, based on the reality and new normal that finding solutions to worldwide challenges cannot be achieved by one country alone. But it is not a simple answer, as the world of international relations is complex and beset with histories, challenges, and inequalities that would be naïve to ignore.

Power Paradigm Versus Diplomacy Framework

An alternative to the power paradigm is the framework of diplomacy. Diplomacy traditionally focuses on strategies such as negotiation, mediation, collaboration, compromise, and facilitation (Pigman, 2012). These are very different tactics and concepts than those attached to power: dominance, authority, command, control, and supremacy. Does this suggest that diplomacy is a more appropriate structure to frame the role of higher education in international relations than a power paradigm?

The evolution from conventional to contemporary diplomacy has introduced a spectrum of theme- or issue-based approaches to the practice of international engagement. Cultural diplomacy is the most well known, because it includes a broad range of areas such arts and culture, education, sport, architecture, and language. But health, science and technology, environment, and trade diplomacy are gaining momentum as effective modes of diplomacy. They are remarkably different from the more traditional, but still important issues related to national security, military, and economic diplomacy. A newer option, which merits further consideration, is knowledge diplomacy.

The Potential of Knowledge Diplomacy

For the past two decades, there has been much discussion on the idea of a knowledge-based society. This is a post-industrial notion where knowledge is the engine for economic growth and sociocultural development of communities and countries. The focus on knowledge highlights the important role that higher education—and education in general—play in today's world. Not only does higher education serve to prepare future citizens and workers; it generates new knowledge and diffuses it for the benefit of communities and society at large.

In this changing world of contemporary diplomacy, higher education has a significant role and contribution to make. Higher education's long tradition of scholarly collaboration and academic mobility, complemented by today's innovations of research and policy networks, international education hubs, joint programs, and global and bi-national universities, have a lot to contribute to building and strengthening international relations among countries and regions through education; the generation, diffusion, and exchange of knowledge; and culture—in short, knowledge diplomacy.

If diplomacy essentially means "building and managing relations between and among countries" then knowledge diplomacy involves the "contribution that education and knowledge creation, sharing, and use makes to international relations and engagement." But knowledge diplomacy should be seen as a reciprocal process. Knowledge diplomacy contributes to international relations, and conversely, international engagement brings added value to the development of knowledge and its contribution to society. One serves the other. Mutual benefits and a two-way exchange are therefore essential to the concept of knowledge diplomacy (Knight, 2015). ■

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NOTE

1. This article is an updated version of the Briefing Note prepared for the 2014 Canadian Bureau for International Education conference.

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International Education in the Wake of Identity-Based Conflict: A Multi-Directional Relationship

By Aryn Baxter

RWANDA, LIKE MANY other developing nations, has supported hundreds of its top-performing students to pursue undergraduate degrees in the fields of science, technology, engineering, and mathematics at higher education institutions abroad. In addition to advancing Rwanda's economic development agenda, current international scholarship initiatives offer youth born in the period surrounding Rwanda's 1994 genocide a shared international learning experience. While international educators laud the ways in which studying abroad contributes to more peaceful intergroup relations by promoting intercultural understanding and cultivating more cosmopolitan, inclusive identities, empirical analyses of the relationship between international education and conflict transformation are limited (Brown, 2009).

Proponents of international education as a means of peacebuilding suggest that the intergroup contact that occurs when individuals from different backgrounds are brought together to learn from and with each other cultivates mutual understanding and reduces ethnocentricism (Gudykunst, 1998). Other scholars identify peacebuilding potential in the opportunity that studying abroad provides to encounter and reexamine one's identities through immersion in a new cultural context (Dolby, 2004; Rizvi, 2009). As Rwanda emerges from conflict, its national government is promoting a unified Rwandan national identity and an economic-growth agenda through strategies that include the funding of international scholarships. The opportunity the country has afforded to students with a diversity of backgrounds and experiences of the Rwandan genocide to study abroad together presents a context to explore the relationship between international education and reconciliation.

To examine the education experiences of youth from post-conflict Rwanda, I spent nine months observing and interviewing scholarship recipients on two U.S. campuses. The multi-sited ethnography reveals that international learning experiences not only contribute to redefining identities and relationships among program participants; students' learning experiences are also shaped in profound ways by a shared history of identity-based conflict. In this essay, I illuminate the multi-directional relationship between international education and conflict transformation by describing several ways in which the outcomes intended for scholarship recipients from post-conflict Rwanda are circumscribed by their home context and highlight some implications for international educators supporting similar cohorts of underrepresented students.

Eating Together, Flying Alone

While Rwandan students offered considerable comfort and support to their Rwandan peers while studying in the United States, fear and distrust limited the efficacy of this support network and contributed to a sense of isolation among many scholarship program participants.

> **Students from post-conflict contexts—particularly those in nationally sponsored scholarship programs—face distinct challenges as they navigate international learning experiences.**

On both campuses where I carried out research, the cafeteria was the place where I could regularly find a large group of Rwandan students seated together. Some sat quietly in the presence of their peers, while others conversed vivaciously in Kinyarwanda. For all, this was a place to pause from daily efforts to assimilate—a place where the students could belong and, as several put it, "feel Rwanda."

This coming together around food paralleled other ways in which the students banded together to help one another navigate the challenges of adapting to a new cultural and academic context. From selecting classes to finding internship opportunities, the students were more than willing to serve as a resource to their fellow Rwandans. One student described how the experience of studying abroad contributed to solidarity among the students: "In Rwanda, it's kind of hard to feel it, that we are one population, but when we get here, we tend to be close to each other, to help each other. … Our purpose is to improve ourselves and improve our country. … We're now competing with Americans, with Chinese, so we try to stick together."

Over time, it became apparent that although help was widespread when a student faced difficulties, isolation was a common experience. Another student explained, "[Rwandans] know the things you are struggling with, so they help you during the freshman year. But afterwards, everyone flies on his own." Students attributed their experience of flying alone to a number of factors, including Rwanda's history of identity-based conflict, the high expectations placed on them as scholarship recipients studying in the United States, and the ambiguous messaging around the program's requirement to return to Rwanda upon graduation. Although the messages surrounding working abroad or returning to Rwanda were mixed, students explained that they considered their post-graduation decisions to be a private matter. Many feared that disclosing intentions to work in the U.S. upon the completion of their studies might bring judgment from their peers and jeopardize the continuation of their scholarship.

The uncertainty surrounding the acceptability of remaining abroad was compounded by the perception of being under the surveillance by peers with the potential to report any behavior deemed unpatriotic to the government. Students described how feeling watched and judged by their peers encouraged them to keep their opinions, struggles, and future plans private. They also explained that participants in

the program came from a variety of backgrounds but were wary of talking about their families or where they came from "because of that divisionism that existed before the genocide."

Guarded Engagement

In addition to limiting the network of peer support, students' hesitancy to communicate openly with other Rwandans also constrained their engagement in curricular and extra-curricular discussions—particularly those related their nation's development trajectory and socioeconomic challenges. Students articulated a strong sense of responsibility to their government as Presidential Scholars. "You're on a government mission. You're an ambassador," one summarized. Through Ingando, a national civic education program that students completed in Rwanda before or during their undergraduate studies, they learned to express patriotism and gratitude by defending Rwanda's reputation abroad and promoting the country's progress and opportunities to potential supporters and investors.

This responsibility posed challenges in a forum held on one U.S. campus shortly after Rwandan President Kagame was re-elected to office in 2010. A professor recounted how the Rwandan students' guarded engagement as the discussion turned in the direction of whether the president would ever actually step down:

"We sat in silence for a while with a really substantial Rwandan contingent saying nothing. The tension there was palpable. You know the views were just dying to emerge, and they were super reluctant. It was a Kenyan student who started the conversation, and once he did, you sort of gradually got an expression of really tentative views."

Students' participation in public discussions tended to reflect politically sanctioned public narratives, a phenomenon widely acknowledge by scholars working in conflict or post-conflict settings (King, 2009; Scott, 1990). This is illustrated by another occasion when a guest speaker made a campus visit to present research on the struggles facing the vast majority of Rwandan youth. The more vocal Rwandan students responded with defensive critiques of the researchers sampling methodology. In contrast, students privately affirmed the researchers' conclusions and expressed frustration with limited awareness of Rwanda's realities amongst their peers. As in other situations, concerns that were widely voiced in private discussions were rarely acknowledged in public—particularly in spaces that included other Rwandans. This tendency to tell similar and politically sanctioned public narratives and contain counter-narratives to private spaces reflects a perceived need to self-censor that is widespread in post-conflict contexts. As King (2009) points out, such patterns illuminate social and political worlds, tensions, and fears among research participants.

Conclusion and Implications

These findings reveal that students from post-conflict contexts—particularly those in nationally sponsored scholarship programs—face distinct challenges as they navigate international learning experiences. While they do not negate the claim that international education has the potential to contribute to conflict transformation, they do reveal the complex ways in which geopolitics circumscribe international learning experiences. I conclude by offering two recommendations for international educators supporting cohorts of students from Rwanda and other nations experiencing or emerging from conflict.

Keep a transnational perspective when creating safe spaces. When facilitating open dialogue on U.S. campuses, it is important to acknowledge that dynamics in students' home contexts may limit their freedom of expression. Students from post-conflict contexts strive for a delicate balance between aligning with government-sanctioned narratives and openly discussing personal perspectives regarding their country's past, present and future. Intrigue and a desire to learn about the complexities of conflict and reconciliation on the part of domestic faculty and students can put students in situations that they perceive as risky. Students need time to establish trust and the option to share when and where they are ready. This may be limited to private, rather than public, spaces.

Support students' efforts to hold on to hope. When promoting opportunities for critical reflection and discussion, it is also important to support students as they strive to maintain a sense of optimism about the future. Even among scholarship recipients who spoke of fears and concerns in private conversations, I observed a tenacious commitment to overcoming societal divisions and working toward a better future for their families, communities and nation. Faced daily with negative stereotypes and limited understandings of Africa in general and Rwanda in particular, studying in the United States fortified many students' desires to maintain a sense of pride in their nation and optimism for the future—even as it challenged them to think realistically and critically about the obstacles. Educators committed to supporting students as they seek to rebuild peaceful and prosperous communities in the wake of conflict have an important role to play in helping students strike a healthy balance.

The experiences of Rwandan students studying in the U.S. demonstrate how the dynamics present in post-conflict societies accompany internationally mobile students and significantly shape their learning experiences abroad. They suggest that even as international education plays a unique role in paving the way to more peaceful social relations, international students inhabit transnational spaces that pose distinct challenges. In these spaces the local, global, past and present intersect and offer unique—but not uninhibited—opportunities for learning and transformation to occur. ■

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Five International Exchange Alumni Impacting the World

Compiled by Aileen M. O'Donnell

INTERNATIONAL EXCHANGE OPPORTUNITIES foster leadership, innovation, curiosity and compassion. Participants return from abroad with a commitment to positively transform society through peaceful global connections and a determination to solve some of the world's most pressing issues through innovation and collaboration. Read about five distinguished alumni of scholarships managed or administered by IIE whose international experiences gave them the courage and knowledge to forge new discoveries and change the world.

Sergio Aguayo

Fulbright Foreign Student Program, Mexico to United States, 1975

Sergio Aguayo, writer and professor at El Colegio de México, is one of the most influential intellectuals in Mexico and is esteemed globally as a champion of democracy. As a recipient of the Foreign Fulbright Student grant, Sergio pursued a master's degree and Ph.D. from the Johns Hopkins University School of Advanced International Studies. Inspired by grassroots civil rights activism in the United States, Aguayo went on to establish notable human rights groups in Mexico, with a commitment to fight political struggles in democratic and non-violent ways.

How did your experience in the United States inspire you to become a human rights activist in Mexico?

Aguayo: As most Mexicans of my generation I mistrusted foreigners (Americans in particular). We were full of stereotypes, because we had been isolated from the world, notwithstanding our geopolitical location. We were so parochial! In 1975, I arrived in Washington, DC, for my studies and discovered a United States deeply divided about the Vietnam War, Watergate, and Civil Rights. Since then, I have exchanged ideas with Americans and colleagues of other nationalities. Shattering the walls of prejudice, I have understood something simple and profound: we are part of the world.

Cheri Blauwet

Boren Awards for International Study, United States to Argentina, 2000

Cheri Blauwet, MD, is a former Paralympic athlete in wheelchair racing, competing for the United States Team in Sydney '00, Athens '04, Beijing '08 and bringing home a total of seven medals. Blauwet received a Boren Award to study in Argentina and became an advocate for disability rights around the world, focusing on creating programs for youth with disabilities in Uganda, Ethiopia, and Angola. A graduate of the Stanford University School of Medicine, Cheri served as chief resident of physical medicine and rehabilitation at Harvard Medical School. Today, she is an Instructor at Harvard Medical School and an attending physician at the Spaulding Rehabilitation Hospital.

How did your experience studying abroad with a disability change or influence your perspective on the world?

Blauwet: It opened my eyes to a new physical environment and hastened my understanding of how to adapt and problem solve in locales that may pose environmental barriers—something very important to me as a wheelchair user and athlete. It also provided me with a broadened worldview and sensitivity to how we as Americans are perceived from an international lens. Overall, the experience was critical to my development a student.

Anurag Gupta

Goldman Sachs Global Leaders Program & U.S. Fulbright Student Program, United States to Myanmar & South Korea, 2004

A lawyer by training, Anurag Gupta is dedicated to human rights, social entrepreneurship and social justice. Gupta is the founder & CEO of Be More, a startup that aims to revolutionize human relations to create a just and equitable world. Be More applies leading scientific research to create educational content and trainings that reduce unconscious bias among professionals. Educated at NYU Law and Cambridge, Gupta received a grant from the Goldman Sachs Global Leaders Program to teach in Myanmar, a Boren Award to study Urdu, and a Fulbright grant to teach English in South Korea.

How has your participation in international exchanges impacted you?

Gupta: My experiences abroad opened me to ideas and possibilities that someone with my background could hardly imagine, forget pursue. The Goldman Sachs Global Leadership Program gave me a global network of like-minded friends from Kosovo to Brazil and Japan. Studying Urdu with the Boren Program sparked my interest in the academic study and now the fulltime commitment to reduce racial and ethnic divides. And teaching with the Fulbright in South Korea and Burma introduced me to the priceless practice of mindfulness. No monetary amount or professional honors could equal the value of these transformative gifts.

Brian Hardin

Gilman International Scholarship Program & U.S. Fulbright Student Program, United States to United Kingdom, 2004

A researcher and expert in device physics and photovoltaic (PV) device fabrication and analysis, Dr. Brian Hardin is passionate about making solar power more affordable—a technology that promises to have great impact upon society. In 2010, Dr. Hardin co-founded PLANT PV, a startup dedicated to rapidly prototyping new materials and architectures to make solar cells competitive with fossil fuels without subsidies. Its mission is to prototype materials that can be placed into existing production lines to significantly increase performance and reduce costs. Hardin received a Ph.D. in material science from Stanford University in 2011, where he won the Material Research Society Gold Medal Award.

How did your study abroad experiences shape you, both as a scientist and as a person?

Hardin: Through the Gilman Program I researched solar cells at Oxford University and realized how much I enjoy working on energy problems in the lab. I also learned importance of cultural competencies as a scientist. My experience as a Fulbright recipient in Switzerland affirmed my passion for energy research, and I decided to pursue a Ph.D. and start a photovoltaic cell research company. Choosing to study abroad was one of the best decisions I have ever made.

IIE is honored to have been selected to manage and administer a wide range of prestigious scholarship programs on behalf government entities and corporate and foundation partners, including the U.S. Department of State Bureau of Educational and Cultural Affairs (Fulbright and Gilman), the Ford Foundation (International Fellowships Program), Goldman Sachs (Global Leaders Program), and the National Security Education Program (Boren).

Caroline Lentupuru

International Fellowships Program, Kenya to United States, 2008

Caroline Lentupuru has dedicated her life's work to improving conditions in Kenya's Rift Valley, tirelessly campaigning in local villages and schools to prevent young girls from being forced to undergo female genital mutilation and early marriage. A member of the Kenyan Ilchamus tribe, one of the smallest and least powerful of the 42 tribes in Africa, Ms. Lentupuru was the first female to graduate from college in her community—a distinction she helped change. Through her advocacy and training efforts, she aims for more girls to finish their education and to become self-reliant, ultimately breaking free from the seemingly endless cycle of poverty.

What knowledge or skills from your studies abroad enabled you to become a leader in your home country of Kenya?

Lentupuru: During my studies in the United States, I gained essential knowledge regarding international development and conflict management. Through my courses, I also gained requisite skills in grant writing, monitoring and evaluation, organizational management, and project management. I learned from students from around the world about development and social issues and I forged partnerships with my classmates. My international experience has made me more equipped and committed to social justice, making it possible for me to continue to serve the grassroots community to empower them. ■

Aileen M. O'Donnell is manager of the IIE Alumni Initiative, Institute of International Education.

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BRIATHAR DE MO LOCHRANN

MARY IMMACULATE COLLEGE
LIMERICK, IRELAND

Mary Immaculate College (MIC), founded in 1898, is Ireland's leading university-level College of Education and Liberal Arts. The College has a growing and diverse community of over 3,200 students enrolled in undergraduate programs in Education, Liberal Arts, Theatre Studies and Early Childhood Care and Education, as well as a range of postgraduate programs at Diploma, MA and PhD levels.

MIC is conveniently located in a leafy suburb just ten minutes' walk from Limerick city center, in Ireland's Midwest region. With access to all major routes, the campus is just 20 minutes from Shannon International Airport and near to all the most beautiful scenery and tourist destinations in the Shannon Region e.g. the Cliffs of Moher and Bunratty Castle.

MIC has a vibrant international community, collaborating with more than 50 partner universities & colleges in Europe, North America and Australia, and hosts over 70 international students annually.

MIC achieved the 2014 StudyPortals *Award for Outstanding International Student Satisfaction,* based on a survey that gathered thousands of responses from international students studying all around Europe.

"Deciding to come to MIC was the best thing I could have done for myself. MIC is a great college, filled with kind and welcoming people." Michelle McCabe, USA

WHY STUDY AT MARY IMMACULATE COLLEGE?

- Ireland's most prestigious and top-ranked College of Education and Liberal Arts
- Educating 40% of Ireland's primary school teachers, with only 1% attrition in Education programs
- Highly research-active faculty, over 82% of whom have PhDs (one of the highest ratios in the State)
- An accessible, friendly campus
- Staff focus is on students' wellbeing and academic involvement
- International students are fully integrated with Irish students
- Autumn or Spring semester study, or full-year programs
- Summer programs tailored to students' interests e.g. Servant Leadership
- Comprehensive orientation and continued staff support throughout
- Active International Students' Society
- Superb, modern facilities, with on-campus accommodation
- English language support
- MIC graduates are making a difference at the top level of many sectors, both nationally and internationally

As well as specialist courses in Education (Early Childhood and/or Elementary), the core subjects available for study abroad at MIC include:

- English Language & Literature;
- French Studies/ German Studies/ Irish Language (all available at beginner's level);
- Geography;
- History;
- Irish Heritage Studies;
- Mathematics;
- Media & Communication Studies;
- Music;
- Philosophy;
- Psychology;
- Theatre Studies;
- Theology & Religious Studies.

PLEASE CONTACT:
Holly.Cowman@mic.ul.ie /+353 61 774787
www.mic.ul.ie

EDUCATION IN IRELAND

Jack Welch College of Business

Summer Institute for Global Business Management

GET DOWN TO BUSINESS

with Sacred Heart University's Summer Institute for Global Business Management from July 18 to Aug. 12, 2016. Develop an understanding of business leadership and global business management in this four-week summer program.

Sacred Heart UNIVERSITY

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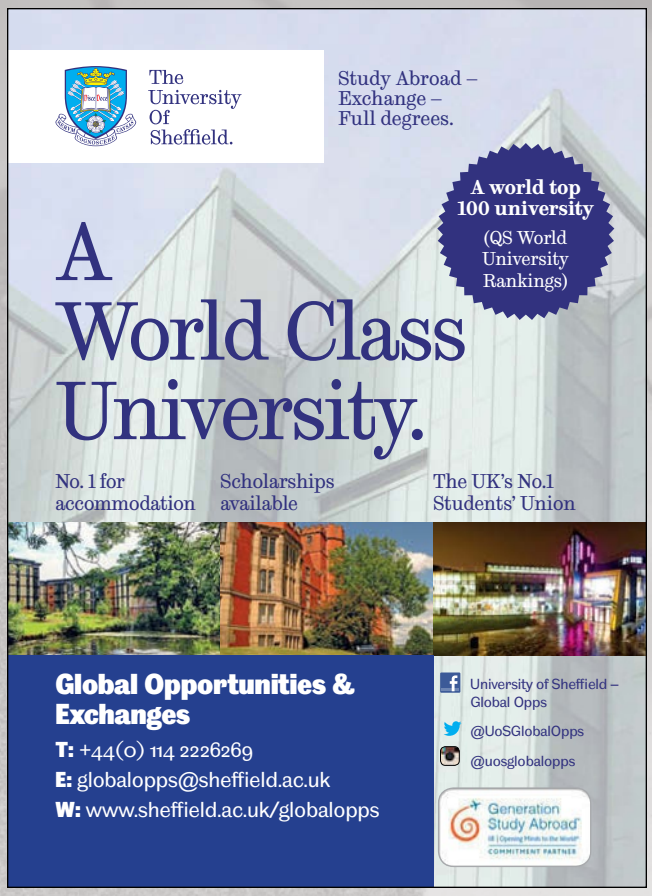

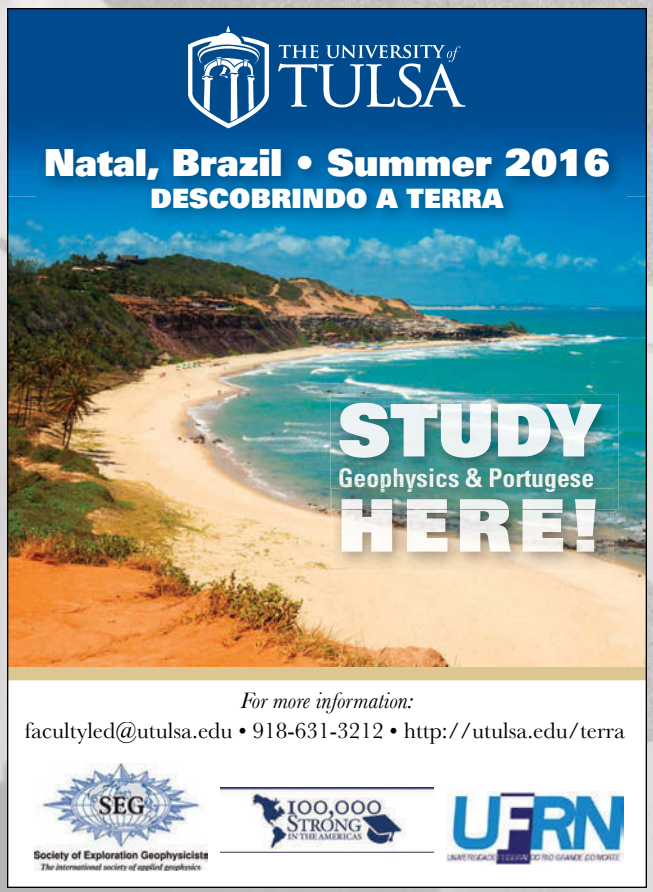

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U.S. DEPARTMENT OF STATE, BUREAU OF EDUCATIONAL & CULTURAL AFFAIRS

SCHOLARSHIPS TO STUDY & INTERN ABROAD

BENJAMIN A. GILMAN INTERNATIONAL SCHOLARSHIP

The Gilman Program diversifies the kinds of students who study and intern abroad and the countries and regions where they go by annually awarding over 2,700 scholarships of up to $5,000.

General Eligibility Requirements:

- U.S. citizen undergraduate student
- Federal Pell Grant recipient
- Applying to a program abroad eligible for academic credit and is at least 4 weeks long, or 2 weeks for current community college students.

SPONSORED BY:

Participants are more diverse than the national study abroad population, and

83%
First in their family to study abroad

73%
Unable to study abroad without Gilman

39%
First-generation college students

The Gilman Program strongly encourages applications from:

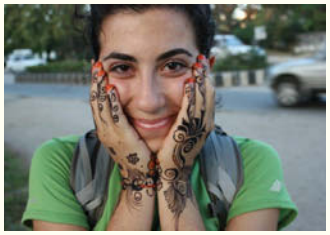
- Students attending community colleges, HBCUs, HSIs, Tribal Colleges, and other minority-serving institutions
- Students from diverse ethnic backgrounds
- Students going to non-traditional countries
- Students participating in credit-bearing internships
- Students participating in the STEM fields

For program details and eligibility visit our website.

ADMINISTERED BY
INSTITUTE OF INTERNATIONAL EDUCATION

APPLY ONLINE AT WWW.IIE.ORG/GILMAN

Boren AWARDS FOR INTERNATIONAL STUDY



Funding for critical language study.

Boren Awards allow U.S. students to study world regions critical to U.S. interests, including Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East.

Maximum Award Amounts

Boren Scholarships: $20,000 Boren Fellowships: $30,000

National Deadlines: Scholarships - February 9, 2016, Fellowships - January 28, 2016.

www.borenawards.org

A National Security Education Program Initiative • Administered by the Institute of International Education
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GENERATION STUDY ABROAD: COMMITMENT PARTNERS

THE BROWSER ADVERTISERS AND WEBSITES

How Study Abroad Contributes to Career Readiness: 8 Studies

By Katja Simons

Mark Rocco, Whitaker International Fellow, in lab at Imperial College London.

INTERNATIONAL EXPERIENCE used to be a "nice-to-have" criterion in a graduate's resume. Today, it has become one of the most important components of a 21st century education. Many new studies show a direct impact of study abroad on creativity, cognitive ability, and student success. In addition, studies show that study abroad plays an important role in developing a global mindset and skills necessary to succeed in the workforce. Below are studies showing the value employers place on international experience and whether a graduate's career prospects actually improve as a result of this experience.

CAREER SUCCESS

"The Erasmus Impact Study: Effects of Mobility on the Skills and Employability of Students and the Internationalisation of Higher Education Institutions" (2014)

This independent study prepared for the European Commission finds that internationally mobile students have better chances of finding a job after graduation. Their unemployment rate five years after graduation is lower than non-mobile students. Results show that around 65 percent of employers consider international experience important for recruitment, and over 90 percent are looking for transversal skills enhanced by study abroad, such as openness and curiosity about new challenges, problem-solving, and decision-making skills. **ec.europa.eu**

"Gone International: Mobile Students and Their Outcomes; Report on the 2012/13 Graduating Cohort" (2015)

This UK Higher Education International Unit report finds that graduates who had studied, worked, or volunteered abroad were more likely to be employed within six months of graduation. The data also shows a significantly lower proportion of graduates from disadvantaged backgrounds who were mobile were unemployed compared with those from the same backgrounds who were not mobile. Graduates with international study experience earned more, on average, than other graduates. **www.go.international.ac.uk**

"Recent Graduates Survey: The Impact of Studying Abroad on Recent College Graduates' Careers" (2012)

The IES Abroad Recent Graduate Study shows that study abroad alumni find jobs sooner after graduation, related to their majors, and at a higher starting salary. Study abroad students also have better graduate and professional school acceptance rates. Ninety-seven percent of alumni secured a job within one year after graduation, compared to 49 percent in the general college graduate population. **www.iesabroad.org**

CAREER READINESS

"Expanding Opportunity by Opening Your Mind: Multicultural Engagement Predicts Job Offers Through Longitudinal Increases in Integrative Complexity. Social Psychological and Personality Science, 5(5), 608-615" (2014)

This study by Maddux et al. shows that the extent to which students adapted to and learned about new cultures (multicultural engagement) during a highly international 10-month master of business administration program predicted the number of job offers students received after the program, even when controlling for important personality and demographic variables. **spp.sagepub.com/content/5/5/608**

"GLOSSARI – Georgia Learning Outcomes of Students Studying Abroad Research" (2010)

An assessment by the University System of Georgia found that students who studied abroad had a 17.8-percent higher 4-year graduation rate than those who did not study abroad, particularly among underrepresented minority and low income students. **www.glossari.uga.edu**

EMPLOYER PERSPECTIVE

"The Outcomes of Outbound Student Mobility" (2013)

This summary of academic literature over a 50-year period by AIM Overseas shows that over 60 percent of employers agree that an overseas study experience is a positive on a résumé. Additionally, 72 percent of employers agree that knowing a second language adds to the appeal of a prospective employee. **aimoverseas.com.au**

"How Employers Value an International Study Experience" (2011)

Based on responses from 10,000 recruiters worldwide, this QS Global Employer Report found that employers are looking for the skills and experience gained through the overseas study experience when hiring graduates. **www.iu.qs.com**

"Faktaa – Facts and Figures: Hidden Competencies" (2014)

Prior studies mention that employers value international experience. This study by CIMO and Demos Helsinki concludes that employers recognize only those skills that are traditionally linked to international experience like tolerance, language skills and cultural knowledge. A substantial number of skills that are also linked to mobility were not visible to employers. The study concludes that young people need more guidance in making competencies such as productivity, resilience and curiosity gained from their international experiences more visible. **www.cimo.fi/hidden_competences** ■

Katja Simons is manager of the IIE Summit on Generation Study Abroad, Institute of International Education.

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