Education Abroad as a Catalyst for Impactful Global Development:

The Global Impact of the Missing Focus on the Re-entry Phase

by

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ABSTRACT

Education abroad participants worldwide are often positively transformed by their experiences and, as a result, gain a great deal of knowledge, resources, ideas, and high levels of inspiration which can positively impact the individual, and local and global communities—contributing to global development. However, education abroad participants face challenges and are often not prepared for making lasting positive change in their local and global communities post-education abroad, known as the reentry phase. Moreover, they do not fully understand the potential positive impacts they can have on society as a result of their education abroad experiences. This is of significant importance for a world that continues to rapidly globalize, advance technologically faster than ever before, and faces challenges and opportunities that require globally experienced people. Through surveys and interviews with 156 participants from 32 countries, this transformative mixed methods research provides strong evidence for the high levels of benefits participants gain, and how they are positively transformed and motivated to make local and global impacts after their education abroad experiences. The data provides insights into participant perceptions, ideas, opportunities, and challenges surrounding these topics, and identifies differences and similarities in participant and program types that best prepare, support, and enable participants during the reentry phase. It also provides insights on how stakeholders (e.g. educational, public, private, non-governmental, civil society, and personal support systems) can transform current research, models, and policies to be able to support participants in becoming social entrepreneur change agents, and forge a more holistic approach towards global education mobility and global development. The more than 4.5 million people that currently engage in education abroad annually is a population projected to increase to more than 8 million participants by 2025. They represent only 0.06% of the world's 7 billion population from almost all countries, including developing, emerging, and highly developed. Therefore, this unique population of highly educated and globally exposed future world leaders and decision-makers represents a comparatively uniquely privileged group that have the potential (and responsibility) to make important global development impacts after their education abroad experiences.

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This work is dedicated to the millions of people who have had the privilege to engage in education abroad. You make up only 0.06% of the human population, yet you hold huge privilege and power, and with that, responsibility. Many of you have a deep passion to improve the world, and so many abilities and resources to do so. May we ignite the global-change-agent-social-entrepreneur in all of us and make positively impacting the world part of our lives' work.

I particularly dedicate this to thousands of education abroad participants and colleagues I have worked with over the past decade, especially those from the U.S., Saudi Arabia, and Libya.

Betul, Ramadan, Abdulhakeem, Amani, Naif, Ohod, Mariam, Eiman, Nabila – this is for you.

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CHAPTER 1 – INTRODUCTION

More than 4.5 million students engage in tertiary/post-secondary-level education abroad experiences worldwide each year (OECD, 2014; Project Atlas, 2015)[1]. Termed as "education abroad participants"[2] in this research, these students represent almost all countries, including developing, emerging, and highly developed countries (OECD, 2014; Project Atlas, 2015). Furthermore, the number of students worldwide engaging in education abroad has risen dramatically from 0.8 million in 1975, to 2.1 million in 2000, to more than 4.5 million in 2014; from 2000-2012 the average annual growth rate for this population more than doubled (OECD, 2014; Project Atlas, 2015). Globalization and higher education internationalization efforts have been key drivers of the increased global student mobility (Bhandari, Belyavina, Gutierrez, 2011; Project Atlas, 2015), and forecasts predict that the demand for education abroad will increase to more than 8 million students abroad worldwide in 2025 (Bohm, Davis, Meares, Pearce, 2002; Project Atlas, 2015).

As the number of education abroad participants increases, so will the complexity of their mobility patterns. The overall context of global education mobility has changed, including the type of participants, where they go, the mix of host and home countries, and various social and economic factors that motivate students to pursue education outside of their home country. (Project Atlas, 2015; Wildavsky, 2012) This is especially true as countries such as China, India, Indonesia, Brazil, Mexico, Chile, South Korea, Vietnam, and Saudi Arabia grow economically but cannot yet meet domestic demand for higher education as their education systems work towards meeting economic growth patterns (Bohm et al., 2002; Project Atlas, 2015; Wildavsky, 2012).

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[1] Project Atlas data was referenced for all baseline data on global student mobility since all types of data about both degree (long-term programs) mobility and credit mobility (short-term programs) in tertiary education are included. Project Atlas follows the worldwide migration trends of millions of education abroad participants and provides a global picture of education abroad participant mobility for major sending and host countries. The UNESCO Institute for Statistics and OECD only include data on global degree mobility in tertiary education, while Project Atlas works with governments and international institutions worldwide to gather data on all types of global education mobility trends. Project Atlas criteria for selection is identified as: "*Students who undertake all or part of their higher education experience in a country other than their home country* OR *students who travel across a national boundary to a country other than their home country to undertake all or part of their higher education experience*". *(Project Atlas, 2015)*

[2] See Definition of Terms section in Appendix A for definitions on this and other key terms used throughout the research.

Specifically, Asia is forecasted to represent some 70% of total global education demand by 2025, with China and India representing the key growth drivers (Bohm et al., 2002; Project Atlas, 2015; Wildavsky, 2012). While the United States (U.S.) is forecasted to remain the top destination for education abroad participants worldwide (followed by the United Kingdom [U.K.]), China has already surpassed Germany, France, Australia, and Canada, and has risen as the third largest destination for education abroad participants; a trend that is expected to continue (Project Atlas, 2015). Additionally, initiatives from highly developed countries to increase the numbers of students engaging in education abroad are gaining in importance as a mechanism to keep their countries globally competitive and experienced (Generation Study Abroad, 2015; Project Atlas, 2015; Wildavsky, 2012).

Strikingly, this unique group of future world leaders and decision-makers makes up only 0.06% of the world's 7 billion population (and 0.2% of the world population between the ages of 18 – 35)[3]. Therefore, education abroad participants represent a comparatively unique and privileged group of highly educated and globally exposed people that have the potential (and responsibility) to make important global development impacts through social entrepreneurship.

Global development, technology, and social entrepreneurship are intertwined with education abroad experiences. Global development is the globally holistic and multi-disciplinary context that focuses on worldwide prosperity, and ensuring sustainable and equitable development. Education is a key component of global development. (Barder, 2012; Rosenkranz, 2011; UNESCO World Conference, 2009; UNESCO Eight Reasons, 2014, UN SDGs, 2016) Furthermore, global development and education abroad have been transformed by the Global Information Age—a historical period characterized by the technological revolution which has increased already existing global interdependence of economies and societies (Castells, 2009; Halperin, 2013). Additionally, social entrepreneurship seeks to identify inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity, and

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[3] These data were calculated using international population numbers from the U.S. Census Bureau International Data Base: http://www.census.gov/cgi-bin/broker.

forges new stable equilibrium that unleashes new value for society, releases trapped potential, or alleviates suffering. In this new state, an ecosystem is created around the new equilibrium that sustains and grows it, extending the benefit across society. Social entrepreneurship follows a core belief that even the most challenging problem offers an opportunity for change. (Bomstein, 2007; Martin & Osberg, 2007; Martin & Osberg, 2015)

It is widely supported through empirical evidence that people who engage in education abroad experiences are often positively transformed by their experience and have a great deal of knowledge, resources, and ideas to bring back to their home communities and the world, which can have a positive impact on society more than if they participated in higher education purely domestically (Bhandari, R. & Gutierrez, R.. 2009; Bohm et al., 2002; Clarke III et al., 2009; Dwyer & Peters, 2004; Forsey, Broomhall, Davis, 2012; Fry, Stallman, Jon, 2010; Goodwin, 1993; Ingraham & Peterson, 2004; McLeod & Wainwright, 2009; Nunan, P, 2006; Norris & Gillespie, 2009; Paige et al., 2010; Sutton & Rubin, 2010; Tarrant, 2010). This is especially true through social entrepreneurship's broad transformative global nature (Martin & Osberg, 2007; Martin & Osberg, 2015; Paige et al., 2010) and the global development impacts that education abroad participants can have on local and global communities.

While motivations for people to engage in education abroad vary per individual, as well as on national and regional levels, there are many benefits of engaging in education abroad (whether short-term or long-term) for all participants worldwide. Common benefits include individual growth, intercultural and global understanding, global citizenship, academic gains, and career preparedness and opportunity building (Bohm et al., 2002; Clarke III et al., 2009; Dwyer & Peters, 2004; Forsey, Broomhall, Davis, 2012; Fry, Stallman, Jon, 2010; Goodwin, 1993; Ingraham & Peterson, 2004; McLeod & Wainwright, 2009; Nunan, P, 2006; Norris & Gillespie, 2009; Paige et al., 2010; Sutton & Rubin, 2010; Tarrant, 2010). Furthermore, many education abroad participants eventually take on leadership and decision making roles that impact entire communities and nations on local and global levels (Connell, 2008). These are factors of significant importance for a world that is experiencing a new global reality of unprecedented

challenges related to peace and security, the environment, education, health, equity, justice, and more, all while globalizing and advancing technologically faster than seen in previous centuries (Castells, 2009). These challenges give way to opportunities that require globally experienced people (OECD, 2014; UNESCO World Conference, 2009; UNESCO Eight Reasons, 2014).

Research Problem

Education abroad experiences provide immense benefits for individuals and society, the relation of higher education on global development has never been more important, and the number of people engaging in diverse education abroad experiences is increasing. However, there is little focus in research, policy, and practice on the impact that education abroad participants can have on society after their experiences and on the importance of the reentry phase. Education abroad participants often face challenges to making lasting positive change in their local and global communities post-education abroad, and current models largely fail to prepare and assist education abroad participants for the challenges (VandeBerg, Paige, & Lou, 2012). The lack of focus on the reentry phase misses out on preparing, motivating, and enabling education abroad participants to make positive change in local and global communities through all that is gained during education abroad experiences.

This indicates the need for increased attention and research in order for institutions worldwide to adequately enable blossoming global change makers—social entrepreneurs—to use the benefits of the education abroad experience to positively impact the world, both locally and globally. This is important for all of the world's highly developed, emerging, and developing populations and economies, particularly as the world faces rapid globalization and technological advancements, and global development challenges. These changes can also be seen as opportunities to increase greater global prosperity and equity through effective development and innovation.

The world is missing the opportunity to fully empower and enable this unique population of blossoming global social entrepreneurs to address the world's most important challenges

through their distinctive set of skills, networks, resources, motivation, worldview, and international and intercultural understandings. The current approach to and understanding of global education mobility has the opportunity to catch-up to the increasing globalization and global mobility trends, especially related to higher education. As the world continues to experience a new global reality of unprecedented challenges while globalizing and advancing technologically, it is essential that education abroad participants be prepared and enabled to understand challenges they may face during the reentry phase, as well as be able to implement social change on local and global levels through the benefits of the education abroad experience.

Research Purpose

This transformative research provides support for greater focus on the reentry phase and highlights the reentry phase as an essential aspect of holistic education abroad journeys. It provides insights into the challenges that education abroad participants face during the reentry phase, and the perceptions, opportunities, and challenges they have to implementing lasting, positive impacts in local and global communities post-education abroad. It identifies differences and similarities in participant and program types that best prepare, support, and enable participants during the reentry phase, while identifying ways technology can be utilized to provide education abroad participants with greater support, resources, and networks. It also provides suggestions on how stakeholder and assisting institutions—educational, public, private, non-governmental, civil society, and personal support systems—can transform current international education and global development approaches, models, and policies to be able to support participants in becoming social entrepreneur change agents.

The research aims at being globally holistic, instead of taking a dominant Western perspective or being U.S.-centric, and looks at the commonalities between various populations of global mobility. This research, instead, provides an all-encompassing definition of education abroad participants that views both traditional "study abroad participants" and "international students" as the same group; of course acknowledging the diverse dynamics within their various subgroups and those experiences outside of the two aforementioned groups.

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Research Questions

RQ1: Do education abroad participants face challenges to improving their home communities and the world after their education abroad experiences?

RQ2: What challenges do education abroad participants face to improving their home communities and the world after their education abroad experiences?

RQ3: What opportunities exist for education abroad participants to improve their home communities and the world after their education abroad experiences?

RQ4: What types of education abroad experiences best educate, prepare, and enable participants to make lasting positive improvements in their home communities and the world post-education abroad experience?

Background Information

At both the United Nations Educational, Scientific and Cultural Organization's (UNESCO) 1998 and 2009 World Conference on Higher Education, higher education's role in social change and global development was the central theme. More than 1,400 participants—representing all stakeholder types—from nearly 150 countries took part in the conference and affirmed their commitments to action on the:

> …collective responsibility and ambition to make higher education in all regions a driver of development and international understanding in the second decade of the twenty-first century… At no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity. (UNESCO World Conference, 2009)

The Conference's declaration strongly supports the notion of education abroad as a catalyst for global development, and the potential of higher education to produce people who are social entrepreneurs who can work towards transforming society through innovation solutions to global challenges. It is this declaration that is the rationale for much of this research, and provides

a basis for understanding the remaining chapters. Moreover, as the world's foremost global governing body, it is also the foundation for many of the world's related global stakeholder efforts that have provided additional references for this research. (UNESCO World Conference, 2009)

Specifically, the declaration focused on higher education as a basis for innovation and creativity, and an important means to eradicating poverty, improving sustainable development, and progress towards reaching internationally agreed upon development goals: Millennium Development Goals (MDGs) (now Sustainable Development Goals) and Education for All (EFA). It acknowledged the role of higher education in solving current and future global challenges (e.g., food security, climate change, water management, intercultural dialogue, renewable energy and public health) by generating global knowledge, giving solid skills for the present and future world, contributing to the education of ethical citizens committed to the construction of peace, the defense of human rights and the values of democracy. It goes on to acknowledge the importance of supporting increased international networks and cooperation, innovations, and new approaches based on solidarity and mutual respect, and the promotion of humanistic values and intercultural dialogue. (UNESCO World Conference, 2009)

Specific to global education mobility, the declaration outlines mechanisms towards support of higher education institutions to help bridge the development gap by increasing the transfer of knowledge and finding solutions to foster brain circulation and alleviate the negative impact of brain drain. The declaration specifically identifies research, staff, and student exchanges at the core of promoting the international cooperation, with a focus on nurturing knowledge production on regional and global scales. Furthermore, among the solutions to challenges within regions such as Africa, specific attention is given to the role of students in governance of higher education and enhancing student participation in global dialogue.

More recently, on September 25th 2015, the United Nations adopted the new Sustainable Development Goals (SDGs), the new post-UN Millennium Development Goals. The SDG's set out to end poverty, protect the planet, and ensure prosperity for all with specific targets to be

achieved over the next 15 years. Some goals specifically relate to global education mobility and development, such as ensuring inclusive and quality education for all and promoting lifelong learning (Goal 4). This goal asserts the need for equal access for all of affordable and quality higher education, the acquirement of knowledge and skills needed to promote sustainable development, and substantially expanding the number of higher education scholarships available to developing countries. The SDGs note specific education that is needed in order to achieve these goals. These specific education topics can be largely gained through education abroad experiences (as evidenced through the literature review), including: 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. The goals are also specific to revitalizing global partnerships (Goal 17) that are multi-stakeholder, and mobilize and share knowledge, expertise, technology and financial resources worldwide, in particular in developing countries. (UN SDGs, 2016)

These international commitments underscore the importance of education abroad and its potential to positively transform the world and solve critical challenges, and shadow the larger global movement to internationalize higher education. Moreover, not only is education abroad a catalyst for global development; education abroad participants *are* the specific mechanisms for which the world can solve its greatest challenges. In leading global social entrepreneurs' newest book release, "Getting Beyond Better: How Social Entrepreneurship Works" (with foreword by Arianna Huffington) (2015), Roger Martin and Sally Osberg discuss the relationship between the world's biggest challenges and the role of social entrepreneurship in social transformation:

> Social entrepreneurs target systems that exist in a stable but unjust equilibrium and transform them into entirely new, superior, and sustainable equilibria... All of these leaders—call them disrupters, visionaries, or change makers—develop, build, and scale their solutions in ways that bring about the truly revolutionary change that makes the world a fairer and better place.

It is this book and its supporting bibliography that underpin the notion of education abroad participants as social entrepreneurs and education abroad as a conduit for social transformation and change.

Among the frameworks the book sets out for understanding how successful entrepreneurs actually go about producing transformative change, various real-life examples are given of successful social entrepreneurs that have made significant global impacts. All of their most recent examples are social entrepreneurs who were first education abroad participants and went on to develop their social transformations in large part due to the transformative impact of their education abroad experiences:

- Vicky Colbert, born in Colombia, studied abroad at Stanford University in the U.S., completing a master's program. She returned to Colombia determined to apply all she had learned about how children learn to the Colombian education system; a system full of many inadequacies and inequalities impacting the entire country. After her return, she obtained her first job as a coordinator in the Ministry of Education, and eventually founded the NGO "Escuela Nueva" (literally, New School), which ended up transforming the entire national education system of Colombia. The Escuela Nueva model since expanded to Vietnam and Brazil, and has been recognized by UNESCO for its ability to transform education worldwide. (Martin and Osberg, 2015)

- Muhmamad Yunus, a Bangladeshi native, studied abroad in the U.S. through a Fulbright Scholarship and received a PhD in economics from Vanderbilt University. In the mid-1970s, he returned to Bangladesh and became head of the economics department at a university. During this time, he was struck by the enormous poverty within the country and south Asia region. Through his expertise in economics, and outside experience, he defied conventional banking rules and created a new micro-loan standard, eventually leading to the creation of the Grameen Bank. This new bank model was the first of its kind and spawned the microfinance industry. The model spread worldwide, providing access to banking and credit services for hundreds of millions of poor individuals not

before seen by conventional banks. The model, along with Yunus, won the 2006 Nobel Peace Prize for "efforts to create economic and social development from below." (Martin and Osberg, 2015)

- Molly Melching, American, studied abroad during her graduate studies as an exchange student at the University of Dakar in Senegal. With the original goal of deepening her knowledge of French colonialism, she immersed herself in the local culture and soon realized she wanted to stay in Senegal. Within the first few years she was struck by the many issues and inequalities facing the Senegalese and the large failure of NGOs to make sustainable impacts. She eventually went on to found Tostan, an NGO that greatly reduced many development issues in Senegal and other African countries, most notably—Female Genital Mutilation. Tostan's approach has now been integrated into the official strategies of five governments and ten United Nations agencies, and has influenced many NGOs. "The seeds of Tostan's success were planted in the earliest days of Melching's time in Africa….her exposure to the culture of Senegal and to the infrastructure of development…" (Martin and Osberg, 2015)

While it is not to say that the education abroad experience was the sole influencer that enabled these individuals to become global change agents through social entrepreneurship, their education abroad experiences opened the doors to the experiences necessary to navigate power tensions that Martin and Osberg (2015) express are necessary for successful social entrepreneurs. According to Martin and Osberg (2015), social entrepreneurs must navigate powerful tensions in: 1) understanding the world they wish to change, 2) abhorrence (disgust) and appreciation, 3) expertise and apprenticeship, and 4) experimentation and commitment. Specifically, these three education abroad participant examples highlight how these experiences largely shadow the first two powerful tensions, as well as the third and fourth tensions depending on the type of education abroad experience. Indeed, these education abroad participants experienced greater global and intercultural understanding, and obtained resources through knowledge acquisition and the networks created through the education abroad experiences.

Significance of the Study to Stakeholders

Increases in focus and research on these topics, and comprehensive policies and models of reform can be surmised that inform and enable assisting institutions to create and adapt new programmatic and information resources that will better prepare and enable this unique global change agent population. Additionally, the data will aid in informing larger global development agencies (e.g., British Council, OECD, IIE Project Atlas, United Nations, World Bank, World Innovation Summit for Education, etc.) in attaining larger goals related to education and global development. The data and proposals will be of interest on global, regional, national, and provincial levels, as well as for students and civil society support systems. With increased knowledge of and attention to these topics, students (and their support networks) may place greater importance on institutions that provide more resources and support for addressing the social change aspect during the re-entry phase as a goal of their educational experience. As a result, students may more intentionally search out education abroad experiences and related organizations that provide the resources and support necessary to enable them in doing so. (College Bound Students, 2008; IIE & Chow, 2011)

Researcher Positionality

The researcher has dedicated ten years of global education work with thousands of students, partners, and higher education institutions from over 100 countries, including in depth work with participants at all stages of education abroad experiences. Through these networks, she has traveled to 16 countries in four continents. Prior to that, she also participated in three education abroad experiences: undergraduate short-term faculty-directed program in Mexico (2004), non-degree graduate short-term third-party internship and language certification in Mexico (2007), and non-degree graduate short-term internship and language certification in the United Arab Emirates (2015). Prior to these experiences, her personal and professional experiences largely focused on multicultural education, social justice, and educational equity for at-risk and multicultural student populations in the U.S. These experiences shaped her passion to foster outstanding global experiences and education opportunities for students, professionals, and

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organizations worldwide through global development and social entrepreneur lenses. Furthermore, by maintaining contact with several education abroad participants (from all country types) years after their experiences abroad, she witnessed both the challenges that they face during the reentry phase and beyond, as well as the ingenious ideas and motivation they have for positively impacting local and global communities. This positioning largely framed the approach to and purpose of this research.

CHAPTER 2 - LITERATURE REVIEW

Since the underlying approach to this research is to look at all global education mobility holistically, the literature review aims at including references that reflect the diverse education abroad community, and to include related research on global development and social entrepreneurship.

History of the Reentry Phase and its Relation to Global Development

Education abroad largely started after the end of World War II—as a means to increase peace worldwide through international interactions and knowledge production. Moving forward, the 1960s was a time of foundational growth for future expansion of education abroad activities throughout more developed countries, and later within developing countries. (Hoffa, 2007) That decade also marked the beginning of larger focuses, including research, on the wide variety of sojourner experiences: business travelers, military, expats, missionaries, etc. These studies were largely concentrated on the reverse culture shock and psychological adaptation that one goes through upon return home from an outside culture, especially in business/organizational contexts. (Adler, 1981; Gullahorn, 1962; Helson, 1964) These publications were primary in nature and set a more rooted foundation for the growth in this area of research in the coming decades. In Werkman's (1980) publication on the struggles sojourners experience during the reentry phase, several publications are cited dating back to the 1960s that focus on the lack of attention, both in research and literature, of the issues involved in return and readjustment of people who have lived overseas.

It was not until the 1980s, when multinational companies began to widely expand operations worldwide—sending their employees overseas—that greater momentum was seen in studying reentry experiences. Furthermore, some of the first research and publications that focused more specifically on the reentry phase of the sojourner experience in the context of education abroad emerged during this time. Studies called for greater attention by institutions to this critical and challenging period in the education abroad experience (Lamp, 1985; Lank, 1983). Furthermore, as global development activities in the developing world heightened in the 1970s,

large-scale institutions began giving greater attention to the importance of preparing education abroad participants—especially those from developing countries—for their return home (NAFSA Education for International Development, 1985).

Abrams-Reis' (1980) paper was one of the first of its kind to also look beyond reverse culture shock and psychological adaptation, to examine the impacts that education abroad returnees can have in their communities during the reentry phase. "The paper tries to find an answer to the question of why the experience of those millions of Americans, opinion-makers, teachers, politicians, who have traveled, worked, and studied abroad, does not filter through to join with other stimuli to shape career, family, community, and political life." Evidence was found suggesting that receiving greater support during the reentry period may have significant influence on how experience abroad is perceived and integrated into participants' futures. Abrams-Reis (1980) specifically references a study in which, among those who experienced a more positive sojourn, two-thirds received help during the reentry phase. Abrams-Reis also called for additional research to be done to better understand this correlation and the reentry phase as it relates to post-education abroad success.

In 1985, the NAFSA Association for International Educators produced and USAID produced their first annual report of their five-year Education for International Development Program collaboration. The report highlighted the collaborations between NAFSA and USAID (established in the 1970s) that focus on 1) increasing the awareness of the higher education community of the need for relevant programs for students from developing countries studying in the U.S., and to 2) provide increased access for the students to program that will assist in preparing them for their roles in their home countries' development. The report provided an overview of various U.S. higher education institutions that were providing such programs and resources through the program. Overall, the programs were small in scale, but demonstrated the potential and need for supporting institutions to take a role in preparing education abroad participants for using their experiences abroad to make positive impacts after their return home. Furthermore, the program recommended focus on professional integration, technology transfer

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through international education, administration of sponsored student programs, and foreign students as a resource (NAFSA Education for International Development, 1985).

Denney's (1986) workbook, "Going Home: A Guide to Professional Integration" was one of the first publications sourced by a primary international education institution (i.e., NAFSA Association of International Education) that focused on reentry and appears to be the first largescale reentry resource for students. Relatedly, Pusch's and Loewenthal's (1988) "Helping Them Home: A Guide for Leaders of Professional Integration and Re-entry Workshops" was also one of the first publications sourced by a primary international education institution (NAFSA) that instead trained international education professionals on the reentry phase aspects in order for institutions to create reentry workshops and support for education abroad returnees. Moreover, both guides focused on education abroad participants in the U.S. rather than American students abroad, reflecting the increases in education abroad by participants worldwide and the challenging journey faced by education abroad participants often from developing countries.

The 1990s and the first decade of the 2000s marked a dramatic increase in the discovery of outcomes and benefits of education abroad participant experiences on their lives after returning home. Studies largely focused on intercultural proficiencies, global and self-awareness, student learning, academic interest, and career preparedness, as well as reverse culture shock (Clarke III et al., 2009; Dolby, 2007; Dwyer & Peters, 2004; Ingraham & Peterson, 2004; Kauffman, Martin, Weaver, 1992). However, Crabtree's (1998) study is one of the few that goes beyond by supporting education abroad experiences as a way to impact communities through international participatory projects. The study looked at not only skills gained and growth of the participant, but also socio-political impacts that can be made.

Benefits of Education Abroad on the Individual

While comparatively limited research is available on the impact of education abroad on the individual, some recent large-scale landmark studies have provided important insights that measure both learning outcomes and long-term impact of education abroad experiences. All of the studies solely focus on college-bound or college students at U.S. universities who engage in

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education abroad outside of the U.S. to complement their U.S. higher education experience. The resulting data indicate that education abroad impacts participants' lives personally and professionally in significant and ongoing ways post-return, but it lacks a focus on education abroad participants' ability to make local and global impacts after their return home.

The Benefits of Studying Abroad (2002) was a longitudinal and quantitative survey conducted that reveals the long-term impact of education abroad on individual careers, education, and world views of students who engaged in education abroad. More than 3,700 people who engaged in education abroad between 1950 and 1999 were surveyed. The groundbreaking longitudinal findings indicate that education abroad experiences can have a long-lasting impact on participants, not only academically, but professionally and personally.

The Maximizing Study Abroad (MAXSA): Strategies for Language and Culture Learning and Use (2005) study was one of two significant studies undertaken by the University of Minnesota; the second being the SAGE research project outlined below. MAXSA provided research on education abroad participants, professionals, and language instructors to improve language and culture acquisition among education abroad participants. A series of guides were produced for students, professionals, and language instructors. (Vande Berg, M. Paige, R., & Lou, K., 2012)

College Bound Students' Interests in Study Abroad and Other International Learning Activities (Green, Hesel, Bartini, 2008), was a study conducted by the American Council on Education (ACE), the Art and Science Group, and the College Board, which examines the interest in international education experiences by U.S. high school seniors. It attempted to gauge students' expectations for what types of international learning they expect to be made available to them during their post-secondary education. The study demonstrates that the interest of college bound students in global learning opportunities is extraordinarily high, and their interest goes beyond education abroad opportunities to include internships, cultural immersion, and fluency in a foreign language. American Field Service (AFS) (2006) is one of the oldest, largest, and most respected organizations providing intercultural learning experiences for high school age students.

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They facilitate outcomes-research to determine how well their programs meet the goal of increasing their students' intercultural competencies and abilities to successfully cross cultural boundaries. The results confirmed that international exposure to cultural difference can lead to increased cultural self-awareness, as well as promote an appreciation and knowledge of other peoples' cultural values and behaviors, but it does not occur automatically. The sophistication and longitudinal nature of these two studies make their research designs and findings valuable to future education abroad research, and provide insights into future college-aged students.

Beyond Immediate Impact: Study Abroad for Global Engagement (SAGE) (Paige et al, 2010), was a (2006-2009) research project that examined the long-term personal, professional, and global engagement outcomes associated with education abroad. Related to this research, the project defined global engagement as the contributions a person makes to the common good by means of civic engagement, knowledge production, social entrepreneurship, and philanthropy. The study surveyed more than 6,000 education abroad participants from 22 U.S. colleges, universities, and education abroad providers nationwide. The SAGE research was conducted in collaboration with the Forum on Education Abroad and was funded by a U.S. Department of Education Title VI International Research and Studies grant. The resulting data indicate that education abroad impacts participant's lives personally and professionally in significant and ongoing ways post-return. It is the only study found that includes global engagement and social entrepreneurship impacts as part of education abroad outcomes.

The Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI) (Sutton & Rubin, 2010) is one of the largest education abroad research projects ever undertaken. The results show that education abroad had major and measurable positive impacts on the participants personal and academic lives that vary for different constituencies. Specific to this research, this study concluded that knowledge of global interdependence and knowledge of world geography increased through their education abroad experience, more than domestic college students.

Clarke III et al.'s (2009) study highlights the life-changing aspects of the education abroad experience related to cultural understanding beyond language attainment. Their study focused on establishing impacts for the field of education abroad looking at the specific intercultural proficiencies that are developed during education abroad and to what degree. Notably, the study used the Global-Mindedness Scale, the Eight-item Openness to Diversity Scale, and the Intercultural Sensitivity Index. These scales were used in the design and analysis of this research in order to measure the impact of the students' overall education abroad experience which may have additional insights into the larger social change impacts.

Reentry Challenges Faced

Contrastingly, literature on reentry challenges beyond reverse culture shock mainly focuses on education abroad participants whose experiences took place in highly developed countries and returned home to emerging and developing countries. Nguyen (2012), Nianqing (1998), and Overland (2008) provide insights into and evidence of the challenges that education abroad participants face after their experiences abroad, many which relate to larger global development issues in their home countries.

Nianqing's (1998) study specifically looks at the large number of Chinese students who engage in education abroad experiences and their potential significant impacts for China and the region. Nianqing points out that returned education abroad participants make up the majority of China's academic and science professional core, and that the low incomes of teaching and science professionals, loathsome working environments, and excessive everyday pressures cause education abroad participants to stay abroad and not return to China. The study also highlights the phenomenon of students studying abroad a second time since research funds back in China are so low and sometimes impossible to obtain. It also highlights the impact that rigid social and political rules have in limiting the returnee populations abilities to make social change, as well as the many companies that are eager to integrate education abroad returnees into their workforce but cannot due to lacks in funding and flexible government policies. Nianqing

powerfully echo's the need for situations that enable education abroad participants to create positive social change:

> The broad masses of overseas students are precious manpower resources for our country, and we should trust them, show concern for them, put them in important positions, and create conditions for them to make use of their skills, so that they will no longer hesitate in front of the   gates of our country. Otherwise, 'revitalizing the country by means of science and education' will remain an empty slogan, and catching up and overtaking the developed countries will forever be a distant dream.

Relatedly, Overland (2008) focuses on the dilemma of brain drain and governmental bureaucracies. She focuses on how these two factors prevent qualified scholars from returning to Vietnam or receiving the support, resources, and pay needed in order to perform important research and work that would positively impact societal change in Vietnam and the region.

Nguyen's (2012) study specifically looks at Vietnam, as an emerging market country, and its pivotal point in placing itself within the global economy, including the role that education abroad plays in preparing Vietnamese students for the country's global developments. Additionally, the study focuses on the role of career services entities for assisting education abroad participants with the transition back into society – arguing the challenges that education abroad participants face. However, it does not look beyond the role of career services in assisting with reverse culture shock and career advancement, to the possible institutions that can assist returnees with overcoming challenges that prevent them from making larger impacts locally and globally.

Global Engagement and Social Change Impact

The notion of education abroad as a conduit for global development through participants' impacts on society after their return home has largely been ignored. Goodwin's (1993) Institute for International Education publication, "International Investment in Human Capital: Overseas

Education for Development", made the case for education abroad for development. But since his publication, this idea has largely not been a part of empirical research and literature, nor practice.

More than a decade later, Paige et al.'s (2010) study examining the effect of global mobility experiences on five key areas of impact seems to be the farthest reaching U.S. based academic study ever performed on education abroad participants, which includes qualitative and quantitative data on a very strong survey population of 22 institutions and more than 6,000 respondents in the U.S. The study examines the effect of global mobility experiences on five key areas of global engagement: civic engagement, knowledge production, philanthropy, social entrepreneurship, and voluntary simplicity. While this study does not specifically look at global development and education abroad participants' impact on social change post-education abroad, the study results and framework help to inform this research. It also provided concrete data in a variety of areas not previously as thoroughly examined in international education, including social entrepreneurship. Like Clarke III et al.'s (2009) study, it also lends credibility to the importance of education abroad in shaping more globally-aware and engaged individuals. Notably, the education abroad experience was the most impactful part of their undergraduate experience (Paige et al, 2010).

Studies like Tarrant's (2010) and Tarrant, Rubin, and Stoner's (2014) are now putting increased focus on the notation of education abroad's role in fostering "global citizenry", which includes global and local awareness and impact. Additionally, Connell's (2008) article published in NAFSA's International Educator magazine highlights the stories of three education abroad participants and the significant impacts they were able to make post-education abroad that relate to both global development and social entrepreneurship. Dobson's (2011) book, "Being Global: Making the Case for International Alumni Relations", also focused on the many tangible benefits of investing in international alumni relations for higher education institutions. Bhandari and Belyavina (2011) make the case for the need of focused attention and resources on evaluating and measuring the impact of citizen diplomacy of education abroad participants and the long-term impacts this can have locally and globally.

Wildavsky's (2012) book, "The Great Brain Race: How Global Universities are Reshaping the World", highlights the previously discussed global education mobility forecasts and the development of global education as bringing to rise a new type of free trade: free trade of the minds:

> When students and researchers traverse the globe with increasing ease and in significant numbers, and when universities compete ever more fiercely for the best minds, the trend toward a world in which talent can rise and reach its greatest potential seems unmistakable…. The academic mobility made possible by our increasingly borderless academic world will, like other kinds of free trade, bring widespread economic benefits, along with valuable intellectual ferment and tremendous opportunities for individuals. But the globalization of higher education should be embraced, not feared. The worldwide competition for human talent, the race to produce innovative research, the push to extend university campuses to multiple countries, and the rush to produce knowledgeable and creative graduates who can strengthen increasingly knowledge-based economies-all of these trends are hugely beneficial to the entire world.

Wildavsky supports the increase in global education by explaining how "brain drain" is increasingly turning into "brain circulation" or "brain gain" by contributing to their countries that have largely improved economically due in large part by becoming knowledge-based economies, a part of the larger global education movement. Wildavsky concludes that the global education development trends will bring continued academic advances, social change, and economic progress to societies worldwide (2012).

At the 2015 World Innovation Summit for Education in Doha, Qatar, hundreds of leaders and practitioners focused on creating innovative solutions to the world's education challenges were presented with a new report that focuses on entrepreneurship in the education context (Brush, Eisenman, Green, Neck, Perkins, 2015). The report supports the idea of entrepreneurship as a means to drive global development and sustainability of economies. It also highlights the importance of entrepreneurship in relationship to the UN Sustainable Development Goals that promote entrepreneurship as a target under both education (4.4) and growth (8.3) (UN SDGs,

2016). The report provides twelve best-practice case studies from China, Finland, Qatar, and the U.S. that provide diverse examples of how approaches to entrepreneurship education can provide implications for practice, policy and research to advance the state of entrepreneurship education worldwide. The authors emphasize the importance of instilling youth with an entrepreneurial mindset, and recommend greater global importance of policies and programs that support the entrepreneurship imperative and research that identify means of scalability, experiential approaches, and technology uses.

Redefining Paradigms and Creating New Models

McLeod and Wainwright's (2009) critique the current state of research in education abroad. They discuss fundamental aspects regarding how education abroad programs have effects on students' personality, social adjustment, and academic performance that need to be more rigorously tested so that program decisions will no longer be based on anecdotal evidence. Their study provides further support for the need for the international education industry to look at current models in new ways and to create new models.

Tarrant's (2010) study provides a conceptual framework for exploring the role of education abroad in nurturing global citizenship through a Value-Belief-Norm theory, which he contests "can promote global citizenship". McLeod and Wainwright (2009) advocate for a social learning theory perspective in order to understand how different types of students might succeed in different types of programs. Tarrant's paper is similar to McLeod and Wainwright's (2009) article in that each give a theoretical framework from which to design more academically-sound and evaluable programs, which is an important step to improving current international education models and creating new ones.

Missing in the Literature

Overall, education abroad literature primarily focuses on participant recruitment and college-choice, experiences while abroad, reverse culture shock, career exploration and advancement, and the internationalization of higher education institutions. Relating to the reentry phase, much empirical evidence exists that indirectly connects global development and education

abroad, the positive impacts education abroad experiences can have on participants' lives and global engagement and understanding, as well as reverse culture shock and career transitions.

This evidence is, however, largely focused on U.S. college students, and no literature was found that has researched all education abroad participant types worldwide. It is apparent in the literature gap that the international education community, largely dominated by Western countries (especially the U.S. and the U.K.), currently views education abroad participants as two very different populations in which services, publications, research, models, etc. are not collaborative or related. Essentially, the literature is divided between short-term programs with students from highly developed countries versus long-term programs with students from emerging and developing countries.

Furthermore, while there is increased focus in research, literature, and practice on the reentry phase, no entity examines the connection between education abroad participants as potential social change agents and problem solvers, combined with the challenges they face when returning home. There is little to no focus on challenges experienced outside of reverse culture shock and improving career opportunities. Moreover, there is a lack of literature that supports the importance of providing education abroad experiences that help the participants see their experience abroad as a transformational process with the end goal of making impacts on society afterwards. Likewise, education abroad, global development, and social entrepreneurship are related concepts that are not examined together. With increases in globalization and connectedness, the literature also does not discuss the impact of the technology revolution and globalization on the current generation of education abroad participants.

The lack of comprehensive focus and research on these topics in relation to the projections of global education mobility and global development, as described in the background section, shed light on the need to put increased focus on this research. Moreover, there is increasing focus on social entrepreneurship as a means to solve social problems and a direct contributor to global development, which echo education abroad' s potential to engage participants as global change agent, social entrepreneurs (Jain, 2012; Martin & Osberg, 2015; Seelos, Ganly, Mair, 2006). VandeBerg, Paige, and Lou (2012) conclude that in order to meet the

current and forecasted educational challenges, education abroad must shift from a focus of increasing participation to purposefully designed educational impact, to including reconceptualizing education abroad as a part of an integrated educational experience.

CHAPTER 3 – METHODOLOGY

Research Paradigm and Theoretical Frameworks

In order to provide a more complete understanding of the research problem and questions, this study was approached, developed, performed, and analyzed through a social science transformative theoretical lens using mixed methods. Transformative approaches to international education and global development are important, especially considering the aims of this research, the forecasted increase of global education mobility and variety of experience types, combined with the influences of globalization, technology, and the heightened focus on higher education institutions to internationalize.

Transformative mixed methodologies provide a way to address complexities of research focused on social change among culturally complex participant samples. Transformative research challenges conventional approaches and provides new insights, changing the understanding of existing techniques, methodologies, or practices, and potentially leading to the creation of new paradigms. The results often do not fit within established models or theories, and may initially be unexpected, perceived as risky, or difficult to interpret. (Creswell, 2014; Laerd, 2016; Mertens, 2007; NSF, 2016) Mixed methods strengthens transformative paradigm research in that the qualitative dimension gathers sample perspectives throughout the research process, while the quantitative dimension demonstrates outcomes that have increased credibility (Mertens, 2007).

Specifically, this research aims at transforming existing paradigms, techniques, methodologies, or practices, by showing the larger challenges and opportunities of education abroad participants worldwide with a specific focus on the reentry phase, as follows:

- Current international education approaches view education abroad participants as two distinct groups: 1) the short-term study abroad participant from a Western developed country, and 2) the full-degree international student from emerging and developing countries. While the exact terminology for these two groups may vary in different parts of the world, the current international education field has largely failed to see the

commonalities, shared experiences, and potential for collaboration between these two

spheres, as well as consider the diversity of education abroad experiences beyond these

two groups. This research instead viewed all education abroad experiences together to

better understand the commonalities of all participants, then analyzed various sub-groups

of the sample to support new paradigm shifts in viewing global mobility more holistically.

- Additionally, current international education models largely fail to approach and develop

  education abroad experiences through a holistic spectrum of the participants' journeys

  that connects every phase of the experience: recruitment, program selection, pre-

  departure, while abroad, and re-entry (the phase that is least focused on in education

  abroad). This research aims to transform international education by creating empirical

  evidence in support of education abroad as a holistic spectrum, with an increased

  emphasis on the reentry phase.

- In research, policy, or practice, there is very little to no focus on the connection of

  education abroad experiences and their impact on global development, or education

  abroad participants' ability to be global change agents through social entrepreneurship.

  This research aims to provide empirical evidence for viewing education abroad through

  global development and social entrepreneurship lenses.

Research Method Approach

This non-experimental research combined both quantitative and qualitative data gathered

simultaneously and analyzed cross-sectionaly. This approach allowed for additional themes and

possible relationships to emerge, which might not happen in a purely quantitative or qualitative

study. Cross-sectional sampling provided a sample of the larger population of education abroad

participants at one point in time, unlike longitudinal sampling, which looks at data throughout

various points in time. To fully explain the complexity of this research, a triangulation approach

was used by combining multiple theories, methods, and empirical materials to better overcome

the weakness or intrinsic biases that come from singular approach studies. This approach was

used to increase the credibility and validity of the results in both data collection and data analysis, and to provide a more holistic understanding of the data.

Research Design

Data sources.

Since this study is transformative and interdisciplinary in nature, very little direct secondary data was available through purely international education academic sources. Instead, empirical evidence from a variety of interdisciplinary sources served as the secondary data, such as related academic journals, books, and international organization publications. These secondary sources provided a baseline, validity, and reliability for the literature review, research design, recommendations, and conclusions. Surveys and interviews constituted the primary data sources, along with background information from leading international education and global development sources.

Previous landmark studies provided further support, either through their mixed methods or lack thereof, for modeling this research in a mixed methods approach of surveys and interviews that provided in depth knowledge about education abroad experiences. Furthermore, with very little holistic data on global education mobility, other than IIE's Project Atlas, this research was designed to provide a starting point for further research.

Overview of procedures and timeline.

In December 2016, a pilot survey was finalized and completed by six previous education abroad participants. In late January 2016, the survey was publicized to networks worldwide. The survey stayed open for approximately one month and participant recruitment was continuous throughout the month. Interviews were conducted from mid-February to mid-March. Survey results and interview transcriptions were reviewed weekly to start identifying themes and possible relationships to consider during the final analysis. Once the survey closed in March 2016, data cleaning was initiated. Coding then began in order to proceed with the quantitative analysis. Initial themes and interpretations were surmised based on the general participant demographics, frequency and descriptive analysis, as well as review of the open-ended questions and interview

responses. Quantitative analysis tests were then completed for specific areas that needed further analysis beyond the initial qualitative analysis in order to more holistically explain possible outcomes or areas that were not yet clear. The research and comprehensive report of findings were completed in April 2016. The final comprehensive report was then sent to all participants and supporting organizations.

Sample and sampling design.

The research participants included education abroad participants from any country who engaged in education abroad between 2010 and 2015, and who returned to their home countries. People who engaged in education abroad and did not return home were not recruited for this study since the key factor in this study is the reentry phase.[4] Participants studied at post-secondary institutions that award traditional degrees (i.e., not high schools, technical schools, language schools _outside_ of a university, etc.), and experienced one of the following education abroad program types:

- foreign language certification;
- short-term exchange, home university/faculty-led, or partnership/third-party education abroad program;
- undergraduate, master, doctoral, or professional degree;
- internship, service learning, or similar program;
- and other education abroad programs.

Participants had English language proficiency abilities equivalent to U.S. eighth grade or higher in order to adequately complete the survey. Relatedly, all data gathering publications were developed at a level of English no higher than a U.S. eighth-grade level since a majority of participants were expected to be non-native English speakers.

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[4] This population may include people who do not return to their home country due to lack of opportunities (refer to "brain drain" in Appendix A), as well as those who cannot return home do to dangers in their home country, such as in the case that the culture of or situation in the country may threaten the person's wellbeing (e.g. asylum seekers and refugees). Also, people without a legal documented status within the host country were also not included in this study.

The sampling design was multistage/clustering since participants were largely randomly selected. However, some participants were purposively recruited through networks of known education abroad participants. Stratification/blocking was used to identify each countries' population characteristics in effort to properly represent different world populations and program types. The sample size originally aimed to include at least 200 education abroad participants due to realistic time constraints, with a larger goal of having around 400 participants since this may have yielded more reflective results of the actual global population of education abroad participants. A sample-size of 100 is larger than the majority of related academic studies conducted in the literature reviewed, other than comprehensive data provided by international organizations (e.g., OECD, Project Atlas, UNESCO, iGraduate) and large-scale funded university research, which have capabilities to survey much larger sample populations. But with an approximate global population of 4.5 million education abroad participants, 271 participants were needed in order to maintain a 5% margin of error with a 95% confidence level on data collected. Therefore, during the data analysis, the margin of error was increased to 6.78% and the confidence level was decreased to 90% to account for the smaller number of survey participants.

Participant Recruitment

Participants were recruited to complete the survey by sending invitations (see Appendix B) through various networks from January to February, including:

- direct invitations to participate sent to known education abroad participants
- email invitations sent to various colleagues, programs, listservs, and institutions that may have been able to send the survey out to their education abroad participant networks
- social media posts through the research's Facebook page made especially for publicity purposes

- and snowball or chain-referral sampling to gain additional participant referrals from initial survey participants[5]

The study was open to any eligible education abroad participants world-wide as long as they met the above stated eligibility criteria. However, populations from the following countries were purposively targeted through non-proportional quota sampling, as they represented significant education abroad participant populations and geopolitical influences that bring all-encompassing education abroad perspectives from highly developed, emerging, and developing countries, as well as areas of conflict: Australia, Brazil, China, India, Iraq, Japan, Kazakhstan, Libya, MasterCard Foundation Scholars (from sub-Saharan African countries), Mexico, Russia, Saudi Arabia, South Korea, United Kingdom, United States of America, and Vietnam.

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5 A potential for snowballing of similar types of participants exists with this recruitment method. Therefore, participants were encouraged to not recruit more than two referrals to complete the survey.

These countries are also predicted to have significant increases in education abroad participant mobility and education abroad developments over the next decade (IIE, 2015; iGraduate, 2015; OECD, 2014; Project Atlas, 2016).

The following specific organizations helped recruit participants:

- Arizona State University:
    - Study Abroad Office (outbound students and incoming international exchange students);
    - Alumni Association (ASU graduates from 2010 to 2015 from purposively recruited countries);
    - Alumni Chapters: Australia, Brazil, China, Hong Kong, India, Japan, Taiwan, United Kingdom
- SECCUSS-L Listserv for education abroad professionals
- Institute for International Education and Brazil Scientific Mobility Program, Fulbright Scholars Program, Mandela Washington Fellows Program for Young African Leaders
- Australian Council for Educational Research and the IDP Database of Research on International Education
- Hiroshima Shudo University, Japan
- Saudis Studying in the USA, Saudis Studying in the UK, Emirati Student Alumni Group, Libyan Student Alumni Group
- Theta Nu Xi Multicultural Sorority, Inc.

At the end of the survey, participants were able to indicate if they wanted to participate in an interview. Among survey participants, the following was reported at the end of the survey for interest in being interviewed: 48% no, 32% yes, 16% maybe pending receiving more information. Among those that indicated an interest in being interviewed, 41 were selected at random using an online random number generator website, and seven were purposively selected based on their answers that reflected and provided additional insights related to the research purpose. All 48 participants were sent an invitation to interview by email (see Appendix D). In all, ten people

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responded to the interview request and the other 31 participants invited to interview were not responsive. Interviews took place from mid-February to mid-March, 2016.

Data Collection Strategies

Data collection took place in two phases: 1) online surveys[6] and 2) interviews. The surveys were completed online worldwide from January to February 2016. The overall goal was to collect diverse types of data from diverse populations to provide comprehensive understandings of the research problem using methods that were pre-determined, yet emergent in order to capture the changing dynamics of the participants' responses and involvement. Iteration of recruitment occurred weekly upon review of what target participant groups were lacking in participation and to reach the overall participant number goal.

Surveys.

Survey items were created in order to better understand the nature of participants' education abroad experiences, the challenges they experienced, and their motivation and ability to make global development impacts after their education abroad experiences (see Appendix C) . Various previous studies influenced the framework for multiple survey items. Multiple survey items that aimed at capturing similar information were asked in different ways throughout the survey to provide data that would provide additional analysis on these two key foci of the research: challenges experienced and motivation to make impacts after the education abroad experience. Serious intention was given to assure all survey questions were applicable to any participant type[7] and that question design did not influence the participants' responses. Additionally, "other" categories were often included on many survey items to gather nuances and allow for the participant to fully express herself or himself.

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[6] Paper surveys were advertised to accommodate participant needs or preferences; however, no participants requested paper surveys.

[7] For example: a Japanese student who studied Chinese in China for two years, or an American student who completed fieldwork in Bolivia for two months, or a Saudi student who completed language certification and a Doctoral degree in the U.K. over a span of six years.

The survey was based on a mixed methods approach using both qualitative and quantitative scales/survey items, including: sliding and Likert scales, multiple choice, and both open- and closed-ended questions. This captured various data sets that would provide insights towards answering the research questions.

Like the recruitment publications, the survey was designed at a U.S. eighth grade level of English or lower since many participants were anticipated to not be native English speakers. The survey also included definitions of terms, where applicable, to make the survey easier to understand and since terminology varies by type of English language used by the participant (e.g., British English vs. American English vs. Singlish).

A pilot survey was conducted in December among six previous education abroad participants and professionals from the U.S., Libya, and Saudi Arabia. Their surveys and feedback served as the starting point in order to improve and norm the final survey. Once finalized, the survey was conducted through Google Forms. Participants took approximately 20 - 30 minutes to complete the survey. See the survey in Appendix D.

Interviews.

Interviews were semi-structured to allow for flexibility in being able to gather further insights that may not be obtained with a strictly structured interview (see Appendix E). Initial interview questions were drafted at the same time the survey was drafted. However, interview questions were finalized after review of the first two weeks of survey data to better capture data that would best answer the research questions.

Time zone differences and technology needs of interview participants were taken into consideration. Confirmed participants were provided a confirmation email and interview consent information prior to the interview. Before beginning the interview, the interview consent information was reiterated, an overview of the interview format was provided, and the participant's verbal approval was received. Participants were also provided the opportunity to not consent and

to ask questions throughout the interview in order to reduce any concerns that may impact their comfort in fully disclosing their answers to all questions.

All interviews were conducted through video interaction on Skype or Google Chat, besides one in-person interview. Participant consent and the interviews were audio-recorded using AudioNote and saved with a confidential non-identifier title to maintain participant anonymity and data protection. Hand notes were also taken in case the audio recordings were not high quality. Both descriptive notes (e.g., overview of the participant characteristics, a reconstruction of dialogue, description of the time, place, and date, accounts of particular actions), and reflective notes (e.g., researcher's personal thoughts – speculations, feelings, problems, ideas, hunches, impressions, prejudices) were recorded. Participants spent approximately one hour to complete the interview.

Data Analysis

Cleaning and organization of raw data.

After the survey closed and the interviews were completed, data was reviewed, cleaned, and organized for analysis in Microsoft Excel. The survey was completed by 157 participants. However, 10 responses were discarded if they were completed by participants that did not meet eligibility requirements or contained a majority of incomplete responses. Where needed, participants were contacted to verify certain information to assure eligibility.

Using Excel, responses were then coded in order to analyze the data. For example, Likert scale items were coded with frequencies from 1-5 to allow for proper quantitative analysis methods (e.g., for gender response, male was coded as 0, and female was coded as 1). The final coded database was then uploaded to IBM SPSS Statistics (SPSS), a widely used program for statistical analysis in social sciences.

Variables and groupings.

The following variable groups were used for data analysis:

Table 1 Variables and Groupings

Independent	Dependent	Latent

• Gender • Age • Sexual orientation • Income • Program type • Program length • Home country • Host country	• Purpose for engaging in education abroad • Desire and ability to make an impact • Challenges experienced during reentry • Support systems	• Challenges • Opportunities • International experience[8] • Connectedness

The following length groups were used for data analysis:

Table 2 Baseline Program Length Groups

Label	Count
Very short	less than 32 days
Short-term	32 – 60 days
Semester/summer	61 – 90 days
Academic or calendar year/one year	91 – 365 days
Master/two-year degree	366 – 730 days
Undergraduate/four-year degree	731 – 1,460 days
Doctoral/more than four-years	1,461+ days

These groups were then placed in the following categories for more specific analysis:

Table 3 Final Program Length Groups

Label	Count
Short-term	365 days or less
Long-term	366+ days

Data analysis process.

An analysis of returns was first performed in order to discover information about actual participants. Descriptive and frequency analyses of the data for all variables were conducted which allowed for in-depth evaluation by searching for emergent themes, patterns, and relations, noting the frequency of similar responses and drawing connections between responses.

Hypotheses.

Specifically, data was analyzed with the hypotheses that:

• participants do experience challenges during the reentry phase,

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[8] The following survey items relate to International Experience: number of countries visited before education abroad experience, number of countries visited during education abroad experiences, number of countries that were officially a part of the education abroad experience. Data about how much the participants traveled abroad in their life and interacted internationally overall was not captured in this study.

- participants have motivations and many ideas to make positive local and global impacts as a result of their education abroad experiences,

- a lack of resources and support exist for education abroad participants to be able to know how to and make impacts post-education abroad,

- and challenges, motivations, resources, and support vary by participant demographic.

Next, both quantitative and qualitative analysis was performed, which checked for data reliability. More concrete themes emerged, and results were interpreted and contextualized into visual (e.g. tables and figures) and written narratives. Additional analysis occurred for specific areas that needed to more holistically explain possible outcomes or areas that were not yet clear. (See Appendix G for figures and tables of data analysis results, and Appendices H and I for open-ended responses.)

Qualitative.

All open-ended survey items responses and interviews were reviewed, and initial themes and relations were noted. The responses were then grouped into themes and counted. For the main qualitative results that largely related to answering the research questions, specific quantitative analysis was also performed.

Quantitative.

Statistical procedures first included basic frequency and descriptive analysis to understand the basic demographics of the participants, including measures of central tendency (e.g., summary statistics including mode, median, mean) and measures of spread (e.g., standard deviation and range). This basic analysis allowed for initial themes and relations to emerge.

Based on this first stage of quantitative and qualitative analysis, specific survey items were then assigned for each research question based on their relation to the research question. Next, a variety of hypothesis tests (i.e. z-tests, regression analysis, and proportion tests) were performed to better verify initially observed relations. A z-test for proportions was conducted to see if there was a significant difference in the proportion of participants that faced challenges making change locally and globally. A test provided insights into agreement of amount of challenges faced and inspiration to make change, locally or globally, by program type. Linear

regression models were fit to describe the relationship between ability to make positive change locally or globally, and resources and support received.

In order to account for the smaller than desired sample size, the margin of error was increased to 6.78% and the confidence level was decreased to 90%. Special consideration was made to avoid performing too many quantitative tests since the reliability of the results is reduced as the number of tests conducted increases. The Bonferonni Correction Method was used to account for this.

Finally, conclusions were made in order to further the body of knowledge and suggest actions to take on the research problem. A final discussion of findings was concluded that include possible strategies, implications, and resources, as well as limitations of the study and suggested future research on the themes and topics.

CHAPTER 4 – RESULTS

Survey Participation

157 total surveys were submitted. However, only 147 responses were used since 10 participants did not meet the eligibility requirement of completing their education abroad program and returning home, or due to too many incomplete answers.

Recruiting participants from all aforementioned target populations was more challenging than expected. Although over 20 institutions and 250 individuals were reached out to by the researcher, many institutions and individuals were not responsive. As a result, there was an abundance of participants from the U.S. (mainly recruited by the ASU Study Abroad Office) who participated in short-term education abroad programs. Specifically, there were none to very few participants from the following purposively recruited countries: Australia, China, Iraq, MasterCard Foundation Scholars (from sub-Saharan African countries), Mexico, Russia, or Vietnam. However, the following organizations significantly contributed to the recruitment of non-U.S. participants: Brazil Scientific Mobility Program, Mandela Washington Fellowship for Young African Leaders, Saudi Students in the U.K., and Saudi Students in the U.S.

Although the study resulted in an abundance of short-term program participants, there was almost equal representation from U.S. students (40%) and non-U.S. students who engaged in education abroad in the U.S. (41%). It is not surprising that the U.S. is the destination of choice for the vast majority of non-U.S. participants since 74% of prospective education abroad participants worldwide report the U.S. as their top choice (IIE & Chow, 2011). Note: Participants responded to 99% of survey items and 100% of interview items on average.

Basic Demographics

Basic participant demographics are fairly reflective of the global population of education abroad participants in all categories other than home country. However, the participation reflects an abundance of inbound and outbound U.S. experiences, as well as short-term experiences; the experiences of both inbound and outbound education abroad participants from Europe, Asia,

Africa, and Latin America and the Caribbean are not adequately reflected. Specifically, an

increase in education abroad experiences in the U.K., other locations in Europe, China, and more

long-term experiences would be more reflective of the actual global population. (See Appendix F

– Country Types, and Appendix G – Basic Participant Demographics and Education Abroad

Experience figures and tables.)

Figure 1 Participant Snapshot

155 survey participants; 10 interview participants

- 32 home countries
- 51 host countries
- 40% from U.S., 18% from Saudi Arabia, 7% from Brazil
- 55% from highly developed, 36% from emerging, 9% from developing
- 44% participated in education abroad in the U.S.
- equal gender representation
- 90% heterosexual/straight; 10% LGBTQ
- all program types, short-term (less than 1 year) largest group
- age: 20-25 most common
- middle income
- mainly first time education abroad
- previous travel to 1 – 5 other countries

Table 4 Basic Participant Demographics

Demographic	Breakdown
Gender	Male: 51% Female: 49% Other: 0%
Age (began the education abroad experience)	Range: 14-54 years old Mode (most common): 20, 21, 22 years old 19-25 years old: 79% 26-30 years old: 15%
Age (completed the survey)	Range: 19-56 years old 19-25 years old: 53% 26-30 years old: 29%
Sexual Orientation	Heterosexual/straight: 87% Lesbian, gay, bisexual, queer: 11%

Income (in home country prior to education abroad experience)	Middle income: 42% Upper middle income: 24% Lower: 19% Upper lower: 13% Upper: 2%
Home country[9] 32 countries in Africa, Asia, North and South America, the Australia ecozone, and Europe, including Eurasia and the Middle East	Country type: Highly developed countries: 55% Emerging countries: 36% Developing countries: 9% Top home countries: U.S.: 40% Saudi Arabia: 18% Brazil: 7% Dual citizenship: 4 participants

Table 5 Education Abroad Experience Demographics

Demographic	Breakdown
Host country 51 different countries in Africa, Asia, Central, North, and South America, Australia and Oceania, and Europe, including Eurasia and the Middle East	Country type[10]: Highly developed countries: 110% Emerging countries: 27% Developing countries: 16% Top host countries: U.S.: 41% U.K.: 8% 15 of the participants' experiences were in more than one country (i.e., two to eleven countries)
Program type Note: The majority of participants listed more than one of the following education abroad program types, often including	Short-term: 62% Long-term: 38% *Specific program types*[11]: Short-term partnership/third party provider: 23% Short-term exchange: 18% Master degree: 18%

[9] Nation-state definitions were observed when coding country types for this research. Specifically, England, Northern Ireland, Scotland, and Wales are identified within the United Kingdom; Macau was identified within China; Hong Kong is identified as its own country since it is counted as such within Project Atlas. Taiwan is identified as its own country since Taiwan has observer status within the United Nations.

[10] These percentages account for the participants whose education abroad experiences took place in more than one country.

[11] Additionally, one participant performed doctoral ethnographic fieldwork research and one participant started the education abroad experience in high school then went on to complete an undergraduate degree in the same country abroad before returning home.

	Foreign language certification: 18%
combinations of short-term and long-term program types.	Undergraduate degree: 8.5% Short-term home university/faculty-lead: 7% Doctoral or professional degree: 7% Internship: .5%
Program completion	Completed program: 68% Did not complete program: 25% Not applicable: 6%
End and start dates	Program <u>start date</u> range: January 2003 – August 2015 Program <u>end date</u> range: May 2010 – January 2016
Length of experience	Range: 15 days – 9.5 years Short-term: 62% Long-term: 38%

Respondents had comparatively high international travel experience compared with the world population. Participants from highly developed countries had the highest amount of international exposure, especially in the amount of international travel during the education abroad experience. This may reflect the nature of U.S. students choosing Europe as their destination of choice, in which there is an overall ease of traveling throughout the surrounding countries. Participants from developing countries had the least amount of international exposure, although the trends did not vary much from other country type participants. (See Appendix G – International Exposure figures and tables.)

Table 6 International Exposure

Demographic	Breakdown
Number of times participated in education abroad	Once/first time: 69% Twice: 23% More than two times: 8%
International travel during education abroad experience	Mode: 1-5 countries, 88% One country: 33% Two countries: 20% Three countries: 13% Four countries: 11% More than four countries: 23% (Note: Six participants visited 10 or more countries while abroad – one participant having visited "more than 20 countries.)
Previous international travel experience (outside of participants' home country)	One country: 27% Two to four countries: 26% Five to ten countries: 17% Four countries: 11% More than ten countries: 14%

Participants from emerging countries were able to return home during their education abroad experience much more frequently. This is probably since most participants from emerging countries study on long-term programs in which it is common to return home during academic breaks, especially for students from the Arabian Gulf who have the financial means to do so. Participants from highly developed countries stayed the least informed about their home country while abroad. However, participants from highly developed countries had more frequent contact with people from their home country who were in the host country, followed by emerging country participants, then participants from developing countries. During their education abroad experiences, participants had contact with people of the host country much more frequently than people of their home country. Contact with host country individuals greatly decreased within the first year after participant's education abroad experiences. The greatest change was seen from participants staying in contact from daily down to yearly; percentages of contact weekly or monthly did not vary greatly. (See Appendix G – Connectedness figures and tables.)

Table 7 Connectedness

Demographic	Home Country	Host Country[12]
Times returned to home country during education abroad experience	Never (excluding their final return home): 57% One or more times: 39%	N/A
Contact with people	With people of their home country who were in their host country[13]: Daily: 42% Weekly: 34% Monthly: 13% Yearly: 7%	With people of the host country: While abroad: Daily: 71% Weekly: 16% Monthly: 7% Yearly: 3% Within first year after education abroad experience: Daily: 21% Weekly: 31% Monthly: 22% Yearly: 3%
How informed participants were about their home country while abroad (through news/media, social media, word of mouth/ contact with people, events/workshops, books/literature, etc.)	Very to somewhat informed: 79% Neutral, not very informed, not informed at all: 18.5%	N/A

Purpose and Benefit of Participating in Education Abroad

Overall, participants (regardless of demographic) have strong and similar motivations for

participating in education abroad and they highly benefit from the education abroad experience.

Participant responses on the reasons they engage in education abroad are reflective of the larger

population, both in previous research, literature, and global education and mobility statistics

relating to academics, career, personal gains, and expansion of intercultural and global

understanding. Notably, although the goal to engage in education abroad in order to gain

knowledge and experiences needed to improve their home communities or the world was one of

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[12] This study did not ask about interactions with other internationals students within their education abroad experience.

[13] Contact included in-person, and via phone, mail, and internet. This does not include people living in the participants' home countries while they were abroad.

the lowest goals, approximately 61% of participants strongly agreed or agreed that it was one of the reasons they chose to engage in education abroad.

Moreover, engaging in education abroad largely exceeded all participants' (regardless of demographic) expectations and benefited them in all areas. The greatest difference between intention to go abroad and how much that intention was achieved was a 13% increase for the following categories: 1) ability to gain greater understanding of the host culture/country, 2) complete academic requirements, 3) gain knowledge and experiences needed to improve their home country/community, and 4) serve as an ambassador for their home country. There was almost no increase between intention and how much intention was achieved for gain skills needed in my future career; that is to say that their goals for gaining skills needed in their future careers was met, but not exceeded. Notably, approximately 70% of participants strongly agreed or agreed they were successful at gaining knowledge and experiences needed to improve their home communities or the world as a result of the education abroad experience.

Table 8 Purpose for Engaging in Education Abroad and How Much Achieved

Purpose for Engaging in Education Abroad	Intention (strongly agree or agree)	How Much Achieved (strongly agree or agree)
grow as an individual	92%	97%
gain global understanding	90%	97%
increase intercultural understanding and experience	90%	97%
gain greater understanding of the host culture/country	*85%*	*98%*
gain skills needed in my future career	*83%*	*84%*
increase my foreign language abilities	81%	87%
complete academic requirements	*70%*	*83%*
gain knowledge and experiences needed to improve the world	*62%*	*68%*
gain knowledge and experiences needed to improve my home country/community	*60%*	*73%*
service as an ambassador for my home country	*45%*	*57%*

Making Positive Impacts

Overall, participants have strong desires to make positive impacts locally and globally as a result of their education abroad experiences, and they face low to moderate levels of

challenges in being able to make positive impacts upon return home, despite inadequate support and resources. (See Appendix G – Making Positive Impacts figures and tables.)

The majority of participants listing "gain knowledge and experiences needed to improve local and global communities" as very important or important to them in choosing to go abroad. Furthermore, education abroad experiences enabled participants to improve local and global communities (approximately 71%) more than the participants initial intentions for engaging in education abroad (approximately 61%). Moreover, the education abroad experiences highly inspired them to make positive changes locally (74%) and globally (78%). Participants have slightly higher motivations to impact the world than home, but they are able to make positive change in the world slightly less than locally.

Table 9 Making Positive Impacts

Statements About Home Community or the World	Locally (strongly agree or agree)	Globally (strongly agree or agree)
Making positive change after my education abroad experience is important to me.	76%	77%
My experience abroad inspired me to make positive change.	74%	78%

Opportunities to Make Impacts[14]

Participants have several ideas and ambitions to positively improve local and global communities after their education abroad experiences. Furthermore, their ideas and ambitions cover a broad range of topics, such as: environment and sustainability, health, public spaces and transportation, education, human rights, immigration, violence and war, corruption, public policy, societal systems, and societal culture (notions of time, space, and relationships). Participants' ideas are more detailed for their home countries (e.g. reduce amount of incarcerated people),

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[14] In surveys and interviews, participants were asked: *"If there was nothing stopping you, what specific contributions or changes would you have liked to make in your home community or the world any time after your education abroad experience?* It might help to think of what you learned or experienced about the host culture or the world that you would like to see adapted in your home country or the world." See Appendices H and I for select open-ended responses and participant recommendations.

whereas ideas to make an impact globally are broader and more global in nature (e.g. reduce violence and wars).

More specifically, the majority of participants provided higher amounts of ideas and ambitions surrounding changing societal culture (notions of time, space, and relationships) and improving education systems, especially giving greater access to both education abroad and higher education opportunities for more people, noting the transformational impact of these experiences. Participants from all demographics also provided several ideas to improve transportation systems in their home countries, possibly since education abroad participants often depend on public transportation and other public spaces. Furthermore, participants provided over 70 ideas to use technology in order to better prepare education abroad participants for the challenges they will face after their education abroad experience, as well as help them during the challenges. (See Appendices H and I for select open-ended responses and participant recommendations.)

Table 10 Technology as a Solution to Challenges

Common Ideas
- Online preparation for reentry
- Continue connection with host country individuals
- Continued global and intercultural learning and connecting
- Creative ways to share experiences online and broadly
- Continued access to knowledge and resources
- Language learning and exchange, not just in English
- Provide information about opportunities to continue education abroad experiences
- Provide more global understanding and experiential opportunities for those who cannot go abroad
- Scholarly and research exchange between host/home institutions and others
- Learn how to adapt technologies experienced in host country into home country
- Learn about other countries ingenious and innovative technologies
- "Start any form of dialogue through technology, any. We have to start somewhere because almost nothing is currently happening."

Challenges Experienced

Overall, the majority of participants (85%) experience challenges upon return home from their education abroad experiences; however, a majority of participants do not experience

significant amounts of challenges[15]. On average, participants experience challenges very or somewhat on four out of ten challenges listed. The standard deviation for this analysis is quite high (2.98), suggesting that challenges experienced vary greatly depending on participant characteristics (e.g., gender, program type, home and host country, length of experience). (See Appendix G – Challenges Experienced figures and tables.)

Table 11 Analysis of Challenges Experienced Overall During Reentry Phase

	Average	Standard Deviation
% of people who experienced at least one challenge	0.85	0.36
Average number of challenges a person experienced frequently or somewhat (>3)	4.06	2.98

Reverse culture shock was the only challenge that the majority of participants experienced (63%). However, Americans made up the majority of the 37% of participants that experienced culture shock very little or not at all. Participants somewhat lacked ability to use their new global view, experience, intercultural understanding, innovative ideas, and skills to make a positive impact in their home community (44%) and world (36%)—the earlier being the second highest challenge experienced. Rare challenges experienced among all participants was oppression, discrimination, or violence because of the education abroad experience. However, participants from Saudi Arabia experienced violence, oppression, and/or discrimination because of the education abroad experience at the highest levels and more frequently than any other group[16].

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[15] A Z-test for proportions was conducted to see if there was a significant difference in how many participants faced challenges making change locally and globally. The one-sided test was conducted to see if the proportion of participants was greater than 50%. The test for making change globally resulted in a p-value of 0.40, which indicates that there is not a statistically significant difference, and that the true proportion of people who face challenges making change in the world is not greater than 50%. The test for local resulted in a p-value of 0.28, which indicates that there is not a statistically significant difference, and that the true proportion of people who face challenges making change in their home communities is not greater than 50%. Based on the sample, there is not enough evidence to suggest that an overall majority (those that responded "strongly agree" or "agree") of participants face challenges making impacts on either local or global scales. Neither outcome is significant because the p-value for both local and global are greater than alpha. However, participants face more challenges to making change globally than locally. In this case, the Bonferroni Correction Method was used to assure data reliability on the two tests by correcting the alpha from 0.10 to 0.05.

[16] Specifically, violence because of the education abroad experience was experienced very to somewhat upon return home by participants from Saudi Arabia (6), Japan (1), Libya (1), and the U.S. (1). Oppression or discrimination because of the education abroad experience was experienced to somewhat upon return home much more frequently and broadly:

Table 12 Challenges Experienced

Challenge Experienced	Participant Response (strongly agree or agree)
reverse culture shock	64%
lack of ability to use your new global view, experience, intercultural understanding, innovative ideas, and skills to make a positive impact your home communit	*44%*
views from people in your home community that the ideas or experiences of your host country do not relate to or will conflict with the practices, beliefs, or customs of your home community	43%
lack of ability to change policies in your home community	41%
lack of people to talk to about your education abroad experience	41%
lack of ability to use or access technology that was available during the education abroad experience	37%
lack of acceptance from family, friends, and/or community about how you changed	36%
lack of ability to use your new global view, experience, intercultural understanding, innovative ideas, and skills to make a positive impact in the world	*36%*
lack of ability to use my education abroad experience towards attaining a job or greater opportunities	27%
going back to ineffective ways you use to live or think prior to your education abroad experience	26%
oppression or discrimination because of your education abroad experience	13%
violence because of your education abroad experience	5%

Navigating Challenges

Overall, participants feel very confident that they are prepared to navigate challenges when they return home, but they have less perceived ability to actually make impacts upon return home. Furthermore, participants are somewhat able to make any degree of positive impacts, and they largely do not receive enough resources and support no navigate the challenges. Participants face more challenges to making change globally than locally.

No participants felt *very well* prepared for succeeding and overcoming challenges *during* their education abroad experience; 88% of participants felt somewhat prepared to somewhat not prepared. Contrastingly, 86% of participants were more confident (very well to somewhat

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Saudi Arabia (9), Brazil (4), Japan (4), U.S. (4), India (1), Greece (1), Libya (1), South Africa (1), South Korea (1), Turkey (1), United Arab Emirates (1), and Uzbekistan (1).

prepared) about succeeding and overcoming challenges *after* their education abroad experiences.

However, their *perceived ability* to make local (56%/60%) and global impacts (64%/58%) is less than their overall preparation. Approximately the same amount of participants were actually able to make any degree of positive impact locally (56%) and globally (62%) after their education abroad experience. Strikingly, 35% of participants reported a lack of adequate resources and support to navigate the challenges of making impacts locally and globally.

Specifically, participants in home university-led and exchange programs (short-term) are the least inspired and motivated to make change as a result of their education abroad experiences[17], and they also receive the least support and resources to navigate challenges after their return home. However, program type only accounts for 14.5% of a participant's *inspiration* to make positive change.[18] Males have higher desires to make positive impacts locally, and females have higher desires to make positive impacts globally.

When looking more closely at *ability* to navigate challenges faced to making change upon return home from the education abroad experience, Doctoral program participants were the only program type to significantly face challenges to making change (locally). However, program type only explains a small percent of the variation in ability to navigate challenges faced to making change locally (14%) and globally (5%); none of the program types were significant predictors of real impact on challenges faced to making change. Overall, analysis suggests that specific

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[17] A model was fit to describe the relationship between *program type and level of being inspired to make change* locally. The average level of agreement was 4.335 (Somewhat Agree). Participants in short-term faculty-lead/home programs and short-term exchange programs were the only significant factors using ALPHA = 0.10. The model is Y=4.335-.971(stfl)-.569(stex). Short-term faculty lead responses are .971 lower than any other type of program and short-term exchange program responses are .569 lower than any other type of program.
Y = B0 + B1(flc)+B2(stsa)+…, R2 = .145

[18] Additionally, the R2 value was very low at 0.145 meaning only 14.5% of the variation in ability to make positive change is explained by program type alone.

demographic groups face greater challenges to making change than others, and that it is harder

to make changes locally rather than globally.[19]

Table 13 Challenges to Making Positive Change

Statements About Home Community or the World	Locally (strongly agree or agree)	Globally (strongly agree or agree)
Before I returned home, I believed I could make positive change after my education abroad experience.	60%	58%
After I returned home from my education abroad experience, I was able to make positive change.	44%	38%
I faced challenges making positive change after my education abroad experience.	53%	49%
I received adequate resources and support to navigate the challenges after my education abroad experience.	35%	35%

Table 14 Z-test for Proportions of Challenges Making Change Locally and Globally

(Refer to footnote 16.)

	World	Home
ˆP (proportion of sample)	.4894	.5245
Z-score	-.25	.5854
P-value	0.4013	.2791

∞ 0.05

In open ended and interview responses, all participant types saw a need to make positive

impacts both locally and globally, they provided several ideas for ways to make positive change

after their education abroad experiences, and their ideas were broad—covering a range of

complex world problems (see the subsequent section). Specifically, older and more experienced

participants (Master and Doctoral programs) provided more developed ideas for making change,

and showed higher levels of understanding complexities and types of challenges. A few

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[19] A model was fit to describe the relationship between program type and ability to make change locally or globally. The average level of agreement was 3.603 (Neutral). Doctoral degree participants were the only significant factor using alpha = 0.10. Locally, the model is Y=3.603+.787(dr). Globally, the model is y=3.197, which is an average feeling of ability to make positive change globally. None of the program types were significant predictors to challenges globally. However, Doctoral program participant responses were .787 higher than any other type of program. Additionally, the R^2 value was very low at 0.142 (locally) and 0.048 (globally) meaning only 14.2% (locally) and 4.8% (globally) of the ability to make positive change is explained by program type alone. Program type has no real impact on challenges faced to making change on a global level. $Y = B0 + B1(flc)+B2(stsa)+… R2 = .0142$ (local), 0.048 (global)

Americans were the only participants to state that they do not believe there is a need to make change.

Lack of Knowing

While participants have very high motivations to make positive local and global impacts as a result of their education abroad experiences and relatively low amounts of challenges experienced during reentry, they take little action towards making positive impacts. There appears to be a larger barrier of education abroad participants not seeing their education abroad experience as an integral part of their higher education experience, which is to ultimately contribute back to society. The data has shown that challenges experienced, and resources and support received, may only be part of the correlation towards a participant's ability to make an impact after their education abroad experience or their perception of the need to do so, regardless of participant demographic. Furthermore, in interviews, _all_ participants—without being prompted—concluded their interviews by saying that their participation in the survey and interview actually helped them reflect on their experience, reentry challenges, and potential impacts they can make post-education abroad. They all stated that, as a result of participating in the research that they do see the important impacts they can have on local and global communities and how supporting institutions can do a better job at supporting them.

Support and Resources Received

Overall, participants receive inadequate levels (35% strongly agree or agree) of resources and support needed in order to navigate challenges upon their return home. People closest to participants (i.e., friends and family) supported them most in making local and global positive changes after their education abroad experience. Specifically, friends were the most supportive, both in the host and home countries; family who never participated in education abroad were more supportive than family who had participated in education abroad. Other people from their home communities that also participated in education abroad were the main support systems as well.

Institutions were the least supportive. Among the institutions listed, home

university/school and host university/program were the most supportive, followed by employers,

faith/spiritual institutions, home community government, and then community organizations.

Faith/spiritual institutions and family who also participated in education abroad experiences were

the groups that were least applicable to participants in supporting them, meaning that those

groups did not exist in their lives, or did not have a resource or support role in this context.

(See Appendix G – Support and Resources Received figures and tables.)

Table 15 Support Groups

Group Overall, how much did the following groups support you in using the skills, knowledge, and resources gained during your education abroad experience towards making positive change in your home community or the world AFTER your education abroad experience?	Participant Response (supported a lot or supported)	Not Applicable
friends in the host country	75%	11%
friends in my home community/country	72%	8%
other people from my home community/country who also participated in education abroad experiences	70%	12%
family who never participated in an education abroad experience	69%	13%
home university/school	64%	14%
host university/program	61%	14%
family who also participated in education abroad experiences	61%	37%
internationals living in my home community/country	59%	24%
employer	58%	31%
faith/spiritual institutions	47%	40%
home community government	44%	26%
community organizations	41%	34%
other	6%	84%

Both home and host institutions are largely unhelpful at preparing and assisting

participants for the transitions and challenges they will experience after their education abroad

experiences. Host institutions do provide somewhat more help at both preparing students for their

return home and assisting them during the reentry phase.

Table 16 Home and Host Institution Support

Helpfulness of Home or Host Institution	Home (very helpful or helpful)	Host (very helpful or helpful)
How helpful was your institution at _preparing you_ for the transition and challenges you would go through _after returning home_ from your education abroad experience?	**35%** (16% not helpful at all)	**44%** (15% not helpful at all)
How helpful was your institution at _assisting you during_ the transition and challenges you experienced _after returning home_ from your education abroad experience?	**31%** (25% not helpful at all)	**29%** (19% not helpful at all)

Furthermore, helpfulness of home and host institutions was spread broadly (in all levels of ranking) for participants from highly developed countries. Helpfulness of home and host institutions was least among participants from emerging countries. Participants from developing countries listed the highest amount of "very helpful" for host institutions[20], whereas the helpfulness of home institutions was moderate with only one participant ranking "very helpful".

Short-term programs (32-60 days) were the only program length type with the largest percentage of "very helpful" rankings for both host and home institution. All other program length types had most of their rankings in "neutral" to "not helpful at all".

Ability to make positive change in relation to resources and support received.

Through quantitative analysis, it was found that an increased feeling in support and resources correlates with increased feelings of ability to make positive change both locally and globally. The model supports the idea that there is a positive relationship between resources and the ability to make impacts after the education abroad experience. Furthermore, world resources appear to make a bigger impact on world impact, than home resources are making on home impact. The outcomes indicate a high amount of variation in after program impact that is not

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[20] This is perhaps due to the Mandela Washington Fellows who are all from developing countries and have a more structured experience through the program.

being explained by resources alone; another 64% is not being explained by this relationship alone.[21]

Additional Cross Tabulation

(See Appendix G figures and tables.)

Country type.

All three country type groups show similar motivation levels for gaining greater global understanding, increasing intercultural understanding and experience, and gaining knowledge and experiences needed to improve the *world*. However, participants from emerging and developing countries report higher motivations of participating in education abroad to gain knowledge and experiences needed to improve their *home communities*. Participants from developing countries had less previous international exposure than participants from highly developed and emerging economies. Additionally, the outliers on the international exposure survey items were mainly all participants from highly developed countries. Participants from emerging countries experienced a higher number of challenges (very or somewhat) than participants from developing and highly developed countries. However, participants from emerging countries also report receiving greater resources and support in order to make impacts. The responses between emerging countries does not vary significantly.

Sexual orientation.

LGBTQ participant responses were very similar to heterosexual/straight-identifying participant responses in all categories; LGBTQ-identifying participants did not show higher rates of challenges experienced than heterosexual/straight participants. However, LGBTQ participants

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[21] Two linear regression models were fit to describe the relationship between ability to make positive change either locally or globally, and resources and support received. Locally, it was found that the average level of positive change is 1.706, and that for every one unit increase in support and resources received, the ability to make positive change increases by .520. The model is Y=1.706+.520 (resources). Globally, it was found that the average level of positive change is 1.234, and that for every one unit increase in support and resources received, the ability to make positive change increases by .638. The model is Y=1.234+.638 (resources). However, for the linear models, the r-sq. values were low, r2 = .363 world model, r2 = .299 for the home model, which indicates a high amount of variation in after program impact that is not being explained by resources alone. There is another 64% that is not being explained by this relationship alone.

almost only engaged in short-term education abroad experiences. Note: LGBTQ participants were from all country types (i.e. highly developed, emerging, and developed).

Gender

There are more female participants from highly developed countries and less female participants from developing countries. Males participated in education abroad programs with longer lengths. Males have higher motivations to making positive changes after the education abroad experience on local levels more than global levels, and more than females. Contrastingly, females have higher motivations and self-belief in making positive changes on a global level than local levels, and more than males. However, females report receiving less resources and support needed to both make those changes and to navigate challenges, whether local or global.

Females consistently show a higher mean of challenges experienced more than males. When female scores are less than males, the difference is not great on average. However, male responses indicate that they face the following challenges more than females: lack of ability to use the education abroad experience towards attaining a good job or greater opportunities, going back to ineffective ways you used to live or think prior to your education abroad experience, experienced violence, oppression, or discrimination because of your education abroad experience. While both genders experience reverse culture shock, females experience it at the highest levels. In open-ended questions and interviews, female participants were the only respondents to identify depression and reverse culture shock as significant challenges they experienced during reentry.

Program type.

Short-term program participant responses show somewhat of a relationship. They report receiving less resources and support to making change, have less belief that they can make an impact when they return home, and are less able to actually make impacts upon return home. However, short-term program participants report facing less challenges compared with long-term program participants on almost all items. Specifically, short-term home university faculty-lead

program participants appear to experience less challenges, motivation, and support than any other group. Undergraduate degree participants faced the most challenges to making positive impacts locally. On average, responses for ability to make impacts at home were larger globally on all program types accept for short-term programs. On average, all program type participants report receiving adequate support and resources to make local impacts more than global impacts.

CHAPTER 5 – CONCLUSION AND RECOMMENDATIONS

Lessons Learned and Implications

Education abroad participants worldwide have very high motivations and extensive ideas to make local and global impacts as a result of their education abroad experiences. Furthermore, participants largely benefit from their education abroad experiences in profound and far-reaching ways, regardless of demographic. Participants experience only moderate challenges during the reentry phase, with reverse culture shock being the highest challenge experienced. However, participants receive inadequate levels of resources and support from both home and host institutions, and other supporting entities, in order to navigate the challenges upon return home and to make positive impacts. Moreover, although participants are so highly motivated to make change and experience only moderate challenges, there is very little action taken by participants towards making positive impacts after their experiences abroad. This is due only in part to challenges experience during the reentry phase. Participants also lack understanding and knowledge of their uniquely elite abilities and roles in using their education abroad experiences to make positive local and global impacts after their return home.

More specifically, the top four factors impacting a participant's belief or action towards making positive impacts after their education abroad experience may be: 1) structure of the education abroad experience (towards framing the participants' understanding of their ability to use their experience to make local and global impacts), 2) support and resources received, especially by home and host institutions, towards enabling participants to use their education abroad experience to make positive impacts, 3) a participant's previous experience and notion of the world, issues, and possible solutions, and 4) a participant's life experiences (either hardships or understanding of others' hardships). Depth of cultural and language immersion, and maturity of the participant or length of time abroad (Master and Doctoral participants) may also have an impact on the participant's understanding of the world, and disgust and appreciation for local and global realities, which are the first two power tensions discussed by Martin and Osberg (2015) as essential to enabling global change agent social entrepreneurship.

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Benefits.

Overall, the education abroad experience is extremely beneficial for all participant types worldwide in all developmental aspects: academic, career, personal growth, intercultural and global understanding, language abilities, and positive change-making skills. Not only do participants have high motivations to participate in education abroad in all categories, but the education abroad experiences result in extensively higher levels of success of achieving the purposes for participating in education abroad (other than gaining skills needed in future career). These results reflects previous literature supporting the transformative and beneficial nature of education abroad experiences, as well as the participants' lack of knowing about this transformative nature and benefits.

Making impacts.

Unlike previous related research, this study gauged education abroad participants' interest in and ability to make local and global impacts post-education abroad. Education abroad participants largely do not perceive one of the purposes of their education experience as providing them with the resources and skills, as well as the responsibility, to improve local and global communities. Despite this, they have a strong desire to make positive change in both their home communities and the world after their education abroad experiences. This desire or importance is greatly inspired and influenced by their education abroad experience, and participants feel the education abroad experience does allow participants to gain knowledge and experiences needed to improve their local and global communities.

Furthermore, education abroad participants have a breadth of ideas and motivations to improve local and global communities that reflect all major world challenges that need solutions to solving. The in-depth evidence of education abroad participants heightened understanding of these issues and their desire to solve them as a result of the education abroad experience provides further support for connecting education abroad and the reentry phase, and global development and social entrepreneurship.

Education abroad participants may give slightly more importance to making change globally rather than in their local communities. Possible reasons may include the global nature of education abroad experiences that open one up to greater global understanding, increasing globalization and leading to more global thinking of current education abroad participants. Likewise, education abroad participants´ may perceive that they can make greater change through global resources and networks rather than overcome the challenges presented in their local communities. Another possibility is a hegemon mindset in which a person perceived as having a better life than others can "fix" other communities' issues. This opens up an area for further discovery about perceived and actual ability of education abroad participants to make local and global impacts.

Challenges experienced.

Overall, participants experience moderate levels of challenges during the reentry phase. However, type and quality of challenges experienced during the reentry phase, and the amount of resources, support, and knowledge received, varies by various participant characteristics, such as home country, host country, education abroad program type, and gender. Furthermore, participants face reverse culture shock more than any other challenge. This may indicate a direct relationship between reverse culture shock and its impact on overall challenges experienced and participants' desire or ability to make positive impacts. In open-ended questions and interviews, many participants also discussed challenges experienced while abroad and some related them to the challenges they experienced during the reentry phase. This may support the need to research the impact of the experience abroad with the reentry phase, as well as the holistic impact of the education abroad journey overall.

Doctoral students appear to face challenges more than others. This is possibly explained by Doctoral students being abroad longer than all other participant types—having a more in-depth understanding of world differences and opportunities, experiencing more reverse culture shock, or that they are mainly all from emerging and developing countries—possibly facing different

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challenges that others do not, or because they are more mature and have a deeper understanding of systems and inequalities, and the nature of problems overall.

Participants from emerging countries also face higher amounts of challenges. Perhaps the transitioning state of emerging countries, as highly bureaucratic with changing somewhat chaotic policies and systems, results in higher level of challenges for these participants. Interestingly, participants from developing countries face the least amount of challenges. This is possibly because these participants most always participate in education abroad in highly developed countries, and are in higher demand by home country institutions to hire them upon return home. For example, many Libyan students who graduate from U.S. universities easily obtain high-level jobs upon return home because there is a high need and value for comparatively high-levels of knowledge and experience from highly developed countries. Another possibility is that the majority of participants from developing countries were participants in the Mandela Washington Fellows, a program that provides more structured support and resources even throughout a participant's return home.

Strikingly, females' higher rates of experiencing challenges may indicate additional systematic barriers and psychological aspects that must be understood to better support female students. Further research on the challenges faced by specific groups, especially by gender, country type, program type, international exposure, and connectedness will provide important micro-insights that will help inform paradigm shifts, policies, approaches, and practices towards assisting education abroad participants during and after their experiences abroad.

Support and resources received.

Most strikingly, only 35% of participants strongly agree or agree that they received adequate resources and support to navigate the challenges in their home community or the world after their education abroad experience. Although participants believe they can make positive changes post-education abroad and are highly motivated to do so, they face challenges in doing so more than what they anticipated. A lack of resources and support directly correlate with their

ability to make change, and participants report that both home and host institutions largely do not support them well in preparing them for the challenges they will face during reentry, as well as supporting them during reentry and their attempts to make positive change. This supports the claim of this research that supporting institutions need to put reentry, including alumni relations, at the forefront of their global education agendas and strategies.

When examining participant demographics more closely, participants from Liberia (Mandela Washington Fellows Program) and short-term third-party provider programs receive higher amounts of resources and support, and also faced less challenges. These types of programs often include more intentional and structured curriculum and activities that focus on the development of the participant and their understanding of global systems and inequalities, as well as support during the reentry phase. This supports the claim that increased intentional resources and support are needed to improve education abroad experience outcomes overall.

Moreover, the groups that support participants the most during reentry are those that have previous international experiences, as well as immediate family without previous education abroad experiences. This may suggest that education abroad participants create communities that both support each other during the various phases of the education abroad experience, and keep the education abroad experience amongst themselves rather than being able to impact others who have not had such an experience. In practice, family is not largely supported nor provided with knowledge and resources to support the education abroad participants in being successful both during and after their education abroad experiences. The data showing the support that family without education abroad experience as highly supportive reflects the importance of also providing knowledge and support about the education abroad process and student development to family members. It also shows that education abroad participants can perhaps first have an impact on their family and other close networks as a starting point for making positive local and global impacts. Furthermore, there is great potential for education abroad participants to collaborate with others with similar experiences abroad on social entrepreneurship initiatives.

On the home and host institution level, responses indicate that home institutions are slightly less helpful when *preparing them* for the reentry phase than host institutions. But home institutions are slightly more helpful than host institutions/programs *during the first year after* their return home. This is most likely since the participants are physically at their home institution during the reentry phase (if applicable). Host institutions should be more intentional about supporting their program alumni during the reentry phase, not only for fiscal and other resource benefits for the institution, but also for the institutions positive impact on society-at-large.

However, lack of host and home institution support overall does not completely account for the lack in action by education abroad participants to make change. During interviews, all participants, without being prompted, commented that participating in this research study allowed them to reflect on their education abroad experiences in deep and meaningful ways they had not previously. They all said that participant in this study opened their minds to the importance of these topics, and how much education abroad really can and should be used towards improving societies. Therefore, the challenges faced (and lack of education abroad participants actually making change) may also be influenced by a lack of knowing what they do not know. That is, that education abroad participants lack the understanding of the unique and elite position they have as comparatively highly educated and globally experienced people who have the ability, and to a greater extent, the responsibility, to use their transformative education abroad experience to improve local and global communities as social entrepreneurs. This, again, supports the need for institutions to put the reentry phase at the forefront of global education strategies so that participants understand their role and responsibility, and all of the transformative possibilities that await them, and can learn about ways in they can be social entrepreneurs. Integrating the reentry phase into a spectrum of the education abroad experience journey is important for participants' development and ability to become impactful social entrepreneurs.

Concerning responses from Americans.

Outcomes of some American responses are concerning. They were the only participants to directly state a disbelief in a need to make local and global impacts, and the only participants to also list "to party" and "to travel" as other purposes for participating in education abroad. While these responses were few, there may exist a participation bias of people who were more interested in this topic; the study may have not fully gained true representation of American education abroad participant experiences. Americans were also the population that experienced reverse culture shock the least, while they also showed the most disgust or disapproval with their own country's work lifestyle, culture of time, hegemonic and regressive policies and views, and lack of appreciation for life and one another. This is reflective of the standing stereotypes of American education abroad participants within the field of international education. These trends point to important possible issues that should be explored further since understanding such trends may provide insights that are helpful in education abroad worldwide since the U.S. is often perceived as the model country in terms of achievements in capitalism, freedom, and democracy, and is the top destination for education abroad participants worldwide. Understanding this further may enlighten the international education community further about ways in which models, policies, and approaches need to improve.

Influence of technology.

Challenges of access to technology after the education abroad experiences, especially among participants from emerging and developing countries, were not as high as expected. This perhaps indicates that technology access (especially for those with higher education experience) is improving worldwide, although this particular item was not analyzed by various demographic types beyond country type. Additionally, participants provided several ideas for how technology can be used to improve the reentry phase experience and for education abroad participants to be able to make positive local and global impacts. This supports the increasing influence of technology on education abroad participants lives.

Limitations of the Study and Future Research

As with all research, certain limitations with the research design emerge throughout the research process. Such limitations help to better understand the research, as well as provide insights into possible future related research. Specifically with this study, the following limitations may have impacted the research outcomes, and include recommendations for future research:

Continued analysis of data.

Due to the amount of data and data set options, as well as time and resource constraints of this study, continued multivariate analysis of this study's data could provide additional information about the research topics. Specifically, relations between international exposure or connectedness, and the various independent variables can be further explored. Additional exploration of, including further coding and quantitative analysis, of the many open-ended responses may also provide additional insights. Further analysis of older participants and Masters and Doctoral participants may also provide interesting insights since such participants' age and life experience may impact challenges experienced and ability to make an impact. Additionally, it is worth further exploring the apparent connection between participants experience while abroad, the amount of reverse culture shock they experience, and its influence on a person's ability to navigate challenges and make positive impacts post-education abroad.

English language.

The use of English without translation options reduces the full spectrum of participants who meet all other eligibility requirements and imposes a dominant Western education abroad experience bias. This limitation could not be overcame in this study due to budgetary and time constraints. All people who engage in education abroad worldwide do not necessarily have proficient levels of English, such as participants in intensive English language programs, or participants that are from and participate in programs from communities where English is not the dominant language. Notably, the number of education abroad participants without English language proficiency are expected to increase worldwide as demand for English language

increases, and the inter-Asia global education mobility increases in which other non-English languages (e.g. Chinese, Japanese, Korean) are the medium of communication. Therefore, future studies should be designed and published in other languages other than English.

Number of participants.

The limited number of participants (157) may have produced results that do not fully reflect the actual global population of education abroad participants. Approximately 271 participants were needed in order to maintain a 5% margin of error with a 95% confidence level in the research findings, considering approximately 4.5 million people engage in education abroad experiences annually. All analyses were adjusted to a 10% error of margin with a 90% confidence level to account for this. Limited participation was due to the narrow one-month time that the survey was open and resources of the researcher to reach out to various entities. Future research should obtain participation from at least 271 people, and compare the results to the results of this study.

Population representation.

While participants of this study fairly accurately represented the actual global population of education abroad participants (based on program/experience type, country diversity, and gender), some perspectives may have not been fully reflected. Experiences such as short-term MBA or executive programs, ethnographic research, and Americans who completed their full degrees abroad, were not represented in this study. Further participation from people who identify as LBGTQ and non-traditional education abroad participants (e.g. refugees, undocumented students, recent immigrants) may also provide more specific insights into these populations that are largely marginalized and not understood in many places worldwide. The majority of participants were also from highly developed countries and short-term programs; future research can focus on gathering more participation from people from emerging and developing countries, and people who participate in long-term programs, to gain additional data on these populations. Specific research could also learn more about participants who engage in education abroad at

overseas branch campuses. Researching about the experiences of those who engage in education abroad during high school (both short-term and long-term) may provide additional insights into the global state of mind and education abroad intensions of future higher education populations. Since there are many other non-education abroad sojourner types worldwide (e.g. military, business people, spouses, missionaries, various immigrants, etc.), gaining insights on the larger sojourner population may also help provide better insights into the larger sojourner experience, globalization, and global intercultural interactions. A study about supporting institution employee experiences and perceptions would also provide insights about these research topics from the non-student perspective, especially in regards to the larger role and responsibility institutions have with regard to students' success and impact abilities.

Years represented.

Since this study focused on education abroad experiences between 2010 and 2015, further insights could be provided by people who engaged in education abroad before 2010. Such participants would potentially provide a different type of perspective that includes the long-reaching impact of education abroad experiences and challenges or successes after returning home. This could show how experiences change based on how long a person has been back home and the leadership roles they end up obtaining longitudinally. Such participants have had substantially longer times to navigate many of the initial challenges experience post-education abroad and to make positive local and global impacts.

People who did not return home.

Education abroad participants do not always return home, especially among participants from emerging and developing countries that engage in education abroad in more developed countries[22]. Other than one interview conducted with a Tunisian who completed both his Master and Doctoral degrees in Japan and stayed in Japan, this study did not capture the experiences of

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[22] Refer to the definition of *Brain Drain* in Appendix A.

such people. However, the interview with that participant fully supports research on those who do not return home since they often face many barriers to using their education abroad experience to make an impact at home and face several challenges overall. This is especially important for countries in conflict and the largest populations—China and India—that experience frequent "brain drain". Future research on this group of education abroad participants would provide important insights into the challenges experienced by and the impact of education abroad participants that do not return home. Moreover, transforming "brain drain" into "brain exchange", an initiative currently supported by global entities such as the United Nations, could benefit from further research on these participants experiences.

Survey and interview format.

Surveys do not always capture full aspects of a participants' thoughts and opinions about the research topic. Interviews were thus used in addition to provide further insights into the participants' experiences. However, interviews provide indirect information filtered through the views of interviewees and the researcher that takes place in a designated place rather than the natural field setting. The researcher's presence may bias responses and not all people are equally articulate and perceptive during interviews. Ethnographic observations or visual research methods could potentially supplement future research during the time that participants are preparing to return home and during the reentry phase in order to capture additional insights about participants' experiences and reduce bias.

In retrospect, some of the survey items could have also been designed differently, ad there were additional items that could have been included to provide clearer insights into particular data sets. Future research could include a Likert scale type item asking participants to rate specific resources (e.g., pre-departure home sessions, mentoring and buddy programs for those going abroad, current education abroad participants, and those who returned) to help education abroad participants be more successful at navigating the challenges faced after returning home, and include an "other" open-ended field for participants to provide more ideas.

Another option is to include a Likert scale that asks for participants to rate specific ways technology can be used to help education abroad participants navigate the challenges faced after returning home (e.g., specialized phone applications, online education abroad communities, online trainings, continued language usage). Other questions to consider in future research include: How much did you want to live abroad before your education abroad experience? How much do you want to live abroad now? How has your education abroad experience impacted the world? What type of impact has your education abroad experience had on the lives of others or on global development? How much do education abroad participants engage in education abroad experiences to be able to better improve their home communities and that world?

Financial implications.

This study did not focus on the financial impacts of the lack of focus on the reentry phase. An analysis of loss on return of not better preparing, enabling, and supporting education abroad participants during the challenges of the reentry phase, as well as to be global change agents, may provide data that will be essential to moving these topics to the forefront of policy considerations by major stakeholder groups.

Conclusion

The research provides strong empirical evidence that education abroad participants have significant desires to make positive local and global impacts, and become more globally engaged after the education abroad experience. Moreover, education abroad participants have incredible insight into local and global issues – social, environmental, political, and educational – and have innovation and motivation to completely change systems through social entrepreneurship actions that transform systems. All of this is a result of the impact of the education abroad experience on the individual.

Since education abroad experiences provide such high-level benefits and inspiration to participants, yet they are not able to use all of the benefits gained during their experiences abroad to implement positive impacts post-education abroad, supporting institutions should put a greater

focus on developing participants' understanding of the holistic and beneficial nature of the education abroad experience and their role in making their own passions for positive impact a reality. Furthermore, participants should learn the impact they can have on society, the elite position and responsibility they hold, and how this can impact local and global development. Increased integration of the reentry phase as a core part of the education abroad journey must be at the core of this. Specifically, the reentry phase should be given greater importance in theory, policy, and practice by stakeholders as a critical and culminating stage in the education abroad participant's education abroad journey and the larger future impacts it will produce both on the individual participant, as well as on local and global communities.

This research also makes a strong case supporting the need to further investigate global education mobility experiences by all participant types worldwide instead of viewing participants in traditional binary silos. With deeper analysis into the diversity of education abroad experiences worldwide, the connections and implications of international education, global development, and social entrepreneurship can be better understood. This is essential in an age of rapid globalization in which technology is transforming realities and increasing global interconnectedness. Understanding globalization and technology's influence and roles must also be at the core of future research and approaches. This is of greater importance as countries worldwide continue to approach "highly developed" and "emerging" stages that mirror or supersede the status of current highly developed countries, many that currently host the majority of the world's education abroad participants.

Given the powerful and transformative impact of education abroad that this research has demonstrated, serious investment in and focus on not only increasing global education mobility, but increasing attention on the reentry phase, should be seen as central to effective global education development. Furthermore, education abroad should also be seen as central to the higher education experience overall. Investment in and support of global education mobility, at global and local levels, is a much broader investment in the long-term well-being and

development of local and global communities worldwide, as well as the achievement of institutional internationalization and competitiveness.

This research, including its limitations, indicates the need for increased research on these topics in order for institutions worldwide to adequately enable blossoming global change makers—social entrepreneurs—to use the benefits of the education abroad experience to positively impact the world, both locally and globally. This is especially important for the world's largest and emerging populations and economies, but also for highly developed economies, particularly as the world faces rapid globalization and technological advancements, and global development challenges. These changes can also be seen as opportunities to increase greater global prosperity and equity through effective development and innovation. The current approach to and understanding of global mobility and education abroad needs to catch-up to the increasing globalization and global mobility trends, especially related to higher education. On a larger level, the world is missing the opportunity to fully empower and enable this unique population of blossoming global social entrepreneurs to address the world's most important challenges through their distinctive set of skills, networks, resources, motivation, worldview, and international and intercultural understandings.

Participant Recommendations

To conclude this research, see Appendix K for recommendations direct from participants about ways to improve education abroad participants' abilities to navigate challenges during the reentry phase, and be able to make local and global impacts, including a section on the role of technology.

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APPENDIX A

DEFINITION OF TERMS

Brain Drain

Brain drain is the emigration of highly educated or talented individuals (usually doctors, scientists, engineers, financial professionals, and leaders of other significant fields) from, usually, a developing country (in turmoil) from there being better professional opportunities in other countries, or from people seeking a better standard of living. Brain drain causes countries to be harmed by 2) losing expertise with each emigrant, diminishing the supply of that profession, and 2) the economic impact that each professional represents in their economic impact. Brain drain is often seen with recent graduates from higher education institutions.

Education Abroad Experience

In this context, education abroad experience refers to the type of post-secondary or tertiary educational experiences at the higher education level (i.e., university or community college) that a participant engages in outside of her of his home country towards degree completion, including: foreign language certification; short-term exchange, home university-led, or partnership/third party provider program; full degree programs (i.e., undergraduate, master, doctoral or professional, 3+1); as well as experiential programs such as internships and service learning. Education abroad experiences can be for any amount of time, both short-term (e.g. summer or semester programs) and long-term (e.g. full degree programs). For the purposes of this study, the following education abroad program types are not included: pre-secondary education abroad experiences, post-secondary/tertiary-level education abroad experiences not counted toward degree completion, distance learning, technical training, work holiday, military service, missionary service, diplomatic experiences, and other international working or living experiences.

Note: This research's definitions vary somewhat from leading industry definitions of education abroad and study abroad. The Forum on Education Abroad (2015) defines education abroad as "education that occurs outside the participant's home country" and study abroad "results in progress toward an academic degree". The Institute for International Education (IIE)

defines study abroad and the individuals who do it even more specifically as "U.S. citizens and permanent residents who received academic credit at their U.S. home institution for study in another country" (Twombly, Salisbury, Tumanut, Klute, 2012). These definitions exclude U.S. students pursuing an academic degree at a non-U.S. institution as well as education abroad participants working on a degree at a U.S. university who study abroad.

Education Abroad Participant

(Synonymous with International Student; see below.) In this context, education abroad participant refers to a person that engages in an education abroad experience (as defined above) outside of her or his home country towards higher education degree completion. Specifically, survey and interview participants of this study engaged in education abroad experiences between 2010 and 2015.

Note: IIE's relatively new Project Atlas defines international (or internationally mobile) students as those "who undertake all or part of their higher education experience in a country other than their home country or who travel across a national boundary to a country other than their home country to undertake all or part of their higher education experience". This definition encompasses students worldwide. (IIE Project Atlas Glossary, 2015).

Global Change

In this context, global change refers to social change that impacts society at a global level. The potential positive social change impacts that education abroad participants can make have the potential to be both local and global. (See the definition for Social Change and Social Transformation below.)

Global Citizenship

Global citizenship is a broad and often, contested, term that varies in view and definition. In this context, global citizenship refers to the way of being that can be attained by education abroad participants through education abroad experiences, and to a further extent, the re-entry

process back into their home communities. Global citizenship can include a mindset that sees the entire world (or the various international communities the education abroad participants experienced) perhaps as home, rather than one country, and an appreciation and responsibility for the entire world that shows an awareness of the interdependence of populations worldwide, and the social responsibility that comes with it. It can also mean firsthand experience with different international populations, as well as greater self-awareness and awareness of others, including cultural empathy and intercultural competence that results from the international experience.

Global Development

Global development, or international development, is a wide concept concerning level of development of society on an international scale. It is the basis for international classifications such as developing, emerging, and highly developed country. There are many schools of thought and conventions regarding global development. Historically, it has been largely synonymous with economic development (primarily through a dominant Western or North influence). However, the nature of global development has more recently changed to a globally holistic and multi-disciplinary context of that includes concepts such as quality of life and greater social well-being, prosperity and economic opportunity, and the protection of the environment. The key to the changing nature focuses on worldwide prosperity and ensuring sustainable and equitable development. Education is a key component of global development. (Barder, 2012; Rosenkranz, 2011)

Home Communities

In this context, home communities refers to an education abroad participant's home city, state or province, country, or ethnic or geographical region of the world. This term is very broad in this context since education abroad participants can often strongly identify with and make positive social change within and beyond their own country, especially regionally.

International Student

(Synonymous with Education Abroad Participant; see above.) From a dominating Western perspective, international student traditionally describes students who study abroad to obtain a degree in highly developed countries, such as the U.S., the U.K., Canada, and Australia. However, international student in this research more broadly refers to all students from any country who engage in an education abroad experience outside of their home country. In this context, "international student" encompasses all types of education abroad participants as listed in Education Abroad Experience above.

Note: IIE's relatively new Project Atlas defines international (or internationally mobile) students as those "who undertake all or part of their higher education experience in a country other than their home country or who travel across a national boundary to a country other than their home country to undertake all or part of their higher education experience". This definition encompasses students worldwide. (IIE Project Atlas Glossary, 2015).

Re-entry

       Reentry, in the education abroad context, is the process through which education abroad returnees (sojourners) attempt to re-adjust, re-adapt, and re-integrate into their home community upon returning from abroad. This complex phenomenon involves cultural, social, and personal dimensions. The experience may be problematic and a developmental experience, in which the effects may be far-reaching and long-lasting. It is considered the last phase of a continuum of adjustment and development which actually began when the participant first began the education abroad experience. This phase can be more problematic than the initial transition to the host country, in part because participants do not expect to encounter difficulties re-adjusting to home. (It is also synonymous with repatriation and re-acculturation).

Reverse Culture Shock

       Reverse culture shock refers to the psychosomatic and psychological consequences of the readjustment process to one's home culture after growing accustomed to a new one. The impacted person often finds the reverse culture shock stage more surprising and difficult to deal with than the original culture shock experienced when first entering the new culture.

Short-term and Long-term Education Abroad

       The duration of short-term education abroad experiences are often considered two-weeks- to three-months-long, while long-term education abroad experiences are three-months- to two-semesters-long. While the duration of short-term education abroad is the same for this research proposal, long-term education abroad also includes the duration of a full degree abroad (e.g., four years for undergraduate, two years for graduate, etc.).

Social Change/Transformation

(Synonymous with Social Transformation in this context) Social change, in a broad sense, refers to alterations of social structures, such as cultural symbols, rules of behavior, social organizations, or value systems – which is present in every society. Views of social change vary depending on various theoretical backgrounds such as evolutionary, structural functionalism, Marxist, conflict, and structional-functional. Resistance to change is inevitable with any type of social change, and social change is often seen through larger social movements (e.g., labor movements, civil rights movements, Arab Spring). Synonymous with Social Change in this context, Social Transformation is described as a positive, fundamental, and lasting change to the prevailing conditions under which most members of a society live and work, which is almost always the result of a successful challenge to an existing equilibrium (Martin & Osberg, 2015). Within the context of this research, social change is referred to as social change/transformation within an education abroad participant's local home communities, as well as globally, that is largely catalyzed by the education abroad participant's education abroad experience. Education abroad participants have greater contact with other ways of living and viewing the world, as well as greater resources and networks that are gained during the education abroad process. (Also see Social Entrepreneurship below.)

Social Entrepreneurship

Social entrepreneurship seeks to go beyond better, beyond just taking direct action or just seeking to transform existing systems, by doing both. It includes identifying inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity—a group that lacks the financial means or political clout to effect transformational change on its own. It develops, tests, refines, and scales equilibrium-shifting solutions, deploying a social value proposition that has the potential to challenge the stable state. Social entrepreneurship forges new stable equilibrium that unleashes new value for society, releases trapped potential, or alleviates suffering. In this new state, an ecosystem is created around the new equilibrium that

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sustains and grows it, extending the benefit across society. Social entrepreneurship follows a core belief that even the most intractable problem offers an opportunity for change. (Martin & Osberg, 2015)

Sojourner

A sojourner is a person who resides temporarily in a place. The term, "sojourner", is often used in education abroad literature to refer to participants who engage in education abroad as they are temporarily abroad. "Sojourner" is often used to refer to other types of people who reside abroad temporarily, such as people participating in work holiday, military service, missionary service, diplomatic experiences, or overseas work experiences.

Study Abroad

In a U.S. context, study abroad traditionally describes the situation in which students from the U.S. study for two weeks to one year in a foreign country as a part of their post-secondary educational experience. However, study abroad in this research proposal more broadly refers to the situation in which any student from any country studies outside of her or his home country, whether short-term or long-term. (See the definition of Education Abroad Experience above.)

APPENDIX B

PARTICIPANT RECRUITMENT SCRIPT

<p align="center">**Invitation to Participate in Research Study**</p>

<p align="center">**Education Abroad as a Catalyst for Impactful Global Development**
The Global Impact of the Missing Focus on the Return Home</p>

<p align="center">**Arizona State University**
School for the Future of Innovation and Society, Global Technology and Development Program</p>

<p align="center">**Click here to participate or visit: https://goo.gl/9PU79G**</p>

About this Study

This research study will examine the challenges and opportunities international students experience after their education abroad experiences when they return home, and the larger impacts this may have on international students, their home communities, and global development. Participant responses will be used to provide insights into the international student experience and how various institutions can improve their policies, support systems, and resources.

Invitation to Participate and Commitment

Since you have participated in an education abroad experience between 2000 and 2015, I am inviting your participation in this study. Participation will include completing an online survey, which will take approximately 20 – 30 minutes to complete.

- Additionally, some participants may be contacted to be interviewed for more details about their experience. At the end of the survey, participants will have the option to self-select and indicate if they would like to participate in the interview. If selected for an interview, participants should expect to spend approximately one hour to complete the interview in-person, over the phone, or by an online video platform such as Skype.
- Your participation in this study is voluntary. You have the right not to answer any question, and to stop participation at any time. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or negative consequence.
- Note: The survey is in English and is accessible by most internet providers. Participants can alternatively request to complete a paper version of the survey by contacting the Research Team.

Eligibility to Participate

Participants must meet the following eligibility requirements:

- Participants can be from any country and could have studied abroad in any country.
- Participated in an education abroad experience outside of their home country between 2010 and 2015
- Participated in any type of education abroad experience at the higher education level (i.e., university and community college), including the following program types: exchange, university-led, service-learning, language, partnership, third-party provider, university-supported internship, or research
- Education abroad experiences can be for any amount of time, both short-term (e.g. summer or semester programs) and long-term (e.g. degree programs).
- Participants must be 18 years-of-age or older.

Invite Others to Participate

Please help us reach our goals by inviting your networks of friends, peers, colleagues, and others to participate and contribute to this important study.

Benefits to Participating

Participating in this survey will contribute to expanding the world's knowledge about international students' experiences when they return home and the implications this may have on global development. Although there is no compensation or pay for participating in this study, participants will contribute to this important topic that there is little focus on in research and practice.

- Participants are expected to benefit from being able to tell their own stories about the challenges they had after their education abroad experiences, and can provide direct ideas and resources that can help future international students, education institutions, governments, companies, and organizations.
- Specifically, this study will provide resources and insights into how these institutions can better support and prepare international students during their transition back home, and utilize the knowledge, ideas, resources, and motivation education abroad participants gain while abroad to positively impact their home community and the world.

There are no foreseeable risks or discomforts to your participation. However, participants are encouraged to contact the Research Team at any time regarding any concerns with participating.

Data Protection and Participant Confidentiality

Your responses will be confidential and protected. The results of this study may be used in reports, presentations, or publications but your name and other personal identifiers will not be used. Only the Research Team will have access to participant names, contact information, and responses. The Research Team will take all steps necessary to encrypt and protect data to maintain anonymity of participants in all databases and publications related to this study. Those who also participate in the interview will be audio recorded with participant permission. Participants may be anonymously quoted in publications; however, audio recordings will not be replayed in any publication. Please let the Research Team know if you do not want the interview to be audio recorded before or during the interview. Survey and interview responses may be kept for up to fifteen years, and used in future publications and research.

About the Researcher

I am a graduate student in the Global Technology and Development program at the at Arizona State University under the direction of Professor Mary Jane Parmentier. I have over nine years of experience in education abroad and global development. I have worked with students and colleagues from over 100 countries and have studied abroad, worked, lived, and traveled to 16 countries in four continents. I am especially interested in the experiences of international students and the impacts they can have on the world through their education abroad experiences. Learn more on my LinkedIn profile.

Contact

If you have any questions or feedback regarding this research study, please contact the Research Team: Katie Curiel, Primary Researcher, Katie.Curiel@asu.edu, (+001) 623.703.7383; Mary Jane Parmentier, Principal Investigator, MJ.Parmentier@asu.edu, (+001) 480.727.1156

This research has been reviewed and approved by the Social Behavioral Institutional Review Board. If you have any questions about your rights as a participant in this research, you feel you have been placed at risk, or you cannot reach the Research Team, you can contact the Institutional Review Board through the ASU Office of Research Integrity and Assurance at (+001) 480-965-6788 or at research.integrity@asu.edu.

APPENDIX C

SURVEY

Landing Page

Education Abroad as a Catalyst for Impactful Global Development
The Global Impact of the Missing Focus on the Return Home

Arizona State University
School for the Future of Innovation and Society
Global Technology and Development Program

This research study will examine the challenges and opportunities international students experience after their education abroad experiences when they return home, and the larger impacts this may have on international students, their home communities, and global development. Participant responses will be used to provide insights into the international student experience and how various institutions can improve their policies, support systems, and resources.

For more details about this study, visit https://www.facebook.com/educationabroadresearch.

Thank you for your interest in being a part of this study.

_____

Instructions:

There will be a series of one-click and short-answer questions related to your education abroad experience and your experience after you returned to your home country. Please take your time and think carefully about each item. It is important to answer all items so we can have accurate data from all participants. Please be open, honest, and detailed when answering. There are no right or wrong answers.

Note:

- Some words are in CAPITALS to make the purpose of the survey item clear.

- Education abroad experiences can include study, intern, research, and service abroad experiences that were a direct part of your higher education requirements.

- If you participated in more than one education abroad program, please complete the survey for each education abroad experience.

To Begin:

Click below to begin the survey. The survey will take approximately 20 – 30 minutes to complete.

Eligibility to Participate:

Participants must meet the following eligibility requirements:

- Participants can be from any country and could have studied abroad in any country.

- Participated in an education abroad experience outside of their home country between 2010 and 2015 and returned home

- Participated in any type of education abroad experience at the higher education level (i.e., university and community college), including the following program types: exchange, university-led, service-learning, language, partnership, third-party provider, university-supported internship, or research

- Education abroad experiences can be for any amount of time, both short-term (e.g. summer or semester programs) and long-term (e.g. degree programs).

- Participants must be 18 years-of-age or older.

Contact:

Contact the Research Team at any time if you need help, or you have questions about the survey or research study: Katie.Curiel@asu.edu, (+001) 623.703.7383.

Thank you!

BEGIN SURVEY

PAGE 2

Please tell us about your education abroad program.

These questions are important; please answer carefully.

1) What country or countries did your education abroad experience officially take place in?
Do not list countries that were not official host countries of your education abroad experience (such as countries that you visited while abroad, but they were not an official part of your education abroad program.

2) What was the START DATE of your education abroad experience?
Select day, month, and year. If you do not remember the exact day, please list an approximate day.

3) What was the END DATE of your education abroad experience?
Select day, month, and year. If you do not remember the exact day, please list an approximate day.

4) Please select your education abroad program type.
If you are unsure of your program type, contact the Research Team for help at katie.curiel@asu.edu.

☐ Foreign language certification

☐ Short-term study abroad program (non-exchange; partnership or third party provider)

☐ Short-term home university / faculty-led program (participants and the faculty leader are usually all from your home university)

☐ Short-term exchange program (exchange programs are when your home university exchanges students with your host international university)

☐ Undergraduate degree

☐ Master degree

☐ Doctoral or professional degree

☐ Internship program

☐ Service learning program

☐ 3+1 or similar program

☐ Other: [ ]

5) Did you graduate from or complete your entire education abroad program?

○ Yes

○ No

○ Not applicable

Continue to the next page…

PAGE 3

These are basic questions to help us understand participant demographics.

These items are important. Thank you for your honest and accurate answers.

6) What is your home country?
If you belong to more than one country, list all home countries that you belong to.

7) What is your age currently?

8) How old were you when you started your education abroad experience?

9) What is your gender identity?
If you chose "Other" in the item above, please specify here.

10) What is your sexual orientation identity?
If you chose "Other" in the item above, please specify here.

11) What was your income level in your home country (before your education abroad experience)?
Please select the level based on the economy in your home country, not the host education abroad or other country.

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12) How prepared were you for succeeding and overcoming challenges DURING your education abroad experience?

- Very well prepared
- Prepared
- Somewhat prepared
- Somewhat not prepared
- Not prepared
- Not prepared at all

13) How prepared were you for succeeding and overcoming challenges when you returned to your home country AFTER your education abroad experience?

- Very well prepared
- Prepared
- Somewhat prepared
- Somewhat not prepared
- Not prepared
- Not prepared at all

Continue to the next page…

PAGE 4

Using the scale below, please indicate how much you agree or disagree with each of the following statements:

These items are important; please answer carefully. Please be open, honest, and detailed when answering the questions. There are no right or wrong answers.

I chose to participate in the education abroad experience to:

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Gain greater global understanding	○	○	○	○	○
Gain greater understanding of the host culture/country	○	○	○	○	○

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Grow as an individual	○	○	○	○	○
Increase my foreign language abilities	○	○	○	○	○
Gain skills needed in my future career	○	○	○	○	○
Complete academic requirements	○	○	○	○	○
Increase my intercultural understanding and experience	○	○	○	○	○
Serve as an ambassador for my home country	○	○	○	○	○
Gain knowledge and experiences needed to improve my home country / community	○	○	○	○	○
Gain knowledge and experiences needed to	○	○	○	○	○

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
improve the world					
Other (Please specify below.)	○	○	○	○	○

If you chose "Other" in the item above, please describe here.

Regardless of your intent, HOW WELL did participating in the education abroad experience help you do the following?

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Gain greater global understanding	○	○	○	○	○
Gain greater understanding of the host culture/country	○	○	○	○	○
Grow as an individual	○	○	○	○	○
Increase my foreign language abilities	○	○	○	○	○
Gain skills needed in my future career	○	○	○	○	○
Complete academic requirements	○	○	○	○	○

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Increase my intercultural understanding and experience	○	○	○	○	○
Serve as an ambassador for my home country	○	○	○	○	○
Gain knowledge and experiences needed to improve my home country / community	○	○	○	○	○
Gain knowledge and experiences needed to improve the world	○	○	○	○	○
Other (Please specify below.)	○	○	○	○	○

If you chose "Other" in the item above, please describe here.

Continue to the next page…

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Using the scale below, please indicate how much you experienced the following:

These items are important; please answer carefully. Please be open, honest, and detailed when answering the questions. There are no right or wrong answers.

How much did you experience the following challenges when you returned home after your education abroad experience?

	Experienced frequently	Experienced somewhat	Neutral	Did not experience much	Did not experience at all
Lack of acceptance from family, friends, and/or community about how you changed	○	○	○	○	○
Lack of people to talk to about your education abroad experience	○	○	○	○	○
Views from people in your home community that the ideas or experiences of your host country do not relate to or will conflict with the practices, beliefs, or customs of your home community	○	○	○	○	○
Lack of ability to use your new global view, experience, intercultural understanding, innovative ideas, and	○	○	○	○	○

	Experienced frequently	Experienced somewhat	Neutral	Did not experience much	Did not experience at all
skills to make a positive impact in the WORLD.					
Lack of ability to use your new global view, experience, intercultural understanding, innovative ideas, and skills to make a positive impact in your HOME COMMUNITY.	○	○	○	○	○
Experienced oppression or discrimination because of your education abroad experience	○	○	○	○	○
Experienced violence because of your education abroad experience	○	○	○	○	○
Lack of ability to use or access technology that was available	○	○	○	○	○

	Experienced frequently	Experienced somewhat	Neutral	Did not experience much	Did not experience at all
during the education abroad experience (e.g. Internet quality; phone apps, specific websites, programs or software, phones, laptops, printers, smart technologies, etc.)					
Lack of ability to change policies in my home community (e.g. home institution, employer, city, county, state, country)	○	○	○	○	○
Lack of ability to use my education abroad experience towards attaining a job or greater opportunities	○	○	○	○	○
Going back to ineffective ways you used to live or think prior to your	○	○	○	○	○

	Experienced frequently	Experienced somewhat	Neutral	Did not experience much	Did not experience at all
education abroad experience					
Reverse culture shock (e.g. when you return home - feeling disoriented, frustrated, boredom, depression, loneliness, isolation, information overload, language barriers, generation gap, technology gap, missing the host education abroad country, etc.)	○	○	○	○	○
Other (Please specify below.)	○	○	○	○	○

If you chose "Other" in the item above, please describe here.

This next item is important. Please answer in detail.

The more details, the better. No detail is too small or unimportant.

If there was nothing stopping you, what specific contributions or changes would you have liked to make in your home community or the world any time after your education abroad experience? It might help to think of what you learned or experienced about the host culture or the world that you would like to see adapted in your home country or the world.

PAGE 6

Using the scale below, please indicate how much support you received:

These items are important; please answer carefully. Please be open, honest, and detailed when answering the questions. There are no right or wrong answers.

Overall, how much did the following groups support you in using the skills, knowledge, and resources gained during your education abroad experience towards making positive change in your home community or the world AFTER your education abroad experience?

	Supported me a lot	Supported me somewhat	Neutral	Did not support somewhat	Did not support me much	Not applicable
Friends in my home community/country	○	○	○	○	○	○
Friends in the host country	○	○	○	○	○	○
Home university/school	○	○	○	○	○	○
Host university/program	○	○	○	○	○	○
Home community government	○	○	○	○	○	○
Employer	○	○	○	○	○	○
Faith/spiritual institutions	○	○	○	○	○	○
Community organizations	○	○	○	○	○	○
Family who also participated in education abroad experiences	○	○	○	○	○	○

	Supported me a lot	Supported me somewhat	Neutral	Did not support somewhat	Did not support me much	Not applicable
Family who never participated in an education abroad experience	○	○	○	○	○	○
Other people from my home community/country who also participated in education abroad experiences	○	○	○	○	○	○
Internationals living in my home community/country (e.g. international students, immigrants, expats)	○	○	○	○	○	○
Other (Please specify below.)	○	○	○	○	○	○

If you chose "Other" in the item above, please describe here.

This next items are important. Please answer in detail.

The more details, the better. No detail is too small or unimportant.

How could the above groups have better prepared you for the challenges you would face AFTER YOUR RETURN HOME from your education abroad experience? Please answer this question in detail. The more ideas and details, the better. No idea or detail is too small or unimportant.

What did the above groups do well to prepare you for the challenges you faced in making positive changes in your home community or the world AFTER YOU RETURNED HOME from your education abroad experience? Please answer this question in detail. The more details, the better. No detail is too small or unimportant.

Using the scale below, please indicate how much you agree or disagree with each of the following statements about YOUR HOME COMMUNITY.

These items are important; please answer carefully.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Making positive change in my home community after my education abroad experience is important to me.	○	○	○	○	○
My experience abroad inspired me to make positive change in in my home community.	○	○	○	○	○
I faced challenges making positive change in in my home community after my education abroad experience.	○	○	○	○	○
Before I returned home, I believed I could make	○	○	○	○	○

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
positive change in in my home community after my education abroad experience.					
After I returned home from my education abroad experience, I was able to make positive change in my home community.	○	○	○	○	○
I received adequate resources and support to navigate the challenges in my home community after my education abroad experience	○	○	○	○	○

Using the scale below, please indicate how much you agree or disagree with each of the following statements about the WORLD.

These items are important; please answer carefully.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Making positive change in the world after my education abroad experience is important to me.	○	○	○	○	○
My experience abroad inspired me to make positive change in the world	○	○	○	○	○
I faced challenges making positive change in the world after my education abroad experience.	○	○	○	○	○
Before I returned home, I believed I could make positive change in the world after my education abroad experience.	○	○	○	○	○
After I returned	○	○	○	○	○

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
home from my education abroad experience, I was able to make positive change the world.					
I received adequate resources and support to navigate the challenges in the world after my education abroad experience.	○	○			

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Please answer these questions about your HOST education abroad institution/program:

How helpful was your HOST education abroad institution/program at PREPARING you for the transition and challenges you would go through AFTER returning home from your education abroad experience?

Very helpful	Somewhat helpful	Neutral	Not so helpful	Not helpful at all
○	○	○	○	○

How helpful was your HOST education abroad institution/program at ASSISTING YOU during the transition and challenges you experienced WITHIN THE FIRST YEAR AFTER YOU RETURNED HOME from your education abroad experience?

	Very helpful	Somewhat helpful	Neutral	Not so helpful	Not helpful at all
	○	○	○	○	○

Please answer these questions about your **HOME** institution:

How helpful was your HOME institution at PREPARING you for the transition and challenges you would go through AFTER returning home from your education abroad experience?

	Very helpful	Somewhat helpful	Neutral	Not so helpful	Not helpful at all
	○	○	○	○	○

How helpful was your HOME institution at ASSISTING YOU during the transition and challenges you experienced WITHIN THE FIRST YEAR AFTER YOU RETURNED HOME from your education abroad experience?

	Very helpful	Somewhat helpful	Neutral	Not so helpful	Not helpful at all
	○	○	○	○	○

YOU'RE ALMOST DONE. PLEASE GO TO THE LAST PAGE...

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These are the final items.

They are important; please answer carefully.

The number of times you engaged in an education abroad experience in your life:

The number of countries you traveled to (other than your home country) prior to your education abroad experience:

How many total countries did you visit during your education abroad experience?
Please include both your host country/countries, and all other countries you traveled to that were not an official part of your education abroad program completion.

The number of times you were able to return to your home country DURING your education abroad experience: (This does not include your final return home once your education abroad experience ended.)

The average amount of contact you had with people from YOUR HOME COUNTRY WHO WERE IN YOUR EDUCATION ABROAD COUNTRY during your education abroad experience: (Contact may include in-person, and via phone, mail, and internet. This question is only about your own cultural or home community that was present in the host country, not people living in your home country while you were abroad.)

The average amount of contact you had with PEOPLE OF THE HOST COUNTRY during your education abroad experience: (Contact may include in-person, and via phone, mail, and internet.)

The average amount of contact you had with the HOST COUNTRY INDIVIDUALS within the FIRST YEAR AFTER your education abroad experience ended: (Contact may include in-person, and via phone, mail, and internet.)

How informed you stayed about your home country while you were abroad: (e.g. through news/media, social media, word of mouth/ contact with people, events/workshops, books/literature, etc.)

Please list any more thoughts you would like to share about your education abroad experience, your experience after returning home, or this study:

GO TO FINAL PAGE and SUBMIT...

PAGE 10

Interview Contact Information

The information on this page will not be a part of the research results and are only available to the Research Team in order to set up possible interviews for those selected. Participating in the interview will help expand the research topic. Providing this information is optional. If selected for an interview, participants should expect to spend approximately one hour to complete the interview in-person, over the phone, or by an online video platform such as Skype. Participants selected to be interviewed will be contacted in February and March 2016.

Are you interested in being interviewed so we can learn more about your education abroad experience?

○ Yes

○ Maybe, but I need more information or I have questions.

○ No

Full Name
Email Address

Phone Number (Please include your country code.)

TO COMPLETE THE SURVEY, CLICK "SUBMIT" BELOW.

Thank you!

PAGE 11

Congratulations! You have just made an important contribution to the world!

Thank you so very much for contributing to this research that will hopefully increase the positive impact that education abroad experiences have on individuals, communities, and the world!

The conclusions and recommendations of the study will be shared with you by August 2016 via email.

HELP US - LET OTHERS KNOW
Please help us by asking others to complete this survey by posting to your social media and sending direct invitations to https://www.facebook.com/educationabroadresearch.

RESOURCES
The following are recommended resources you can use to navigate the transition back home and towards being a global change agent at any time after your education abroad experience:

1) GlobalScholar.us – Go to Course 3, Module 2 – "Adjusting to Life Back Home":
http://globalscholar.us/

2) U.S. Department of State - Reverse Culture Shock Guide:
http://www.state.gov/m/fsi/tc/c56075.htm

3) Book: "The Art of Coming Home" by Craig Storti: http://www.craigstorti.com/book3.html

4) Life After Study Abroad: http://www.lifeafterstudyabroad.com/

5) "After Study Abroad: A toolkit for returning students" by SIT Study Abroad:
http://www.worldlearning.org/documents/worldlearning/studyabroad-reentry-toolkit.pdf

Note: Some of these resources are made for U.S. college students, but much of the information is

DISPLAYED MESSAGE WHEN SURVEY CLOSED:

Thank you for your interest in this study. The survey is no longer open as of March 4, 2016 and we are now analyzing results of participant responses.

The results of the study will be available by August 2016 on the study page:
https://www.facebook.com/educationabroadresearch.

Feel free to contact the Research Team if you need more information:

- Katie Curiel, Primary Researcher, katie.curiel@asu.edu

- Mary Jane Parmentier, Principal Investigator, mjparmentier@asu.edu

RESOURCES

The following are recommended resources you can use to navigate the transition back home and towards being a global change agent at any time after your education abroad experience:

1) GlobalScholar.us – Go to Course 3, Module 2 – "Adjusting to Life Back Home": http://globalscholar.us/

2) U.S. Department of State - Reverse Culture Shock Guide: http://www.state.gov/m/fsi/tc/c56075.htm

3) Book: "The Art of Coming Home" by Craig Storti: http://www.craigstorti.com/book3.html

4) Life After Study Abroad: http://www.lifeafterstudyabroad.com/

5) "After Study Abroad: A toolkit for returning students" by SIT Study Abroad: http://www.worldlearning.org/documents/worldlearning/studyabroad-reentry-toolkit.pdf

Note: Some of these resources are made for U.S. college students, but much of the information is helpful worldwide.

APPENDIX D

INTERVIEW VERBAL CONSENT INFORMATION

Education Abroad as a Catalyst for Impactful Global Development
The Global Impact of the Missing Focus on the Return Home

Arizona State University
School for the Future of Innovation and Society
Global Technology and Development Program

Note: A copy of the following consent script will be provided to all interview participants at the time of the interview.

Thank you for participating in this interview for the study, Education Abroad as a Catalyst for Impactful Global Development – The Global Impact of the Missing Focus on the Return Home. I am Katie Curiel, the Principal Researcher, and I am completing this research to complete my degree at Arizona State University.

About the Study
This research study will examine the challenges and opportunities international students experience after their education abroad experiences when they return home, and the larger impacts this may have on international students, their home communities, and global development. Participant responses will be used to provide insights into the international student experience and how various institutions can improve their policies, support systems, and resources.

Invitation to Participate
Since you have participated in an education abroad experience between 2000 and 2015, I am inviting your participation in this important study. This interview will take approximately one hour to complete. Your participation in this study is voluntary. You have the right not to answer any question, and to stop participation at any time. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or negative consequence. So far about 50 people have completed the survey and we are interviewing 10 people who already completed the survey.

Benefits to Participating
Participating in this survey will contribute to expanding the world's knowledge about international students' experiences when they return home and the implications this may have on global development. Although there is no compensation or pay for participating in this study, participants will contribute to this important topic that there is little focus on in research and practice.

- Participants are expected to benefit from being able to tell their own stories about the challenges they had after their education abroad experiences, and can provide direct ideas and resources that can help future international students, education institutions, governments, companies, and organizations.
- Specifically, this study will provide resources and insights into how higher education institutions, governments, companies, and organizations can better support and prepare international students during their transition back home, and utilize the knowledge, ideas, resources, and motivation education abroad participants gain while abroad to positively impact their home community and the world.

There are no foreseeable risks or discomforts to your participation. However, participants are encouraged to contact the Research Team at any time regarding any concerns with participating.

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Data Protection and Participant Confidentiality

Your responses will be confidential and protected. The results of this study may be used in reports, presentations, or publications but your name and other personal identifiers will not be used. Only the Research Team will have access to participant names, contact information, and responses. The Research Team will take all steps necessary to encrypt and protect data to maintain anonymity of participants in all databases and publications related to this study. As a participant in the interview, you will be audio recorded. The interview will not be recorded without your permission. Participants may be anonymously quoted in publications; however, participants' audio recordings will not be replayed in any publication. Please let me know if you do not want the interview to be audio recorded before or during the interview. Survey and interview responses may be kept for up to fifteen years, and used in future publications and research.

About the Researcher

I am a graduate student in the Global Technology and Development program at the School for the Future of Innovation in Society at Arizona State University under the direction of Professor Mary Jane Parmentier. I have over nine years of experience in education abroad and global development. I have worked with students and colleagues from over 100 countries and have studied abroad, worked, lived, and traveled to 16 countries in four continents. I am especially interested in the experiences of international students and the positive impact they can have on the world through their education abroad experiences. Learn more about me on my LinkedIn profile.

By stating "yes", you are confirming that the information I provided to you verbally right now and any other written information was accurately explained to, and apparently understood by you and that consent was freely given by you.

Do you confirm that you meet the following participation requirements?

Participants must meet the following eligibility requirements:

- Participants can be from any country and could have studied abroad in any country.
- Participated in an education abroad experience outside of their home country between 2010 and 2015
- Participated in any type of education abroad experience at the higher education level (i.e., university and community college), including the following program types: exchange, university-led, service-learning, language, partnership, third-party provider, university-supported internship, or research
- Education abroad experiences can be for any amount of time, both short-term (e.g. summer or semester programs) and long-term (e.g. degree programs).
- Participants must be 18 years-of-age or older.

Finally, do you agree to completing this interview, being audio recorded, and possibly having some of your answers anonymously quoted in future publications?

APPENDIX E

INTERVIEW QUESTIONS

Note: Items highlighted in grey were also asked on the survey.

Please tell me a little bit about your education abroad program…

1. When and where did you study abroad?

2. From this list, what type of program was it?

3. Why did you choose to participate in the education abroad experience?

   Please tell me more details about the challenges and successes you faced related to your education abroad experience…

4. What challenges did you have upon returning home after your education abroad experience?

5. What successes did you have upon returning home after your education abroad experience?

6. Think about some of the most significant challenges facing the world today. Some examples are environmental issues, income inequalities and poverty, cultural inequalities based on ethnicity, gender, religion, sexual orientation, etc., wars and violence, materialism and capitalism, health disparities, etc. How do you think education abroad can be used to enable participants to be global change agents?

7. What aspects about the host culture or the world did you learn or experience that you would like to see adapted in your home country or the world?

8. If there was nothing stopping you, what specific contributions or changes would you have liked to make in your home community or the world any time after your education abroad experience?

9. How successful were you at making the positive contributions or changes you mentioned previously?

10. Please describe how your *host education abroad institution/program* could have better assisted you in preparing for the challenges you faced after your return home from your education abroad experience?

11. Please describe how your *home institution* could have better assisted you in preparing for the challenges you would face before and after your return home from your education abroad experience?

12. How did your host and home institutions/programs assist you in preparing for the challenges you faced after your return home from your education abroad experience?

13. How can technology be used to better prepare education abroad participants for the challenges they will face after their education abroad experience, as well as help them during the challenges?

14. Please summarize how your education abroad experience has impacted your ability to make positive contributions to your home community and the world?

15. Please summarize what lasting impact your education abroad experience has had on your life?

16. Are there any additional thoughts you would like to share about your education abroad experience, your experience after returning home, or this study?

17. Do you have any questions about this study?

APPENDIX F

COUNTRY TYPE

Highly Developed Countries

Home Country	Host Country
Americas: Canada, United States Europe: Austria, France, Germany, Italy Asian and Oceania: Australia, Japan, New Zealand, Singapore, South Korea	Americas: Canada, United States Europe: Austria, Belgium, France, Italy, Norway, Spain, Sweden, United Kingdom Middle East: Israel Asia and Oceania: Australia, Japan, New Zealand, Singapore, South Korea

Emerging Countries

Home Country	Host Country
Americas: Brazil, Colombia Europe: Czech Republic, Greece Middle East: Iran, Kazakhstan, Kuwait, Qatar, Turkey, United Arab Emirates, Saudi Arabia Asia and Oceania: China, India, Indonesia Africa: South Africa	Americas: Brazil, Chile, Mexico, Peru Europe: Cyprus, Czech Republic, Greece, Hungary, Russia Middle East: Turkey Asia and Oceania: China, India, Indonesia, Malaysia, Taiwan Africa: South Africa, Egypt

Developing Countries

Home Country	Host Country
Middle East: Azerbaijan Asia and Oceania: Pakistan, Uzbekistan Africa: Tunisia, Liberia, Libya	Americas: Argentina, Costa Rica, Guatemala, Bahamas, Dominica, Uruguay, Bolivia Europe: Romania, Slovakia Middle East: Jordan Asia and Oceania: Fiji, Vietnam Africa: Botswana, Ghana, Mauritius, Morocco

APPENDIX G

FIGURES AND TABLES OF RESULTS

Basic Participant Demographics
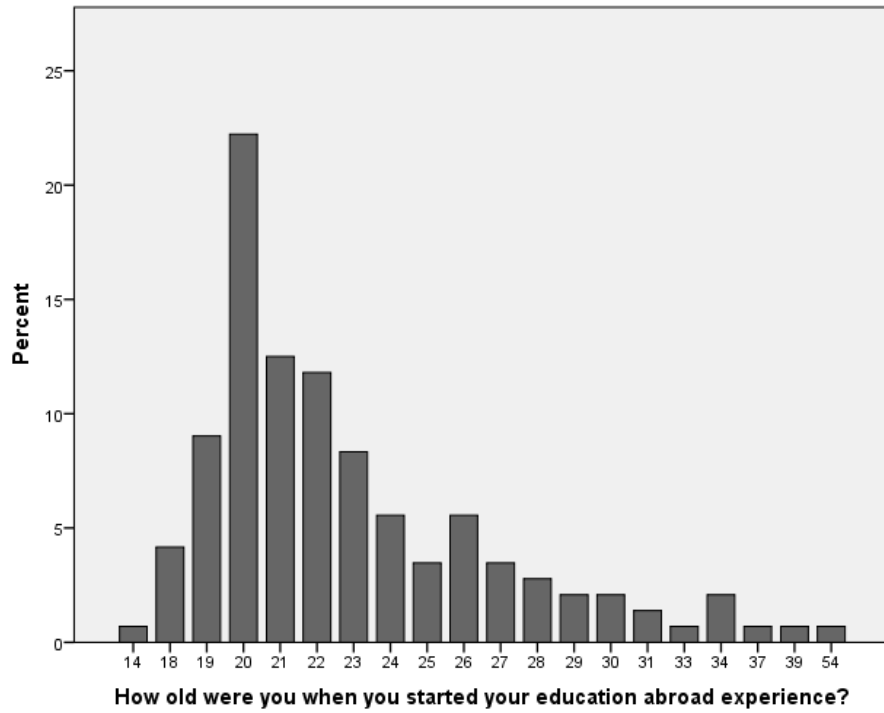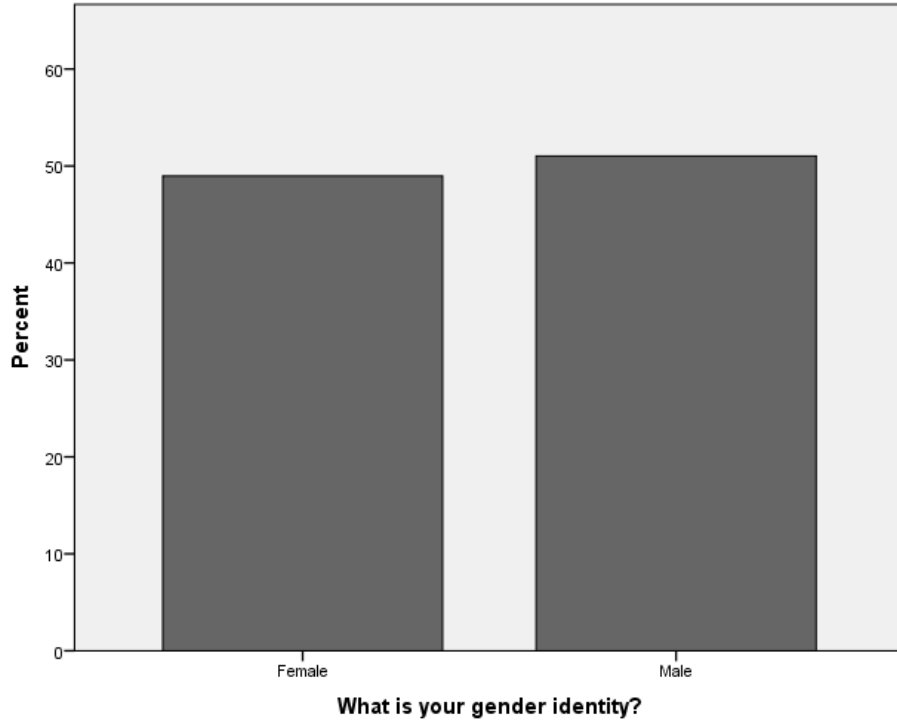
Figure 2 Basic participant demographics 1.
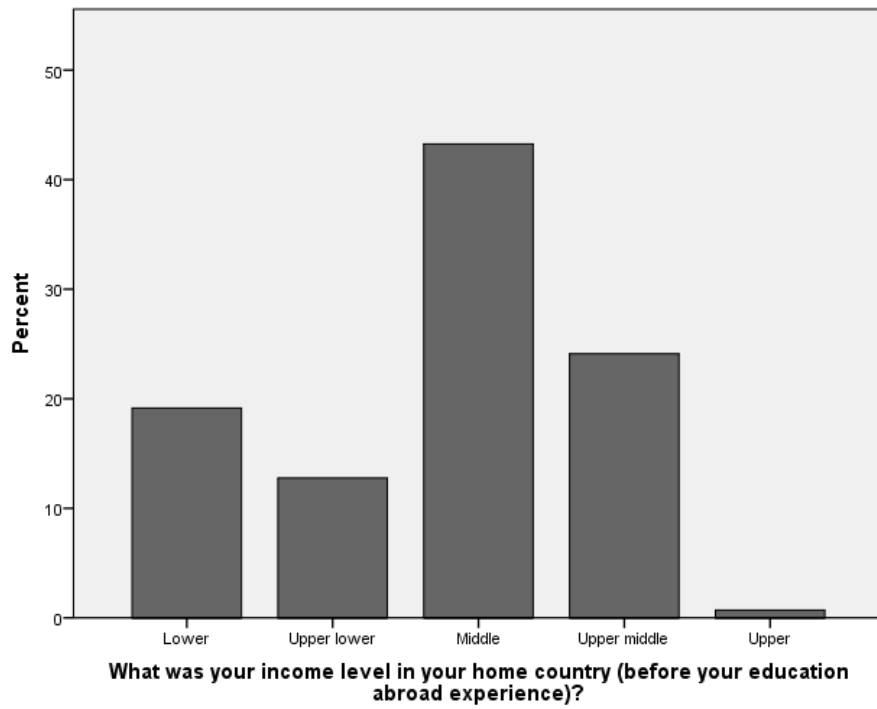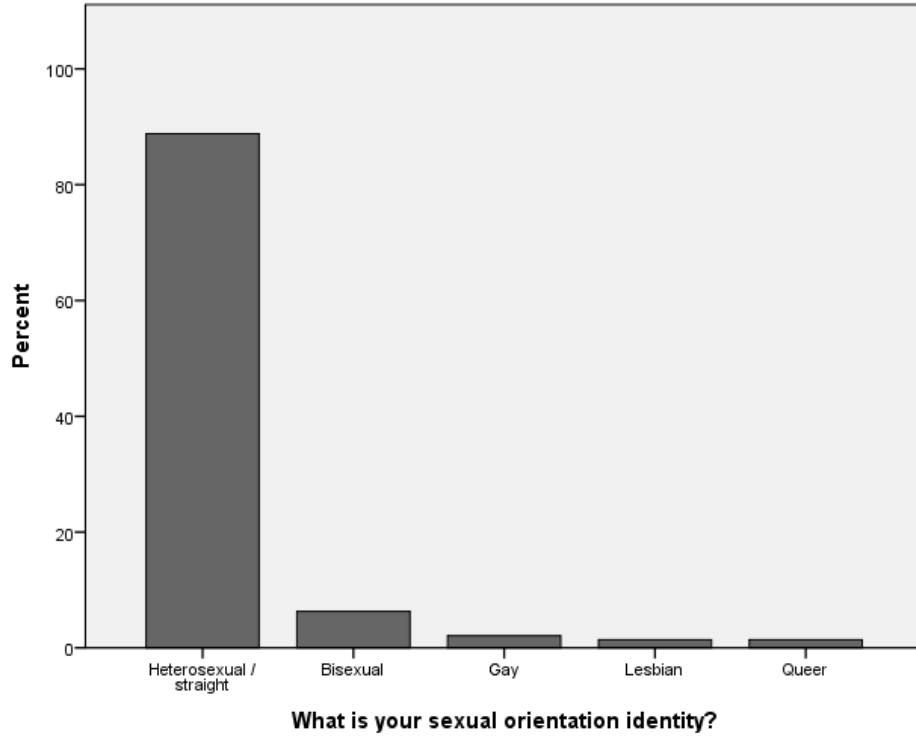
Figure 3 Basic participant demographics 2.
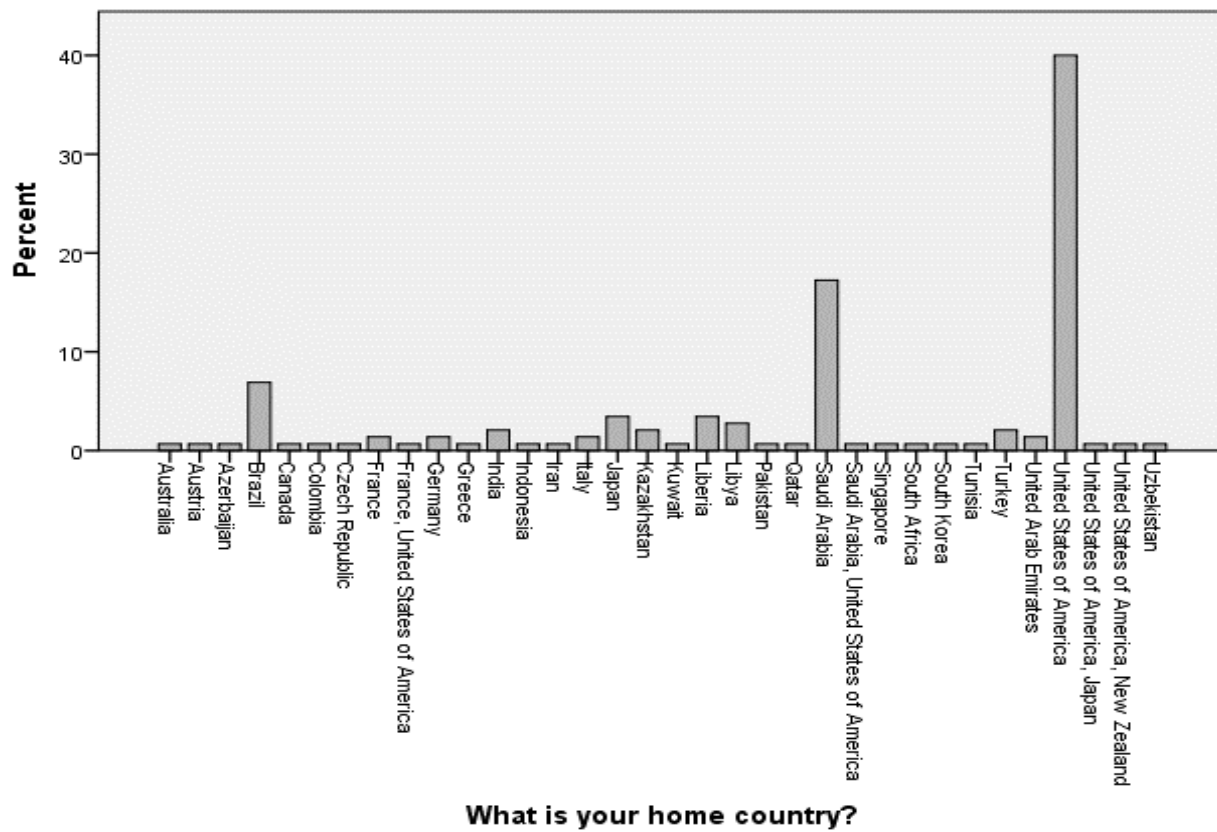
Figure 4 Basic participant demographics 3.

Education Abroad Experience Demographics
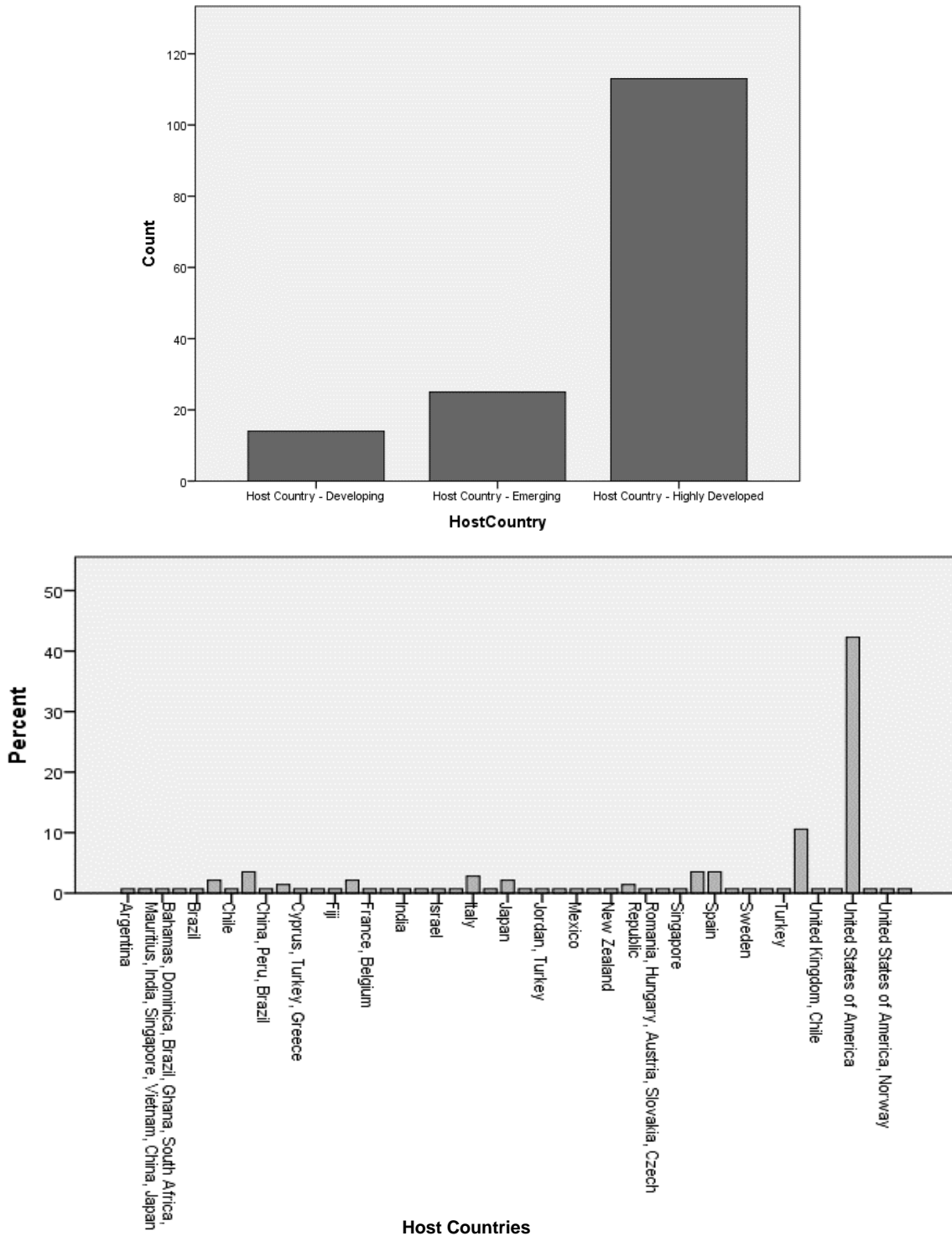
Figure 5 Education abroad experience demographics 1.
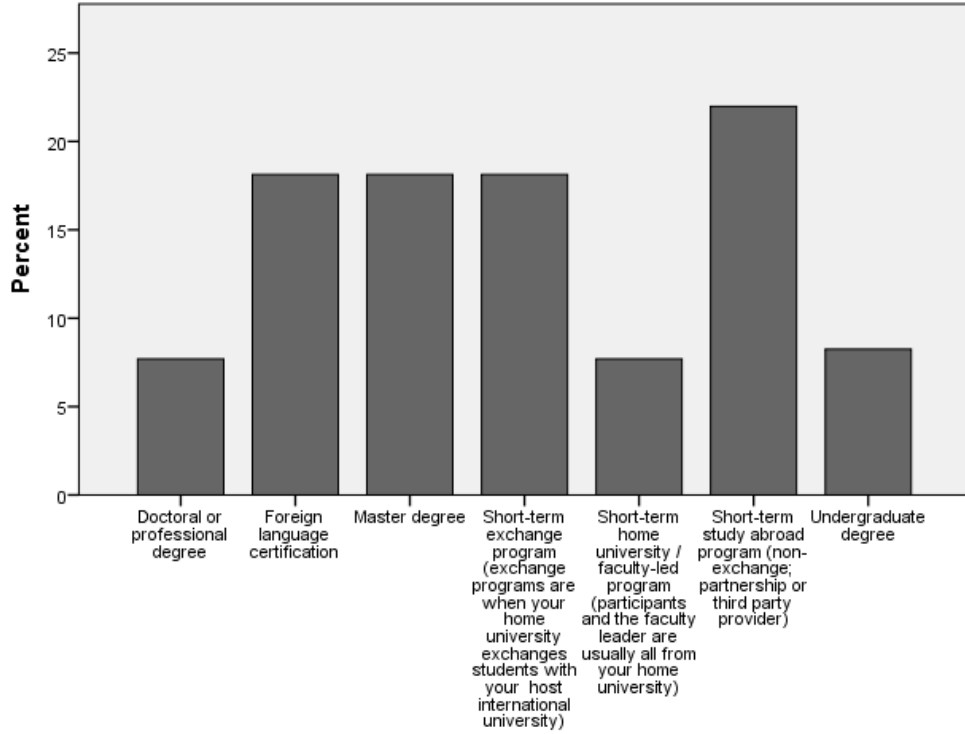
ProgramTypeNoOutliers
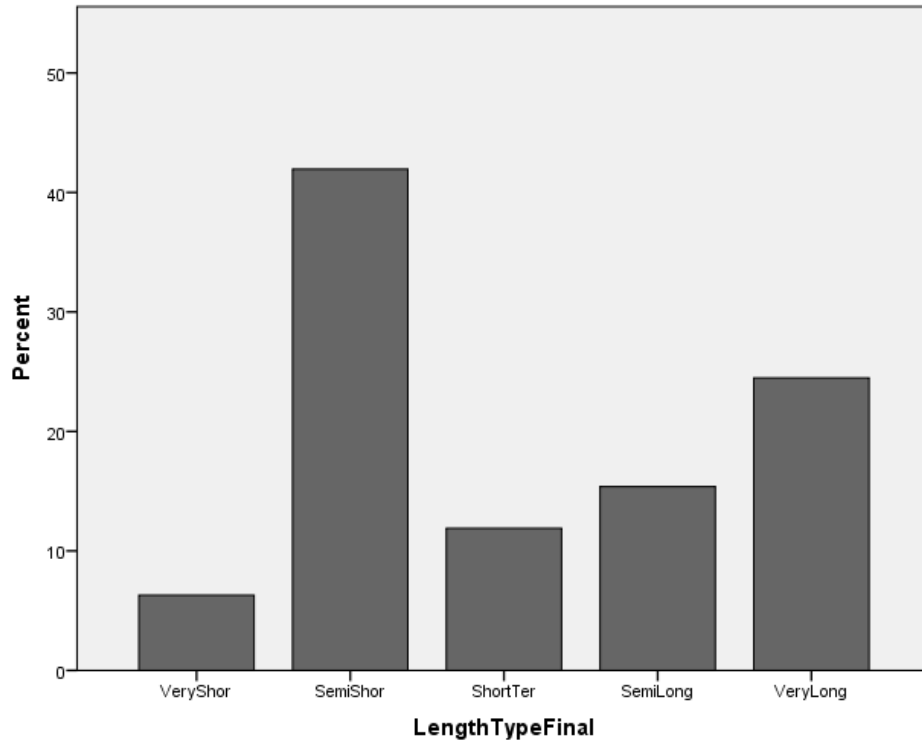
Figure 6 Education abroad experience demographics 2.

Participant and Education Abroad Experience Cross Tabulation
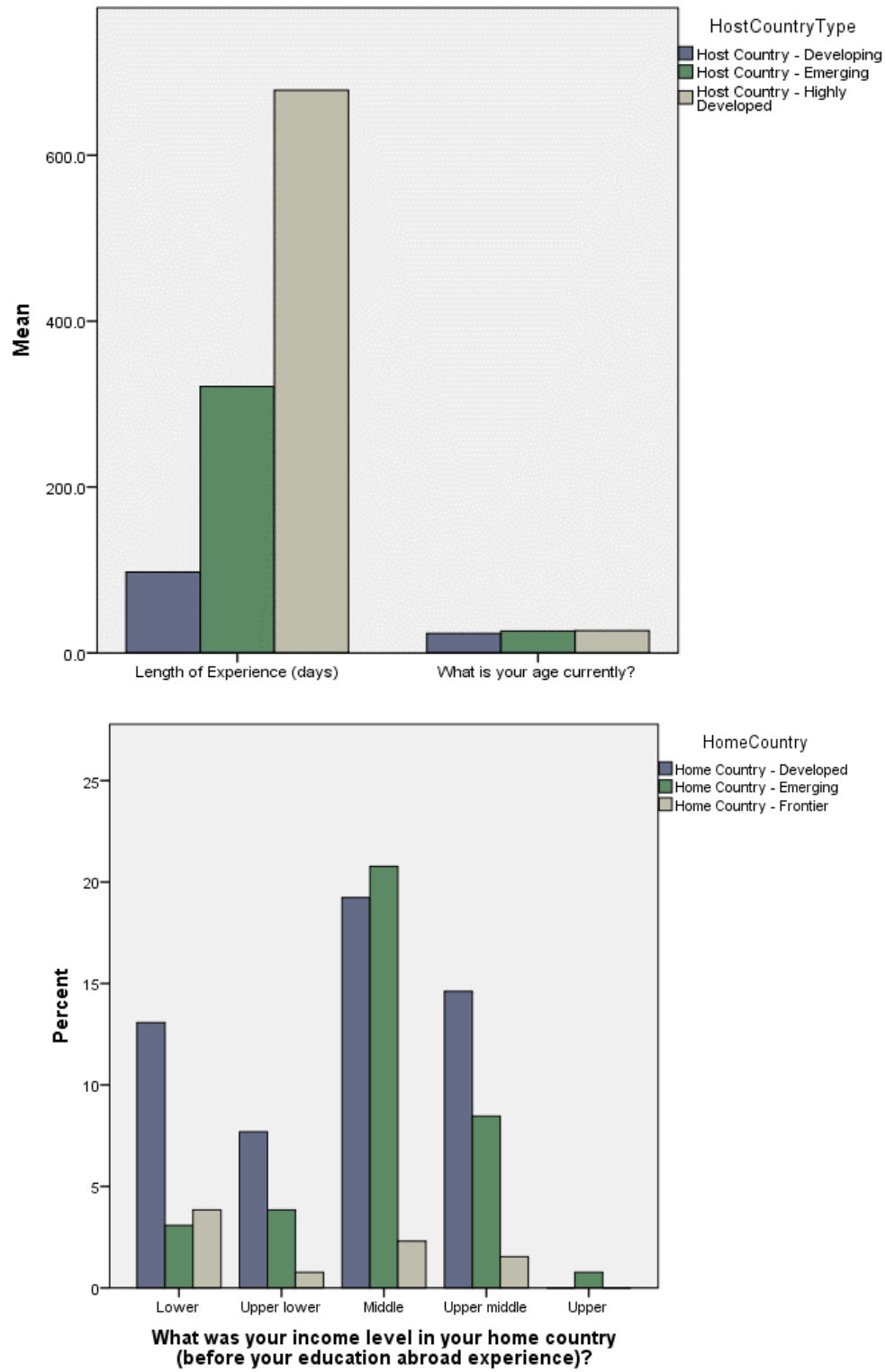
Figure 7 Participant and education abroad experience cross tabulation 1.
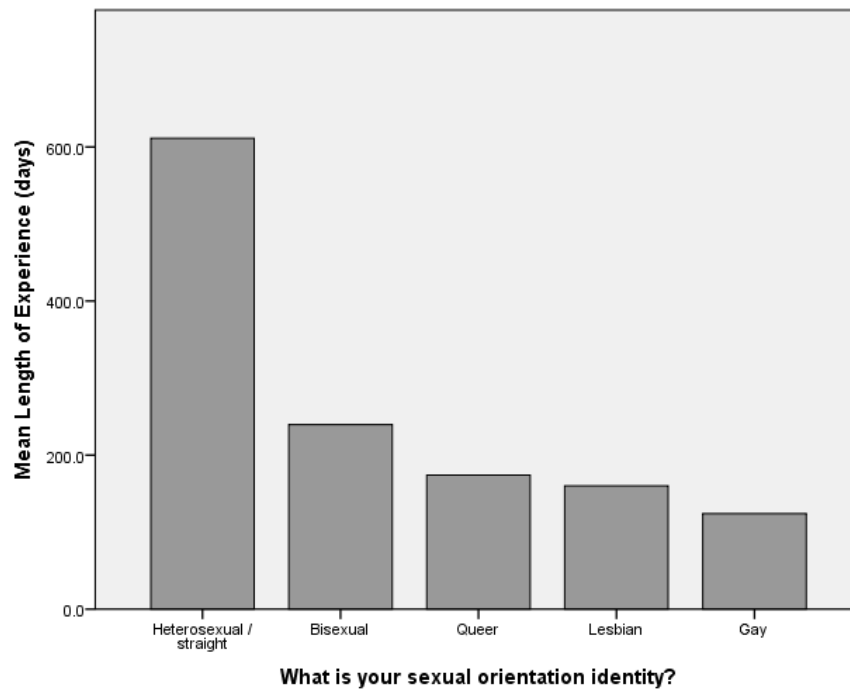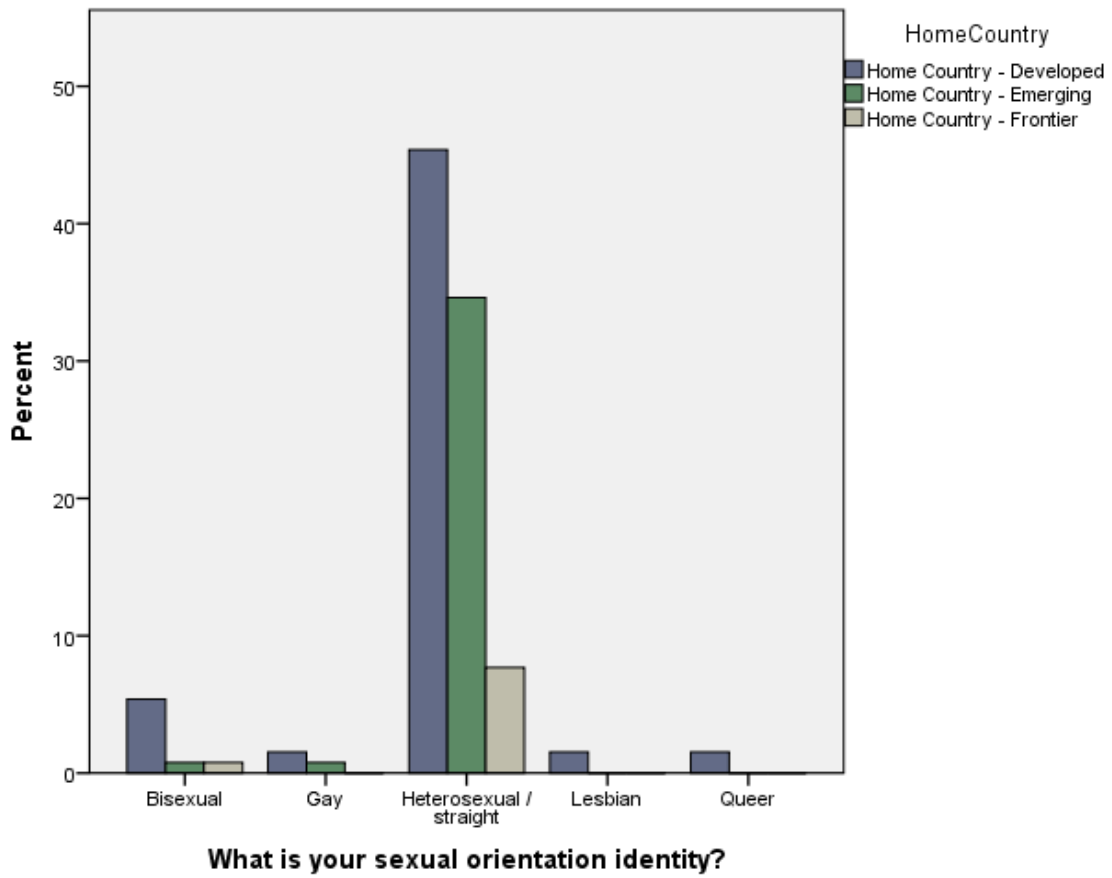
Figure 8 Participant and education abroad experience cross tabulation 2.
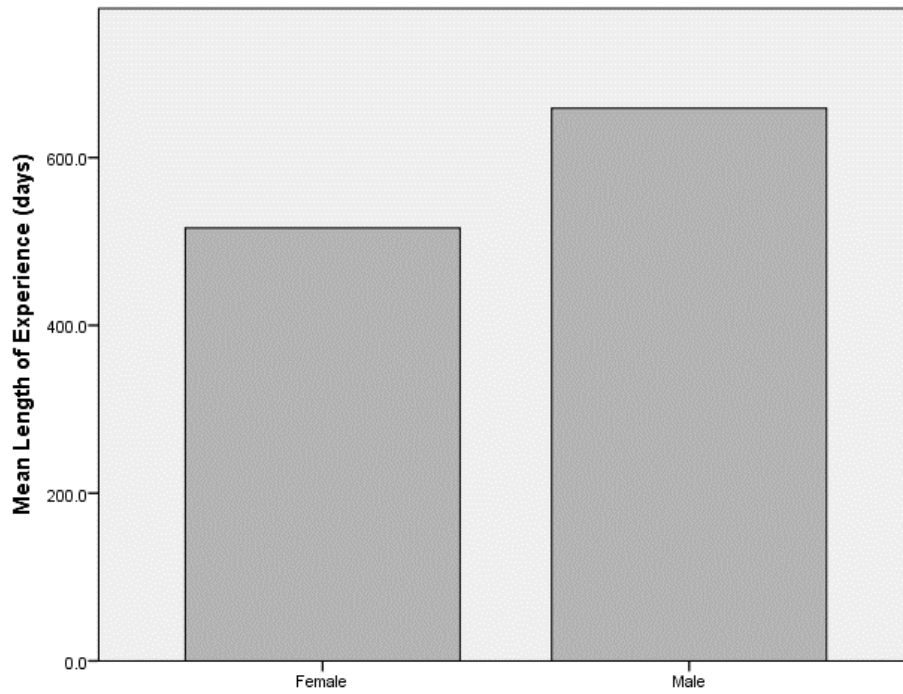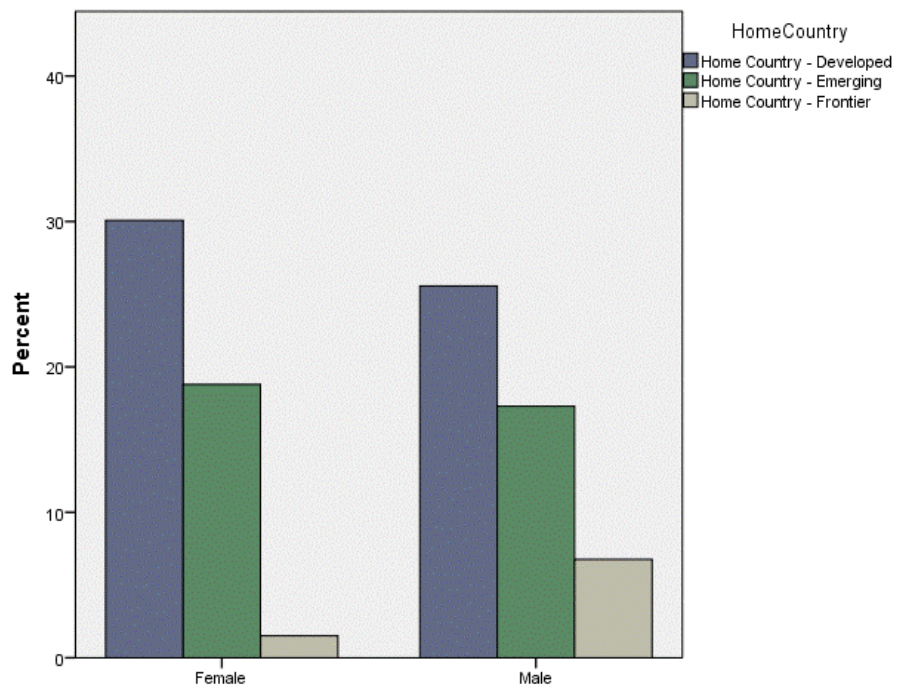
Figure 9 Participant and education abroad experience cross tabulation 3.

International Exposure
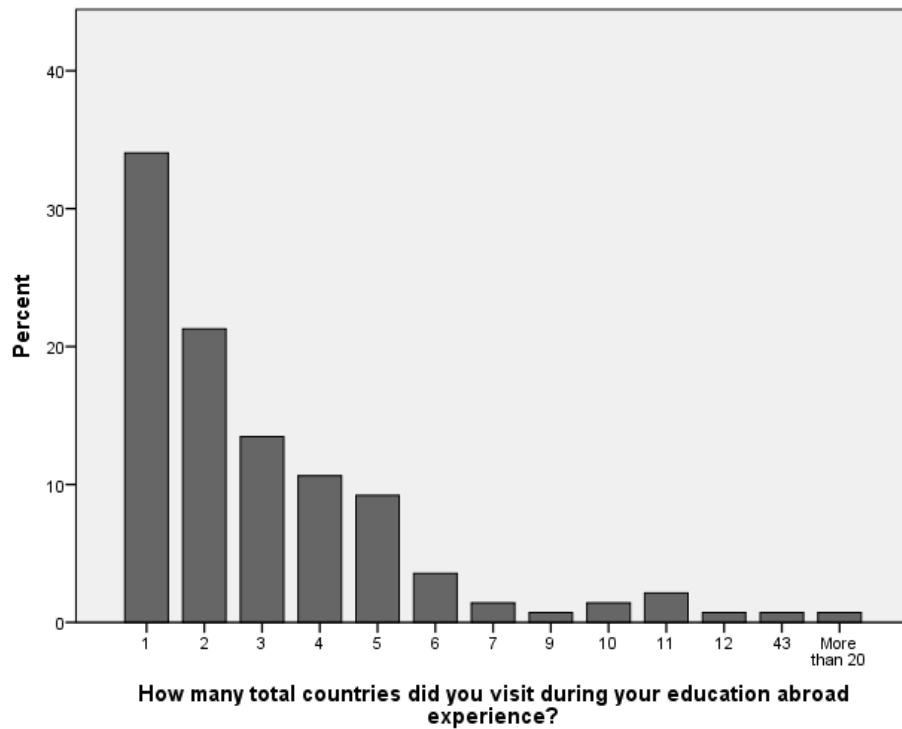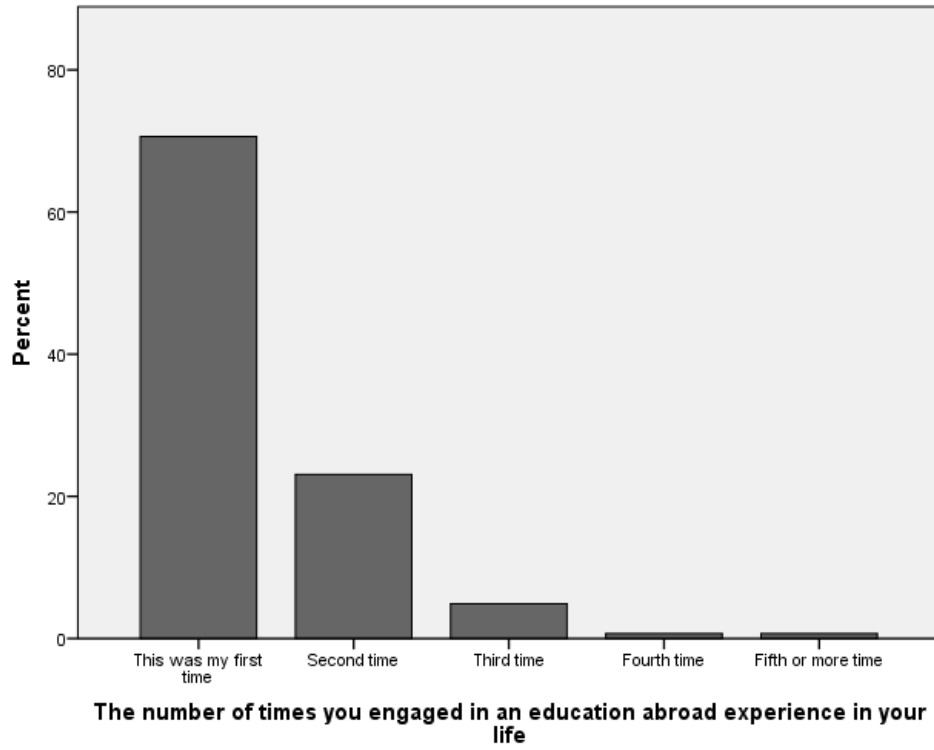
Figure 10 International exposure 1.
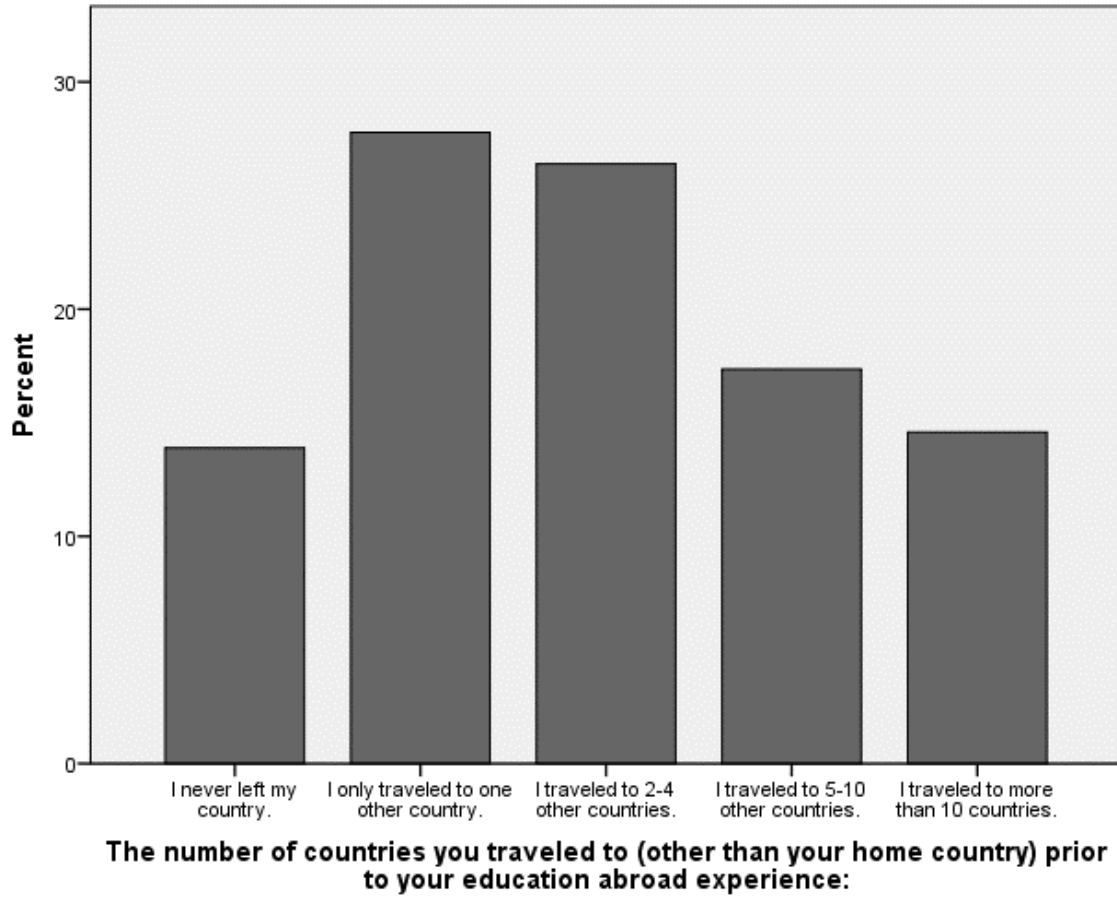
Figure 11 International exposure 2.
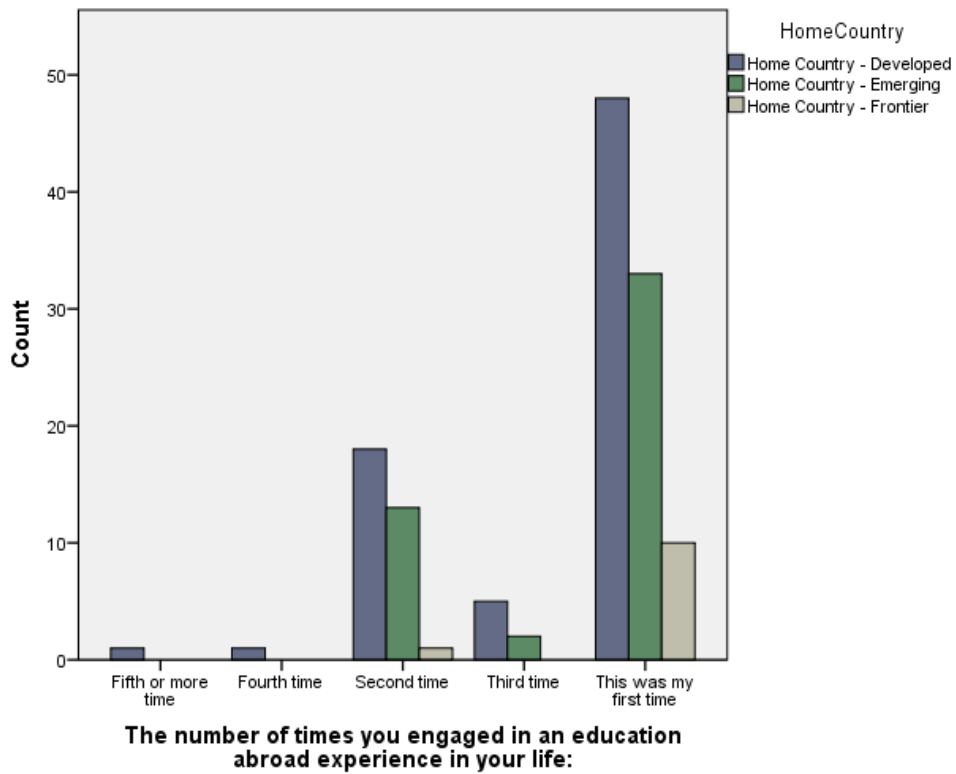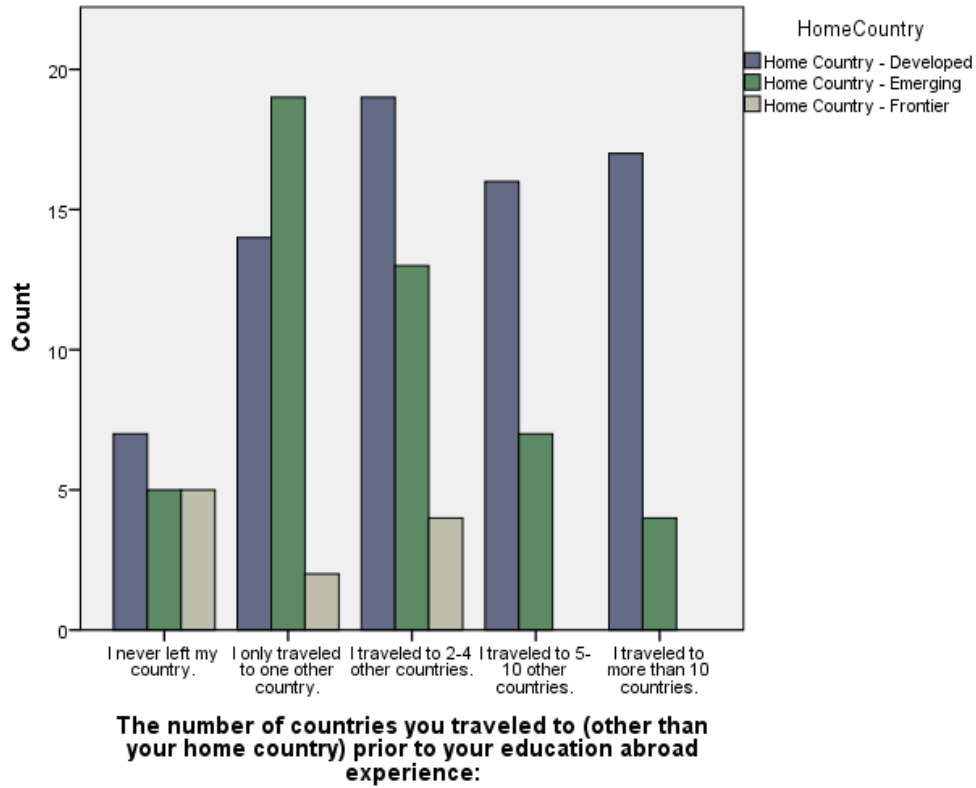
Figure 12 International exposure 3.

Connectedness
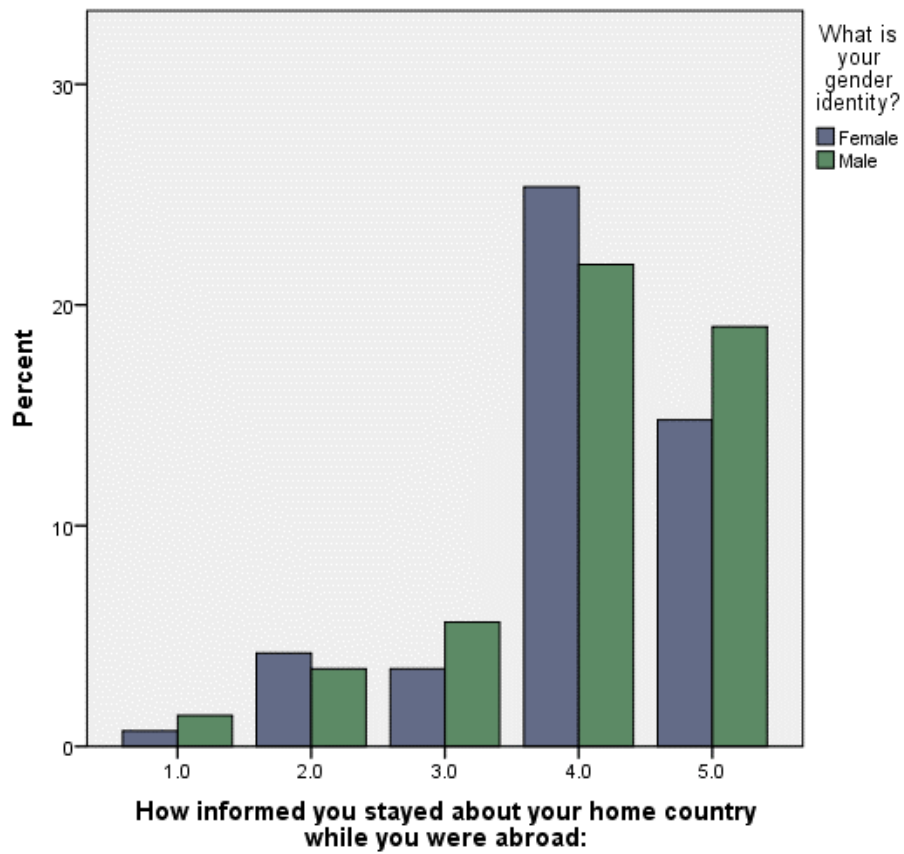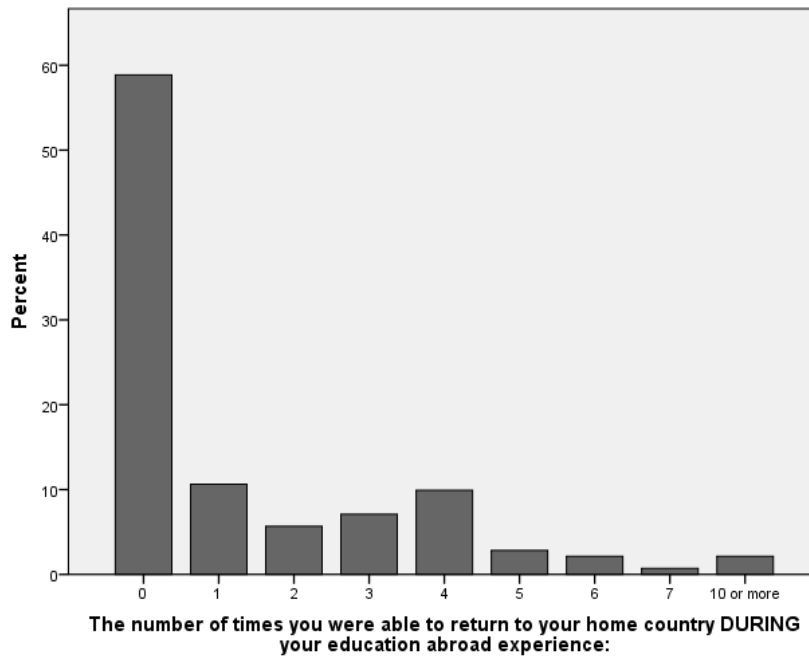
Figure 13 Connectedness 1.

The average amount of contact you had with PEOPLE OF THE HOST COUNTRY during your education abroad experience:

The average amount of contact you had with the HOST COUNTRY INDIVIDUALS within the FIRST YEAR AFTER your education abroad experience ended:
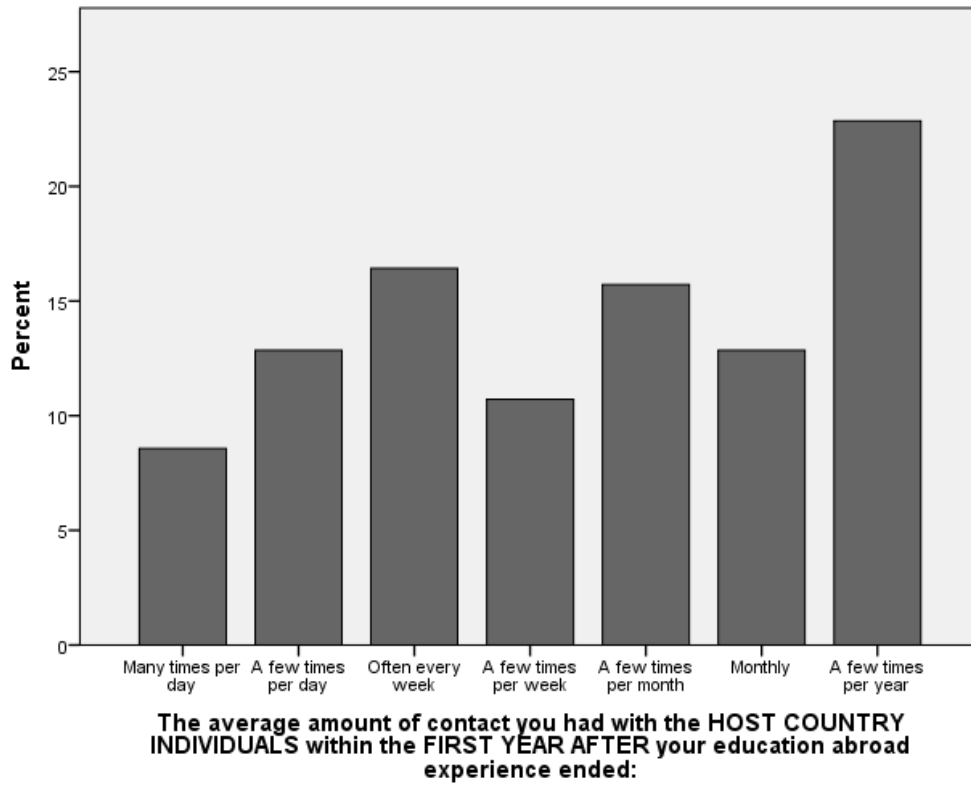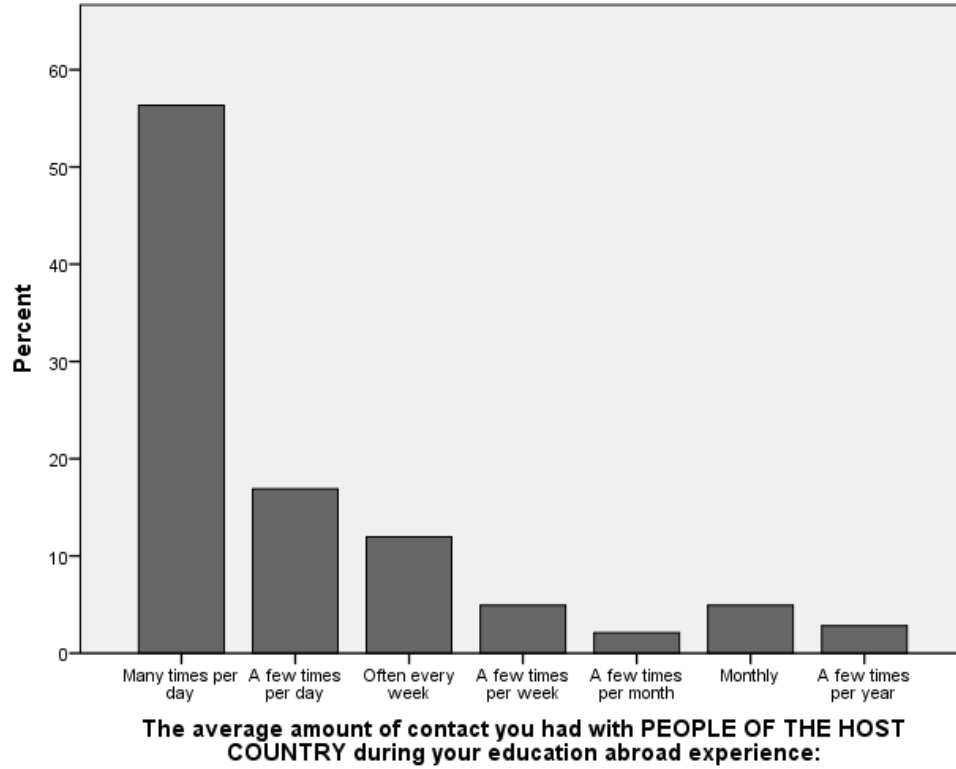
Figure 14 Connectedness 2.

130
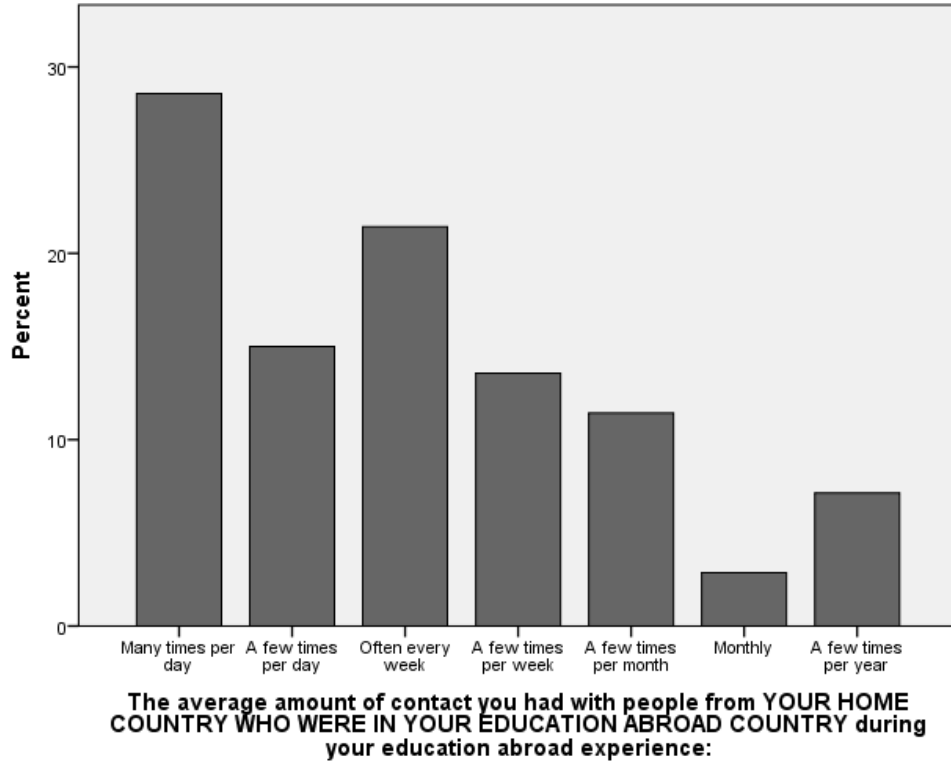
Figure 15 Connectedness 3.

Making Positive Impacts
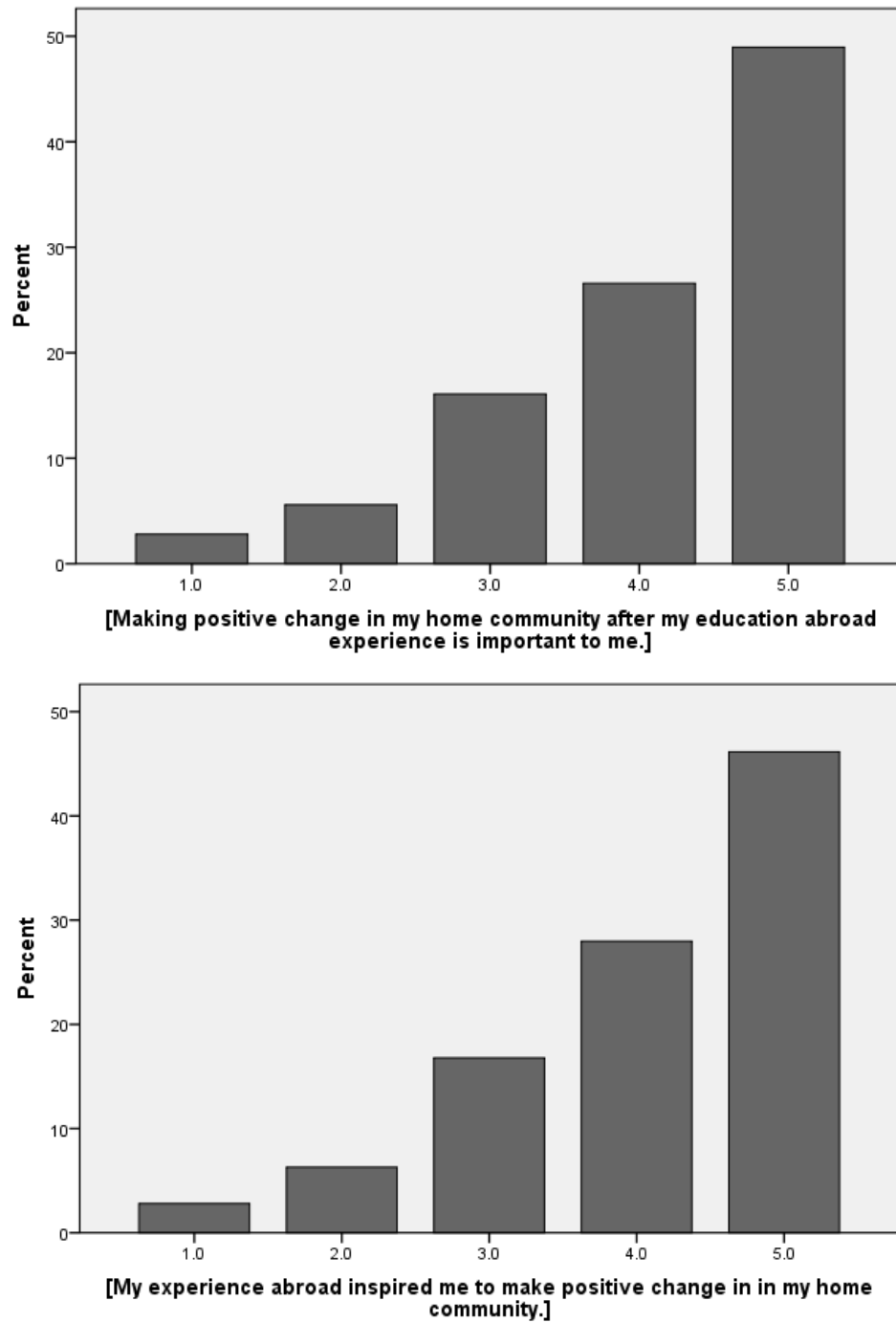
Figure 16 Making positive impacts 1.

[Making positive change in the world after my education abroad experience is important to me.]

[My experience abroad inspired me to make positive change in the world]
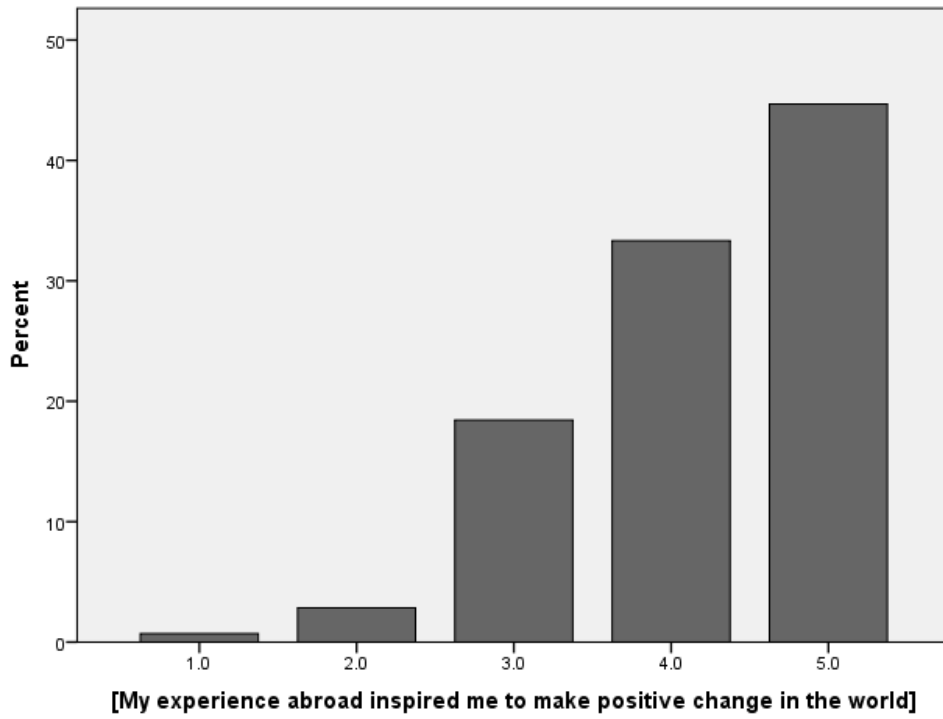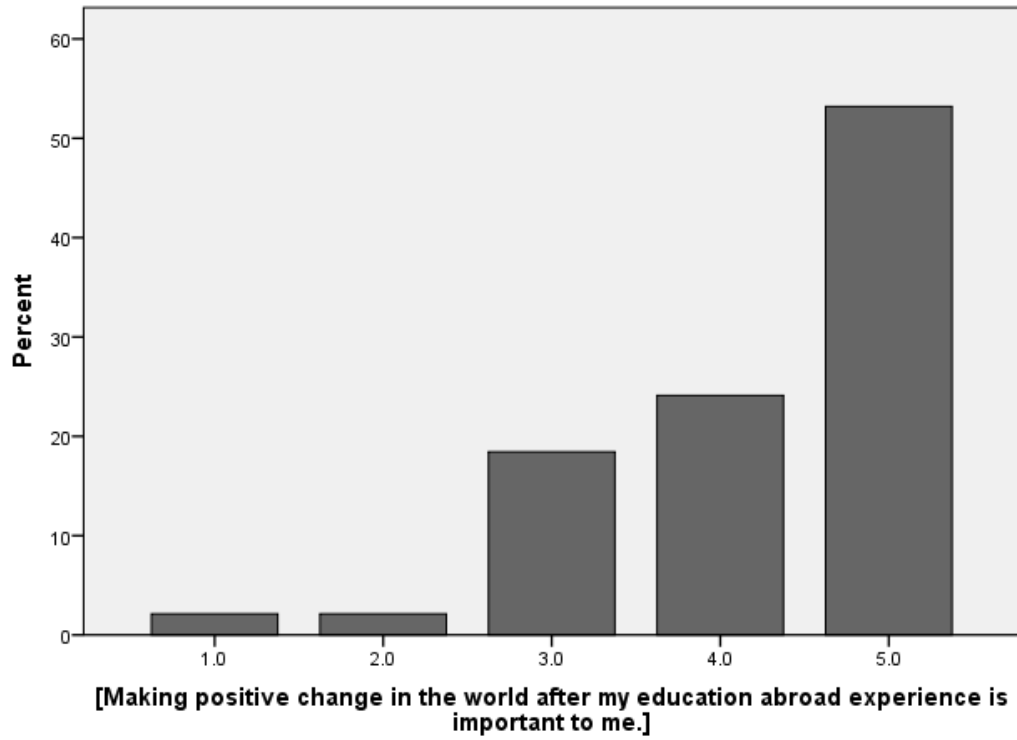
Figure 17 Making positive impacts 2.

[Before I returned home, I believed I could make positive change in the world after my education abroad experience.]

[After I returned home from my education abroad experience, I was able to make positive change the world.]
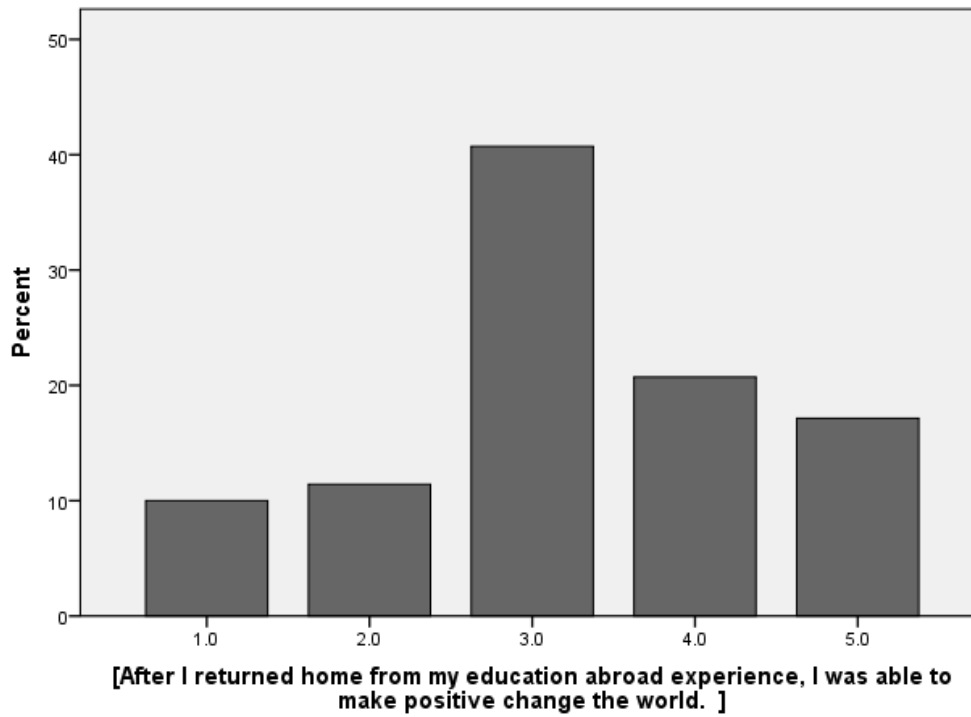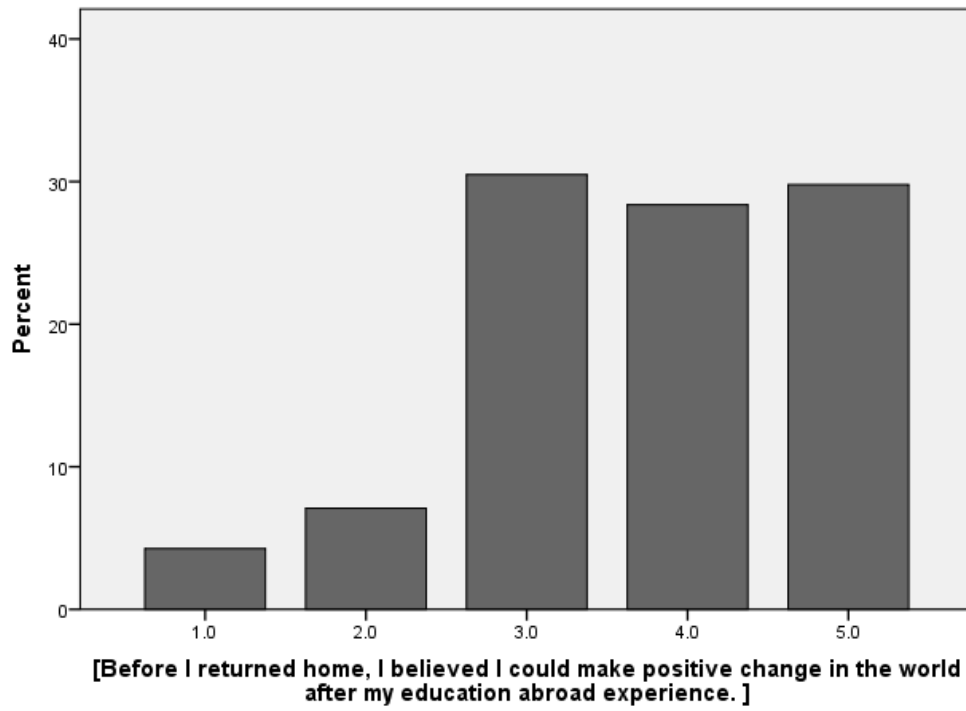
Figure 18 Making positive impacts 3.
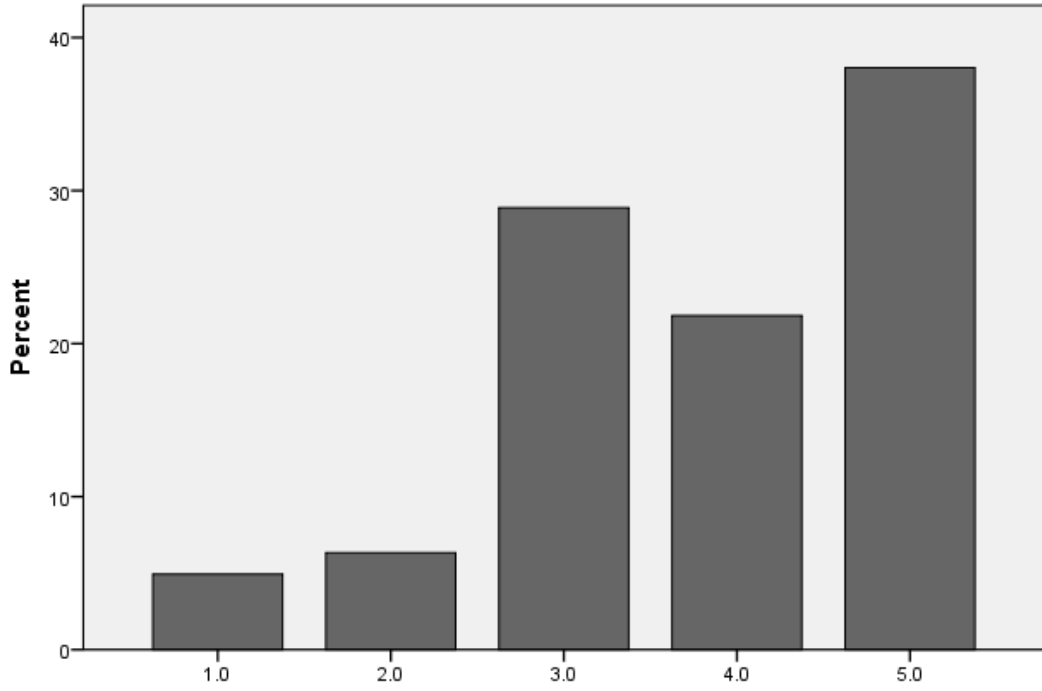
[Before I returned home, I believed I could make positive change in in my home community after my education abroad experience.]
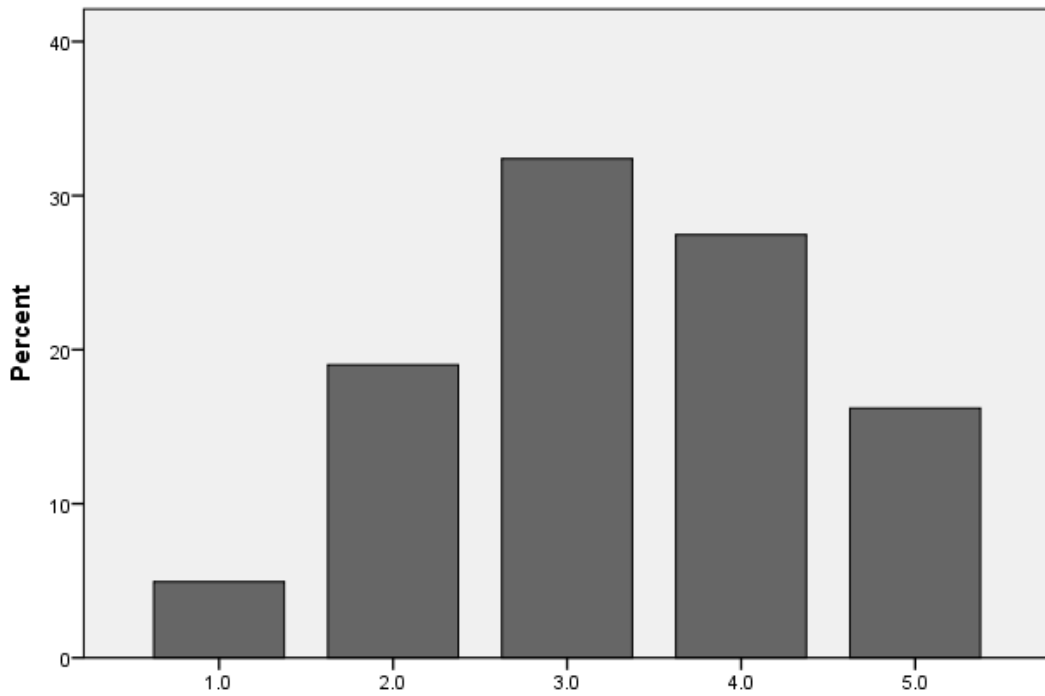
[After I returned home from my education abroad experience, I was able to make positive change in my home community.]

Figure 19 Making positive impacts 4.
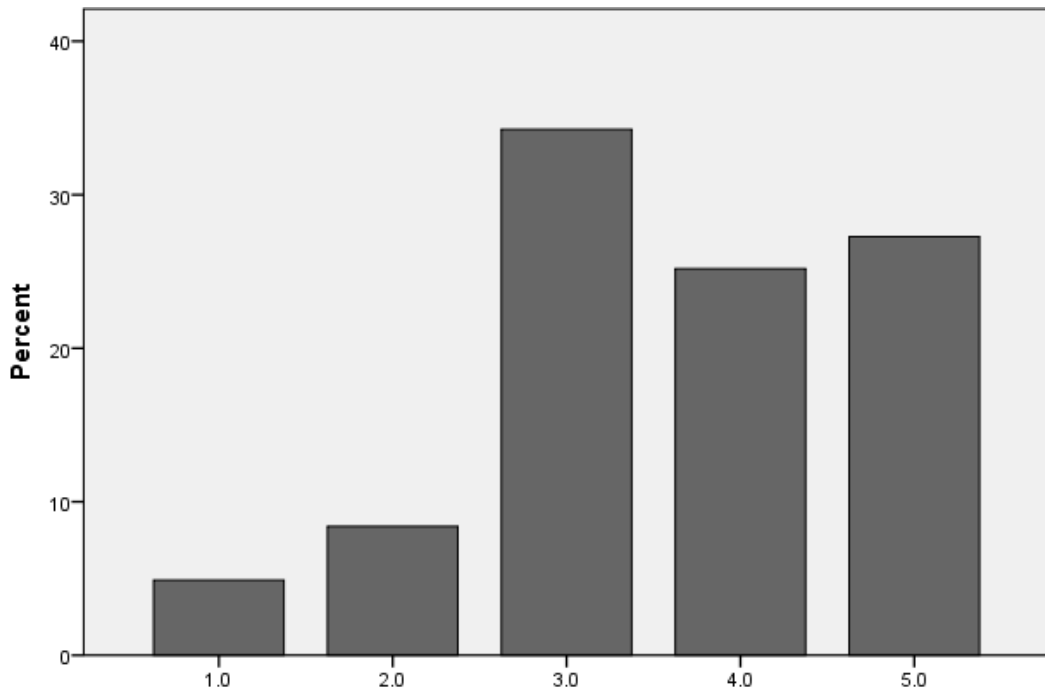
[I faced challenges making positive change in in my home community after my education abroad experience.]
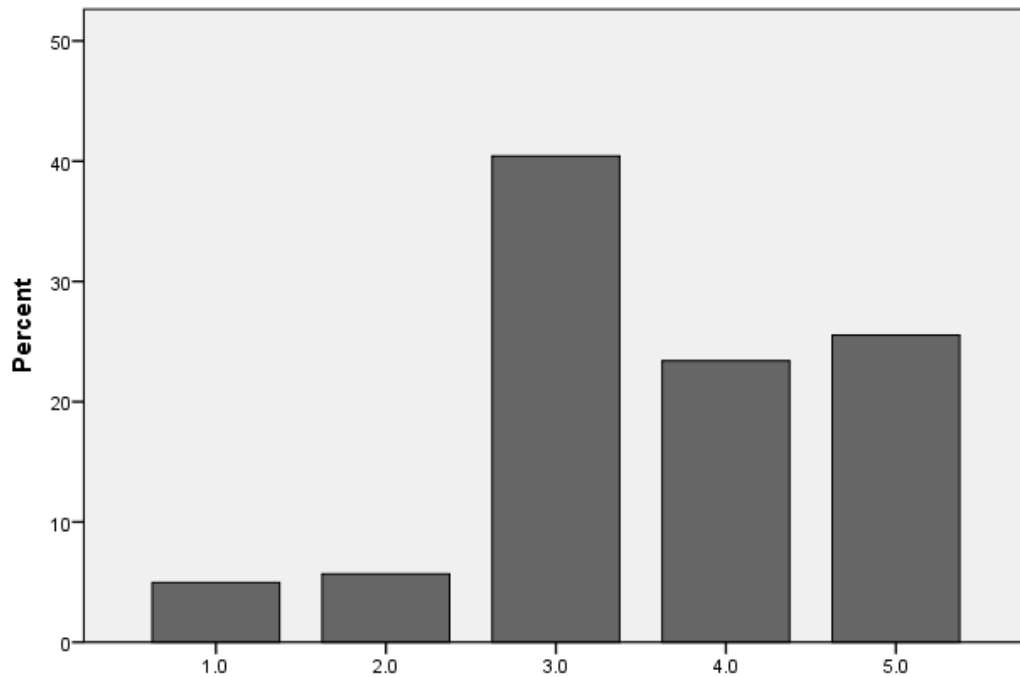
[I faced challenges making positive change in the world after my education abroad experience.]

Figure 20 Making positive impacts 5.
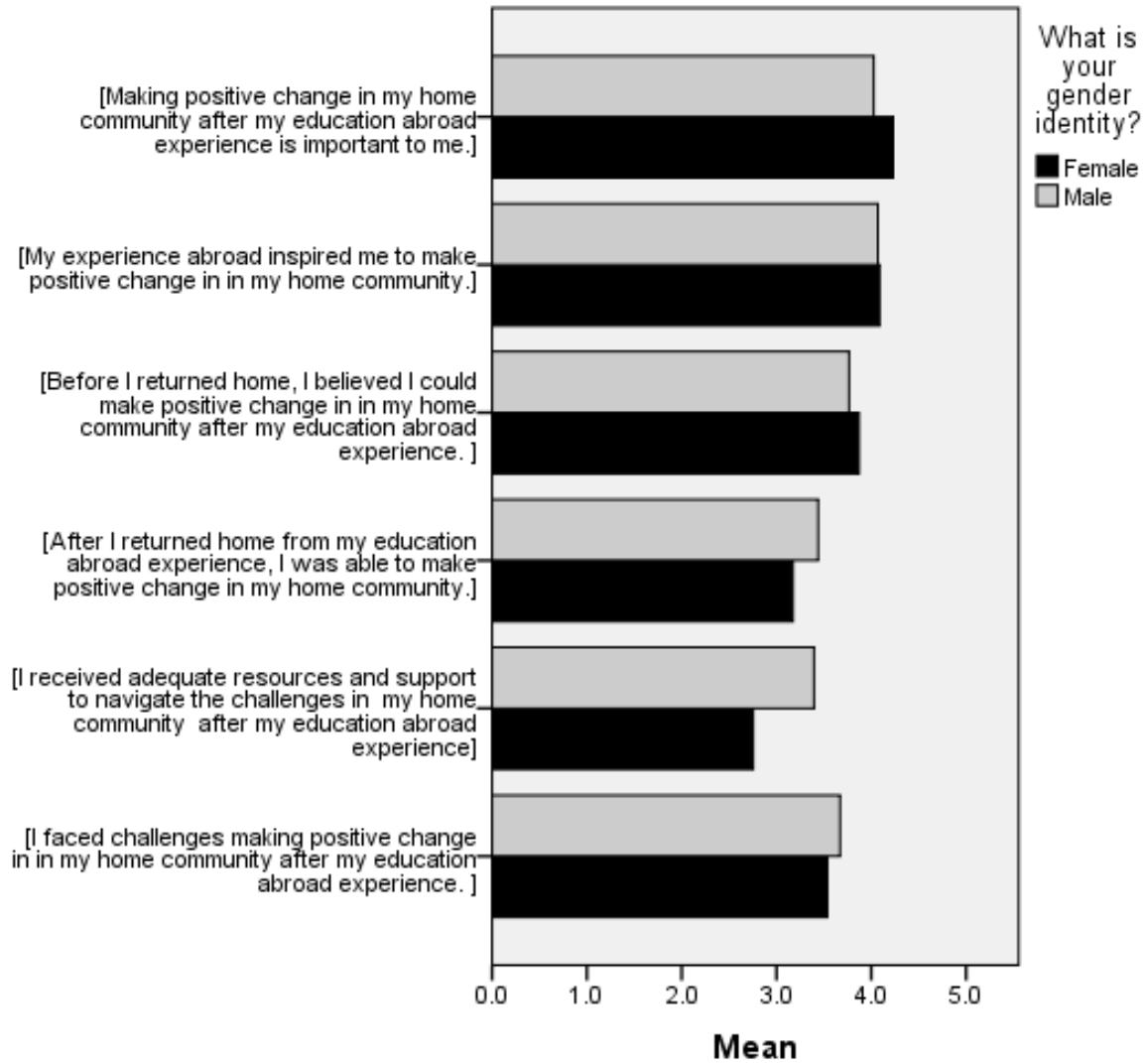
Figure 21 Making positive impacts 6.

Table 17 Inspired Me to Make Change Locally by Program Type

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	90.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4.335	.270		16.078	.000	3.889	4.782
	Foreign language certification	.246	.212	.097	1.157	.249	-.106	.598
	Short-term study abroad program (non-exchange; partnership or third party provider)	-.337	.291	-.141	-1.158	.249	-.819	.145
	Short-term home university / faculty-led program (participants and the faculty leader are usually all from your home university)	-.971	.369	-.272	-2.634	.009	-1.582	-.361
	Short-term exchange program (exchange programs are when your home university exchanges students with your host international university)	-.569	.306	sh-.223	-1.860	.065	-1.076	-.062
	Undergraduate degree	-.146	.347	-.041	-.422	.674	-.721	.428
	Master degree	-.206	.281	-.082	-.732	.465	-.672	.260
	Doctoral or professional degree	.463	.325	.130	1.426	.156	-.075	1.001
	Internship program	.471	.433	.089	1.086	.280	-.247	1.188
	3+1 or similar program	.811	1.066	.064	.761	.448	-.955	2.577

a. Dependent Variable: [My experience abroad inspired me to make positive change in in my home community.]
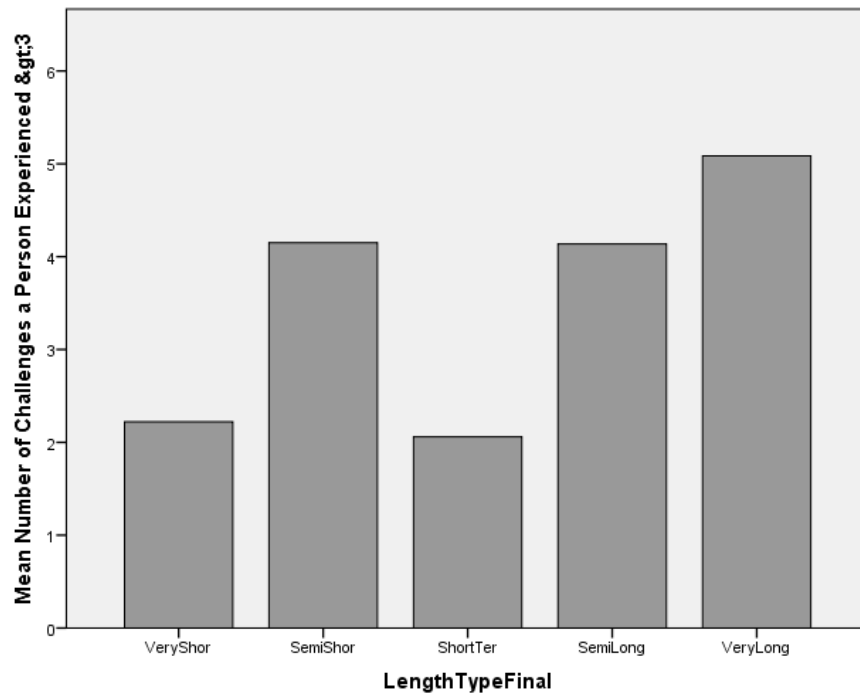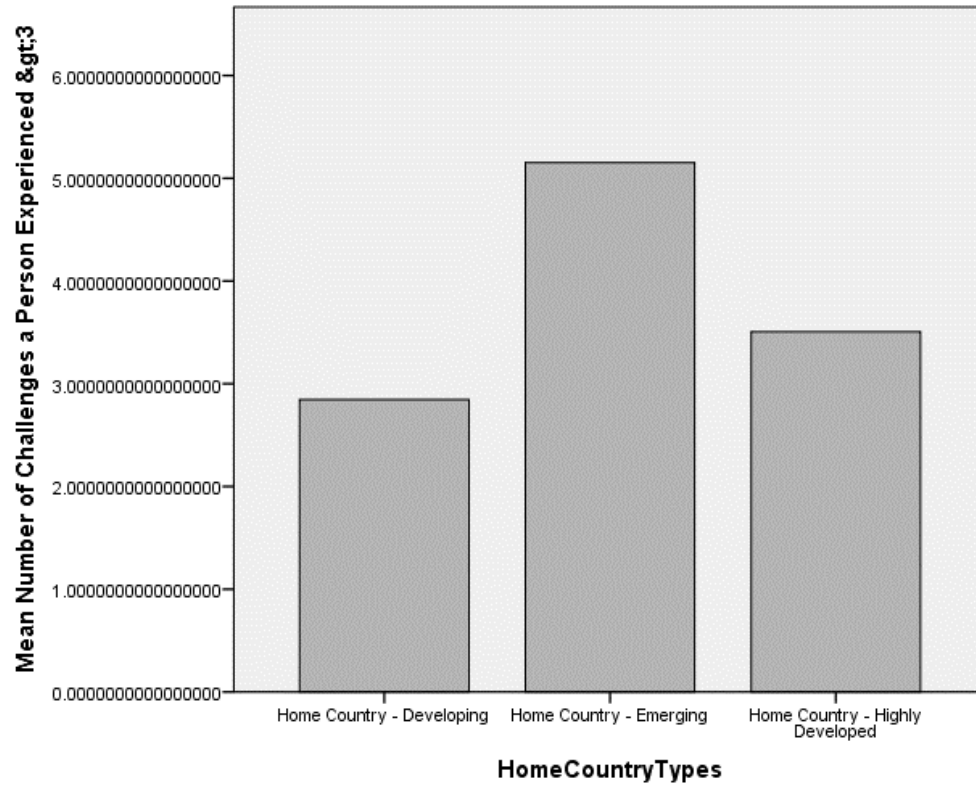
Challenges Experienced
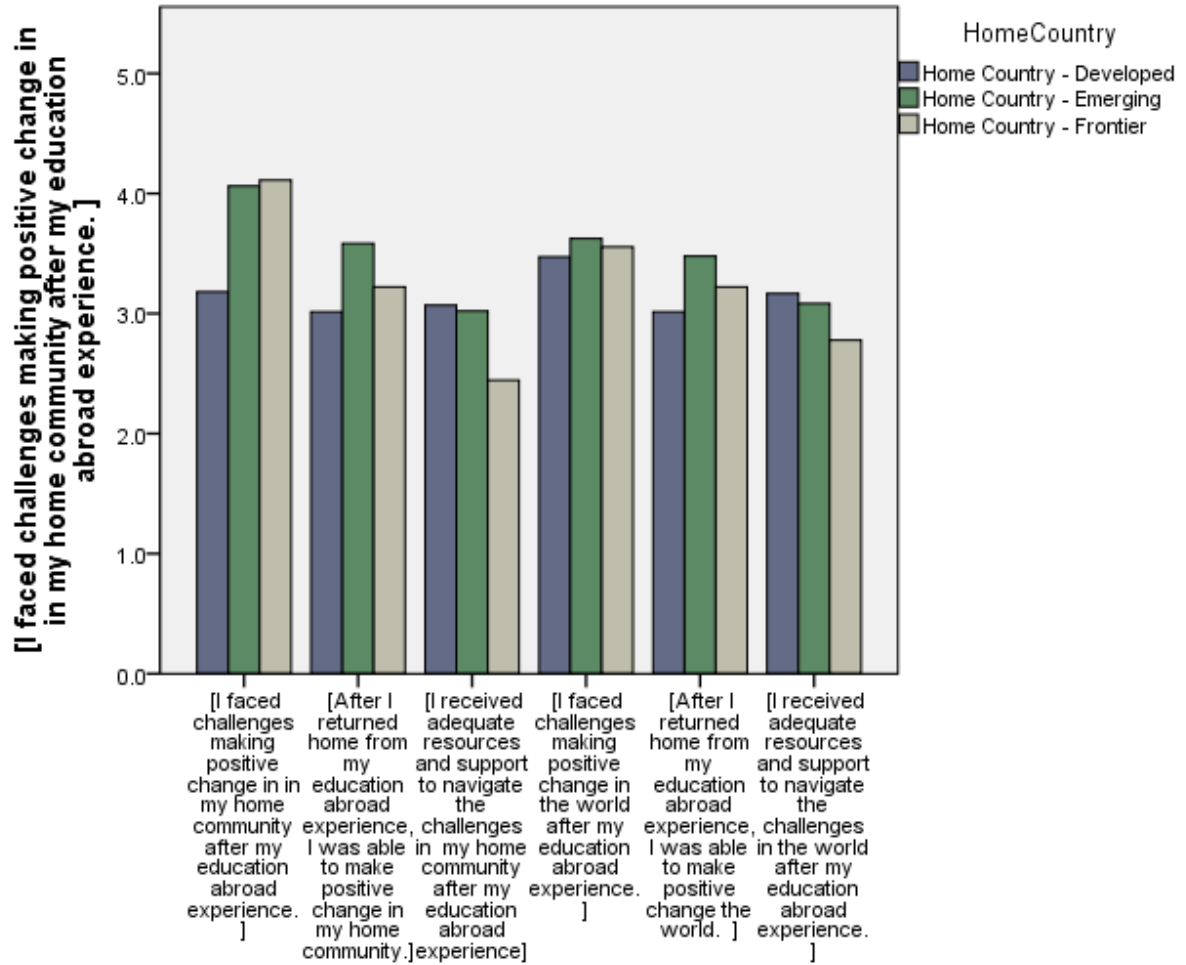

Figure 22 Challenges experienced 1.

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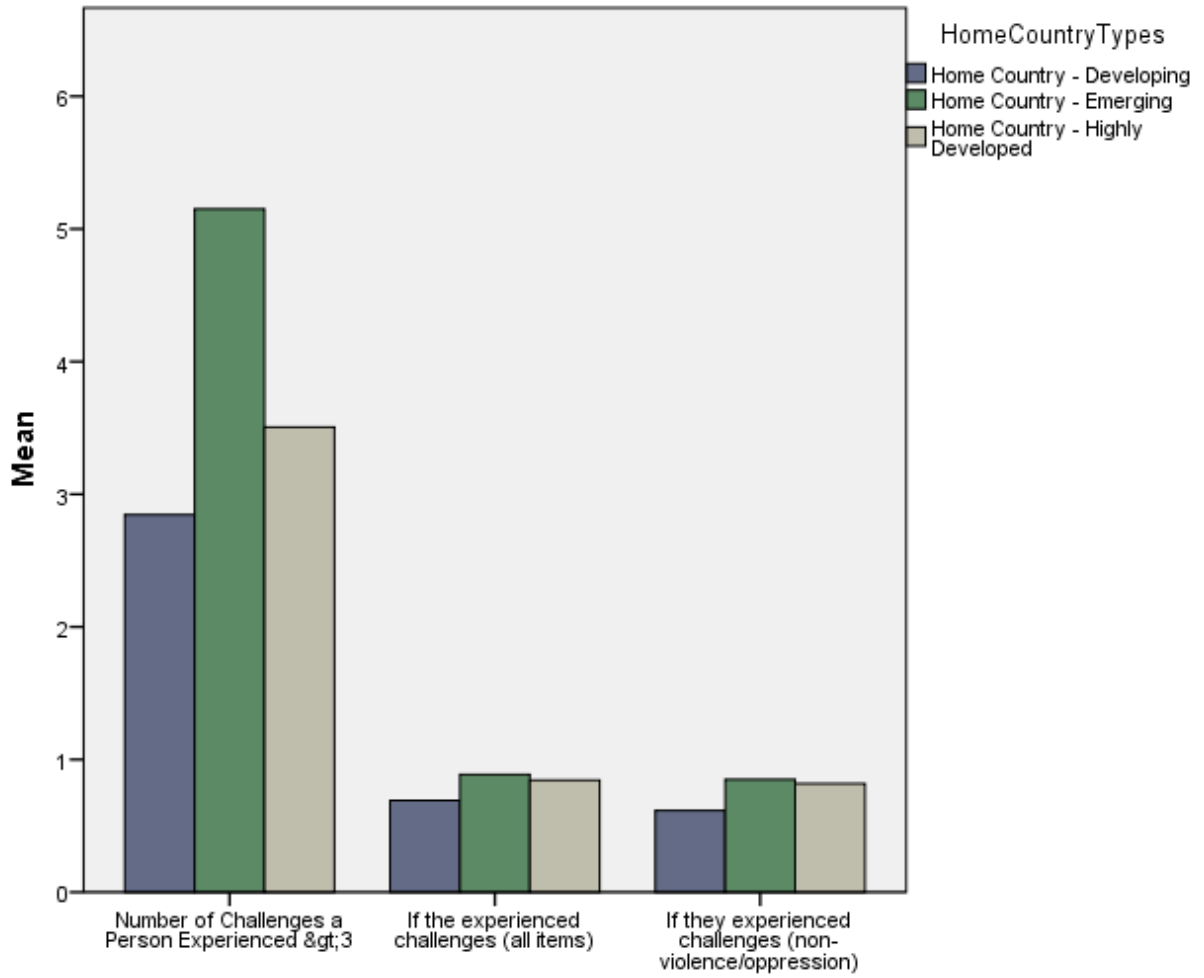*Figure 23 Challenges experienced 2.*
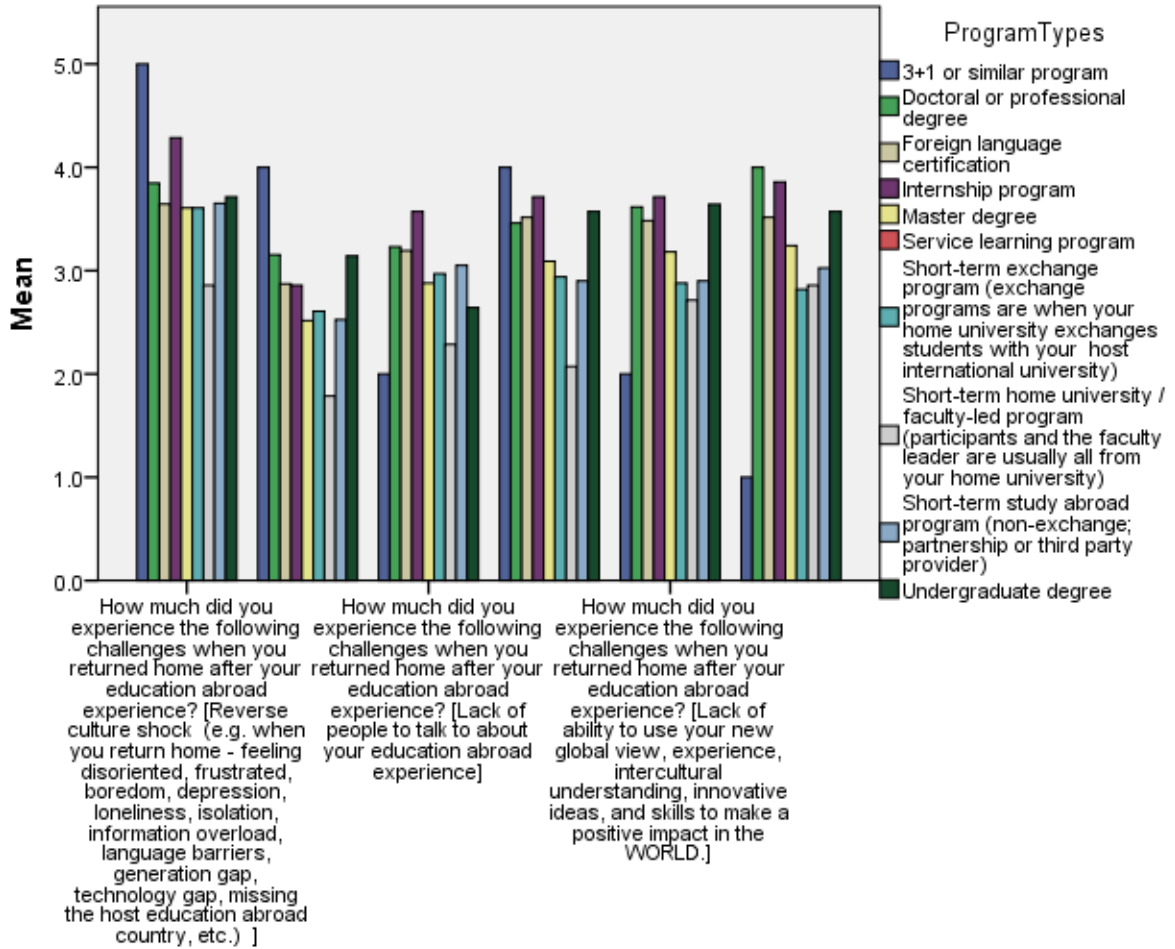
Figure 24 Challenges experienced 3.

Figure 25 Challenges experienced 4.

Table 18 *Program Type to Agreement that Faced Challenges Making Positive Change in Home Community*

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	90.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.603	.284		12.708	.000	3.133	4.073
	Foreign language certification	.259	.223	.098	1.160	.248	-.111	.629
	Short-term study abroad program (non-exchange; partnership or third party provider)	-.281	.306	-.112	-.919	.360	-.788	.226
	Short-term home university / faculty-led program (participants and the faculty leader are usually all from your home university)	-.530	.388	-.141	-1.367	.174	-1.172	.112
	Short-term exchange program (exchange programs are when your home university exchanges students with your host international university)	-.191	.322	-.072	-.595	.553	-.724	.342
	Undergraduate degree	.194	.365	.052	.532	.596	-.410	.798
	Master degree	.003	.296	.001	.011	.991	-.487	.493
	Doctoral or professional degree	.787	.341	.210	2.306	.023	.222	1.352
	Internship program	.547	.456	.098	1.200	.232	-.208	1.302
	3+1 or similar program	1.203	1.121	.090	1.073	.285	-.654	3.060

a. Dependent Variable: [I faced challenges making positive change in in my home community after my education abroad experience.]

Table 19 Program Type to Agreement that Faced Challenges Making Positive Change in the World

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	90.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.197	.292		10.962	.000	2.714	3.680
Foreign language certification	-.110	.230	-.043	-.481	.631	-.491	.270
Short-term study abroad program (non-exchange, partnership or third party provider)	.469	.314	.194	1.496	.137	-.051	.989
Short-term home university / faculty-led program (participants and the faculty leader are usually all from your home university)	.349	.397	.097	.879	.381	-.309	1.006
Short-term exchange program (exchange programs are when your home university exchanges students with your host international university)	.372	.330	.144	1.128	.261	-.174	.918
Undergraduate degree	.565	.389	.146	1.451	.149	-.080	1.210
Master degree	.313	.304	.123	1.030	.305	-.190	.816
Doctoral or professional degree	.531	.349	.147	1.521	.131	-.047	1.109
Internship program	-.297	.465	-.056	-.640	.523	-1.068	.473
3+1 or similar program	1.238	1.154	.096	1.073	.285	-.673	3.149

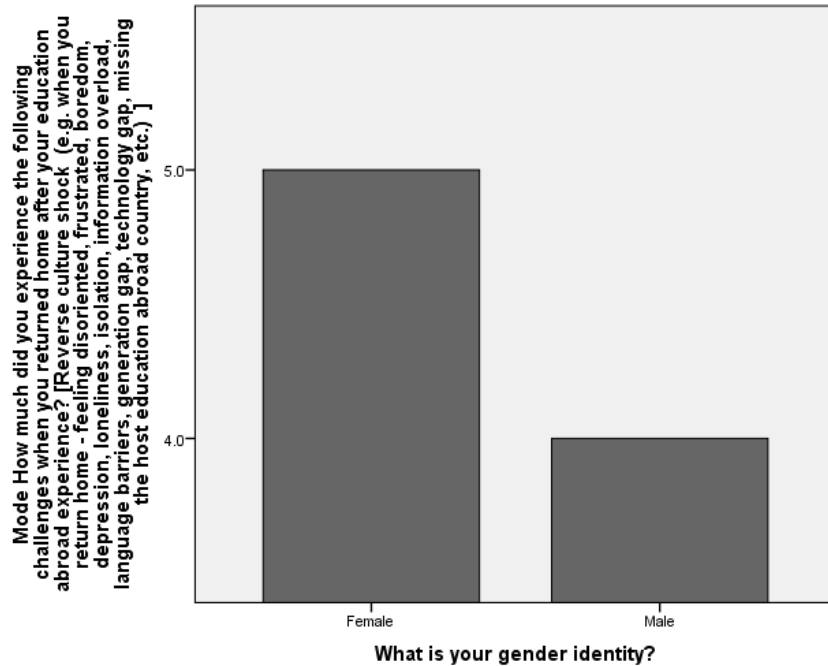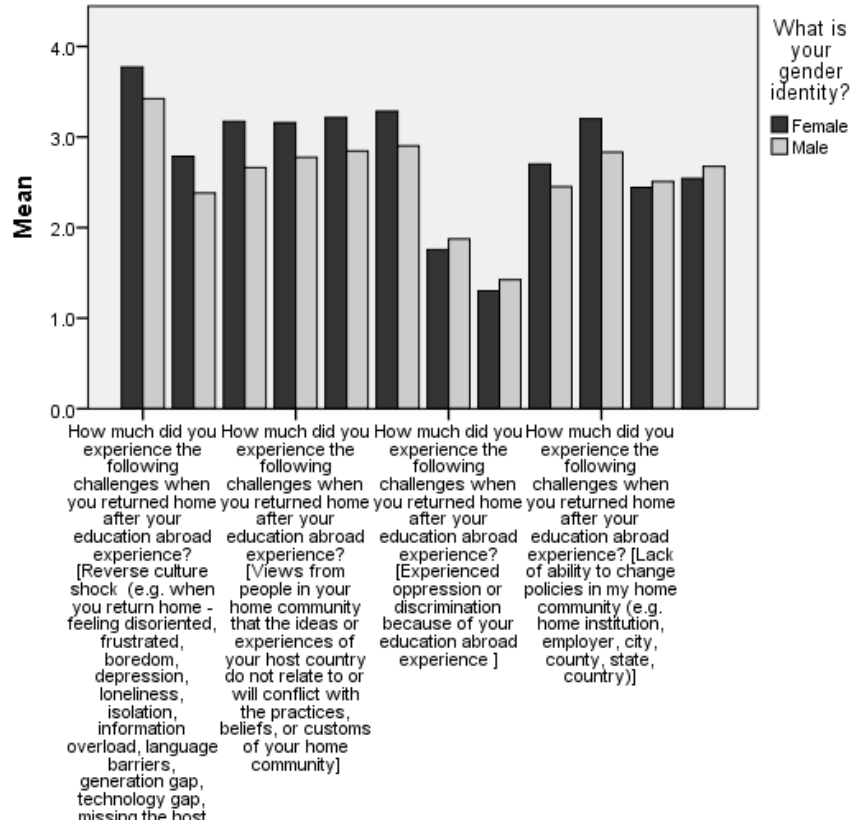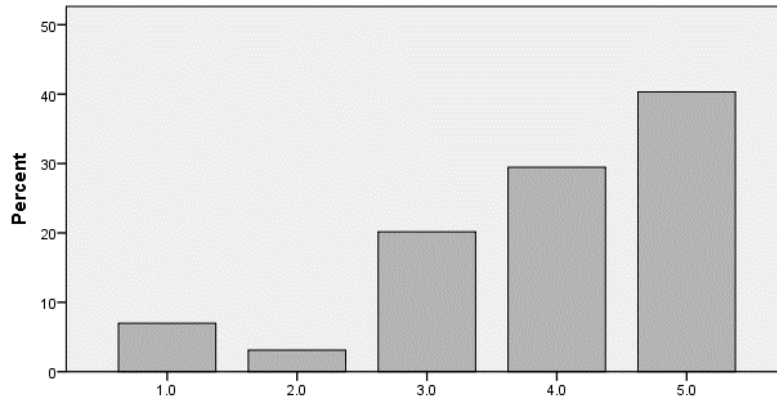a. Dependent Variable: [I faced challenges making positive change in the world after my education abroad experience.]
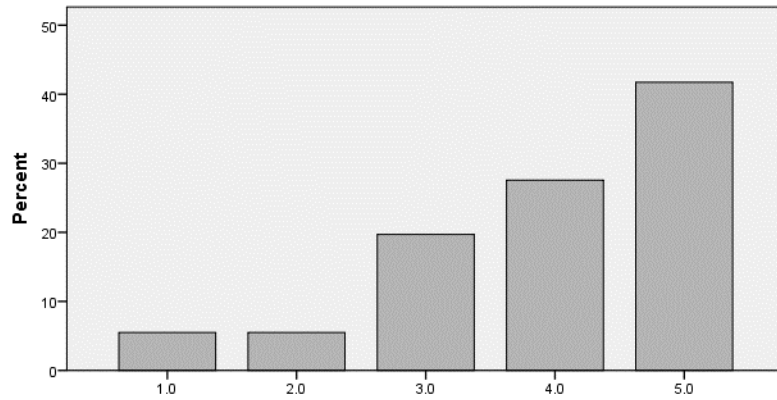
144

Figure 26 Challenges experienced 4.

Figure 27 Support and resources received 1.
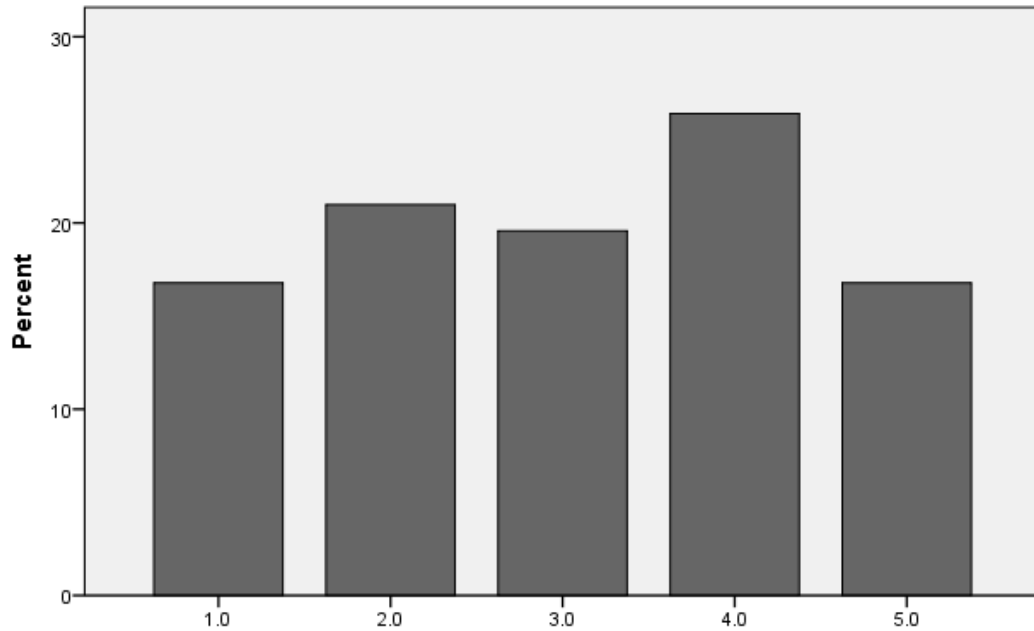
How helpful was your HOST education abroad institution/program at PREPARING you for the transition and challenges you would go through AFTER returning home from your education abroad experience? []
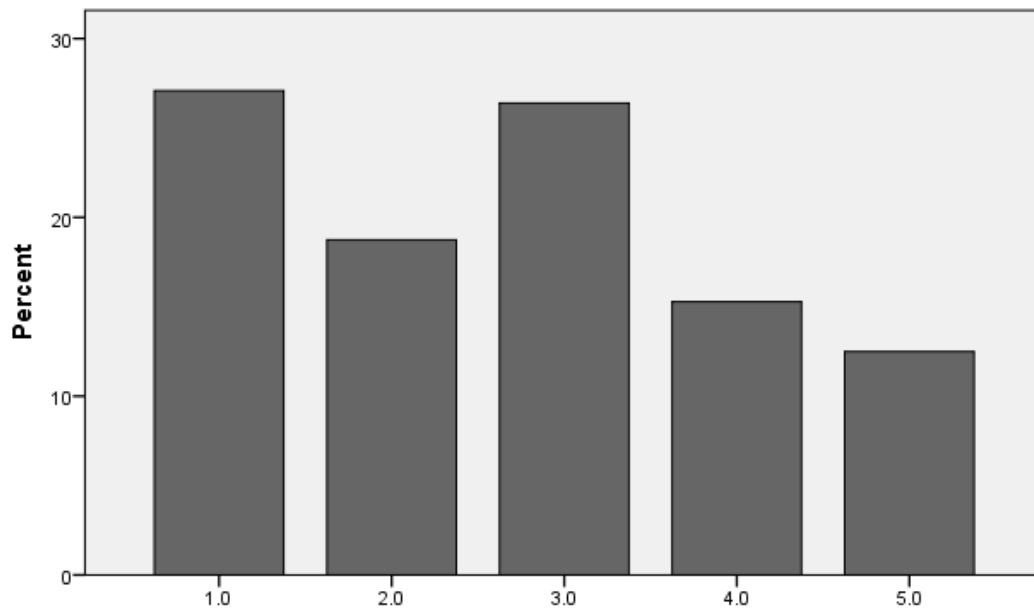
How helpful was your HOST education abroad institution/program at ASSISTING YOU during the transition and challenges you experienced WITHIN THE FIRST YEAR AFTER YOU RETURNED HOME from your education abroad experience? []

Figure 28 Support and resources received 2.

How helpful was your HOME institution at PREPARING you for the transition and challenges you would go through AFTER returning home from your education abroad experience? []

How helpful was your HOME institution at ASSISTING YOU during the transition and challenges you experienced WITHIN THE FIRST YEAR AFTER YOU RETURNED HOME from your education abroad experience? []
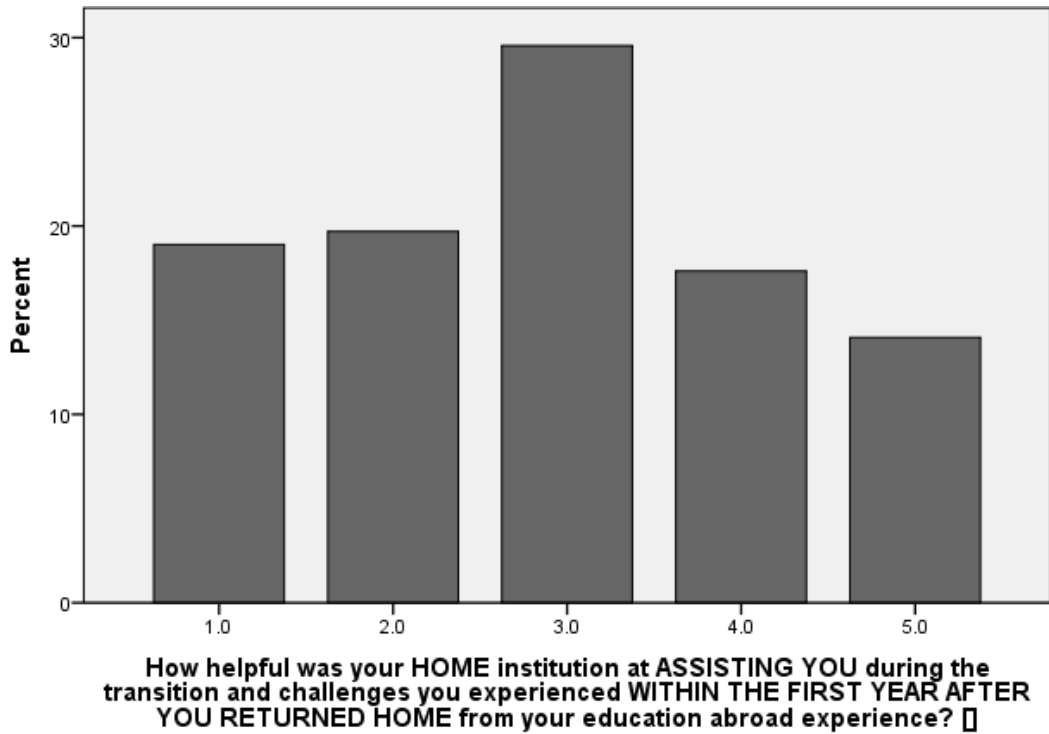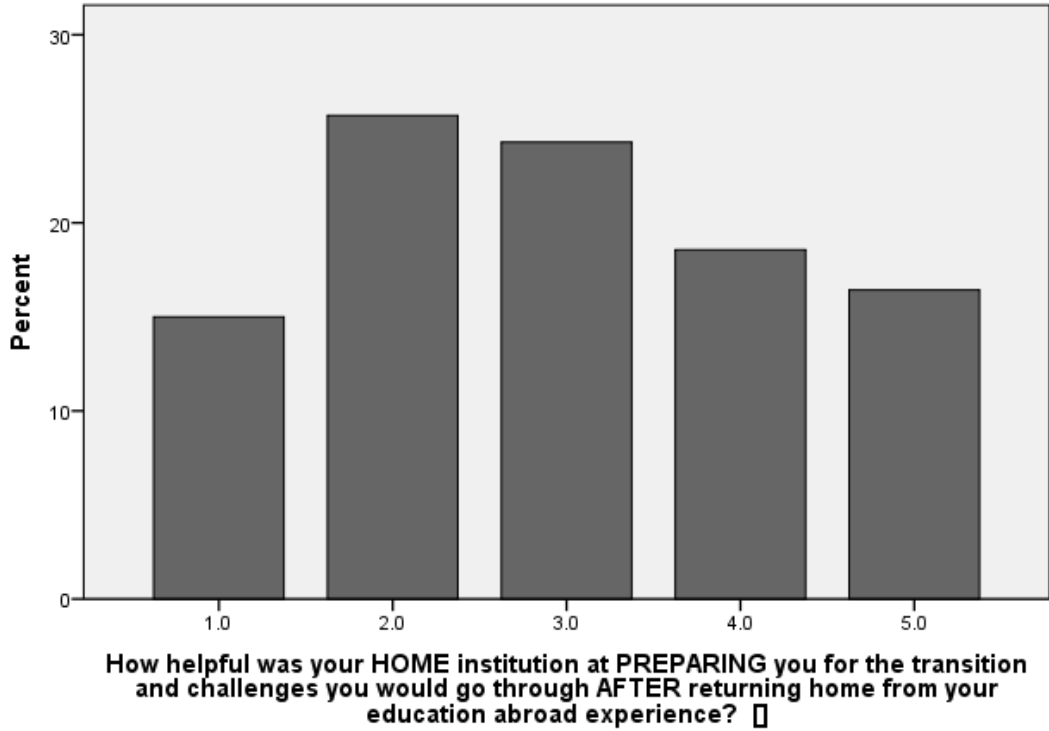
Figure 29 Support and resources received 3.

Table 17 Correlation of Resources and Support Receive with Ability to Make Positive Change in Home Community

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.706	.221		7.705	.000
	[I received adequate resources and support to navigate the challenges in my home community after my education abroad experience]	.520	.067	.547	7.735	.000

a. Dependent Variable: [After I returned home from my education abroad experience, I was able to make positive change in my home community.]

Table 18 Correlation of Resources and Support Receive with Ability to Make Positive Change in the World

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.234	.239		5.157	.000
	[I received adequate resources and support to navigate the challenges in the world after my education abroad experience.]	.638	.072	.602	8.863	.000

a. Dependent Variable: [After I returned home from my education abroad experience, I was able to make positive change the world.]

APPENDIX H

SELECT OPEN-ENDED PARTICIPANT RESPONSES

The following are select participant responses to the following survey and interview question: ***"If there was nothing stopping you, what specific contributions or changes would you have liked to make in your home community or the world any time after your education abroad experience?"*** These responses reflect common participant responses or key aspects of the research outcomes.

"That moment I finished my experience abroad I was full of energy and wanted to make the world and my community a better place, use what I learned to make a real impact on them. But those thoughts became just wishes."

- From Brazil, short-term partnership program in USA

"I would have liked to have engaged with others who had just returned from a similar study abroad experience or those who had previously participated in the same experience. I would have liked to take the new cultural norms I had learned and applied them to the work I had been doing. It would have been nice if my university had better prepared us for how to leverage our international experiences to improve our community."

- From USA, short-term exchange and home university/faculty lead programs in France

"Develop ways to reduce global warming, improve safety on roads, reduce terrorism and wars, etc."

- From India, Master's degree in USA

"The return home is one of the most difficult experiences that I have lived, the culture shock is very strong. I felt disoriented, frustrated… It took almost six months to adapt. Nobody teaches one about this and it is very hard to live it alone."

- From Colombia, foreign language certification in USA

"During this particular study abroad experience, I met a lot of people who were in the process of immigrating, many of whom were fleeing terrible circumstances in their home countries. This very much sensitized me to the plight of immigrants and refugees in my own home country. Especially after this experience, I would like to see changes to my country's immigration policy that would treat migrants (especially asylum seekers) with more dignity and compassion."

- From USA, foreign language certification in Canada

"I'm on a real mission now to transform education in my home country. I would like to provide students with the same great learning experience I received in the US. I believe by improving education everything else can be improved. ALL the shit I see now is linked to the lack of proper education!"

- From Libya, foreign language certification and Master's degree in USA

"I would have initiated a sustainable empowerment program for youth in rural Liberia, beginning in my community, and particularly in areas of peace-building, education and leadership."

- From Liberia, short-term partnership program in USA

"I would like to have my city cleaner than what it is now - a place where waste recycling would be a very important means of waste disposal and environmental rules strongly adhered to."

- From Liberia, short-term partnership program in USA

"Provide services to juveniles in conflict and in contact with the law; improve rehabilitation programs and provide financing to youths with innovation ideas- that have the potential to drive the economy.

- From Liberia, short-term partnership program in USA

"If I had god-like power to implement changes in policy, etc., after returning from Japan, I would have liked to make (1) the streets cleaner, (2) customer service nicer, easier, more efficient, smoother, (3) train service here in the US better, (4) to expand global attitudes here in the US, combatting West-centric attitudes."

- From USA, short-term exchange in Japan

"It is true that I learned a lot of things from my host country (Japan) from different perspectives; but, I think it's really difficult (if not impossible) to apply what I learned to make my country a better place… Tunisia is still not ready for this 'optional' change. The situation back home is unstable. Many people think that are more important things to deal with. There are things that has to be done first before thinking to make it work better."

- From Tunisia, Master's and PhD degrees in Japan

APPENDIX I

PARTICIPANT RECOMMENDATIONS

To conclude this research, the following are recommendations provided directly from this study's education abroad participants that can be used to improve education abroad participants' ability to navigate challenges during the reentry phase, and to be able to make local and global impacts:.

- Create ways for education abroad participants to continue their education abroad experiences, both locally when they return home and through connections back to their host community.

- Increase opportunities for cultural exchange and integration.

- Increase opportunities for continued learning about global topics, especially topics we become very interested about while abroad.

- Increase opportunities for more people to engage in education abroad.

- Increase opportunities for more than one education abroad opportunity to be possible.

- Better explain what being abroad means and prepare participants for the reentry phase experience before we go abroad and before we return home.

- Create ways for future, current, and past participants, and the global networks they made, to be able to continue their dialogues.

- Intentionally create resources, programs, and activities that help the institution's international students and home students who previously went abroad or will go abroad to interact and connect.

- Create pre-return orientations to help participants reflect on and summarize their journey, prepare them for the challenges they will face during reentry, possibly grouped by similar experiences (e.g., region of the world from), and motivate them to use their experience to make an impact on the world.

- Seriously listen to education abroad participants (at home and host institutions) experiences and ideas, and modify institutional education abroad approaches accordingly.

- Make education abroad experiences a mandatory part of all higher education worldwide.

- Intentionally increase opportunities for education abroad participants to be able to learn from different cultures and help the world become more united.

- Create more opportunities for participants to be able to grow academically and professionally while abroad by connecting with people in their same field in the host country. This will grow international networks and impact their understanding by seeing the realities of their field in a different context.

- Provide more access to practical experiences abroad (e.g., internships, service-learning, fieldwork) in order to better prepare students for the "real world" on a global level.

- Make intentional opportunities for education abroad participants to learn about and discuss significant global events (e.g. open discussion about Japans apologize on war crimes to Korea to help change continued tensions between people of both countries). Use this to shift narratives and discourse, and to increase peace and understanding between conflicting groups worldwide.

- Provide more opportunities to understanding local matters on a global scale (e.g., race relations in the U.S. are actually similarly experienced around the world).

- Create more funding to allow more people from around the world to engage in education abroad, especially people who have never had the opportunity to leave their country.

- Use education abroad to bridge the gap between "internationals" and "nationals" within a given country's educational institutions and education abroad programs.

- Have returnee dinners to help returnees debrief, reflect, and connect, as well as provide a way for home institutions to gather valuable feedback, and for attendees to share food and culture from their host countries. Include future, current, and past education abroad participants.

- Create more returnee engagement and volunteer opportunities to increase global understanding at home institutions and communities.

- Create comprehensive international strategies and collaborations throughout home and host institutions to assure that all resources and actors are working together and providing more global opportunities for the university/program communities.

- Make sure returnee events and events with "internationals students" are organic and not awkward or forced.

- Be more student-centered in our approaches to returnee events.

- Interview education abroad office student employees to get their in-depth knowledge and ideas for improvements as both a returned education abroad participant and an employee within education abroad that has a unique perspective and sees both sides.

- Improve language programs in order to be at the correct level that the participant is actually at, and increase intensive language programs to help participants more easily immerse into the host culture. Increase language immersion opportunities at home institutions for education abroad preparation and continued language use.

- Provide readily available resources to education abroad participants about opportunities to stay in the country and continue their experience abroad (e.g., U.S. Optional Practical Training, work visas, continued education opportunities, etc.), especially participants from countries with detrimental situations.

- Support more opportunities for home and host institutions to increase research and collaborations with direct involvement from education abroad participants.

- Provide more mental health resources for returnees to help navigate reverse culture shock and the reentry phase.

- Provide more education abroad returnee conferences.

- Support rhetoric that promotes education abroad as a holistic journey and spectrum of learning.

Specific ideas how technology can be used.

- Use technologies accessed while abroad to increase reliable internet access worldwide.

- Use technology platforms, such as social media and online communication tools, to continue dialogue with people from the host country, people who will go abroad, and people who have returned from abroad.

- Have concerted communication be sent, both through social media and email, to participants and returnees that helps the participant at all stages of the education abroad journey and keeps them engaged as alumni.

- Utilize video conferencing, online seminars, and internet exchanges to continue host/home institution and related group connections.

- Use technology as a way to prepare certain groups (e.g. Americans and Australians) for understanding that the education abroad experience is not about partying, but about learning and growing.

- Use technology to overcome language barriers among populations around the world in order to increase international connection and understanding opportunities.

- Increase access to free technology that provides language immersion in top world languages, not just English.

- Use technology to connect people for online language exchange.

- Use technology to allow for international multi-institutional research, faculty-staff-student exchanges, etc. between universities, especially for education abroad participants who return home to work in academia or other related roles that host institutions will benefit from collaborating with.

- Provide opportunities for participants from countries that have technology restrictions on them (e.g., YouTube access restrictions in Libya) to be able to continue reliable knowledge access via the internet upon return home.

- Create trainings to prepare education abroad participants from countries where technology knowledge and usage ability is not high (e.g., typing lessons, composing an email, email organization, etc. for participants from Libya and Saudi Arabia).

- Use technology to creatively record education abroad experiences and share them with the world at large, home and host institutions, and potential, current, and returnee participants.

- Use education abroad as a conduit for providing improved technology access and quality to marginalized populations around the world.

- Use education abroad experiences as a way to learn about ingenious technologies available in other countries that are not being utilized in other countries (e.g. sinks on toilets in Japan to reduce water waste).

- Use technology in host countries to enable education abroad participants on how to use technologies that might not be available in their home country.

- Use technology to help participants continue their lifelong learning and global understanding.

- Use the many resources available online (e.g. online training and classes) to help participants become even more knowledgeable and prepared for making local and global impacts, especially free MOOCs/online classes.

- Use the English language as a technology, providing more free opportunities for people around the world to become proficient in English so they may have more access to broad knowledge (impactful and empirical publications) that is primarily available only in English online.

- Use technology to help participants continue learning about and stay connected with the host community, even after the experience abroad has finished.

- Make sure technology is used in the same way that younger generations use it so that it speaks and appeals to them.

- Create phone applications, similar to online dating applications, that allow education abroad participants worldwide to connect, share ideas, resources, and tips, and more.

- Be careful with using social media, as all mediums do not always work for and engage everyone. Be cognizant of the different websites, social media platforms, and applications that are used by or are restricted to different populations worldwide.

- Use technology to help others understand what others experience.

- Open up any form of dialogue through technology, any. We have to start somewhere.