

**International education
is helping to spread
the benefits of social
entrepreneurship
across the globe.**

BY KAREN LEGGETT

Active



Tobias Rose-Stockwell, founder of the Human Translation Project, took this photo of a young girl from the Sarnelli House Orphanage in the rice fields of Thailand.

Engagement

TO CREATE AN ENTREPRENEUR, mix equal parts of daring and drive, add a whiff of adventure, a touch of risk and sprinkle liberally with imagination and hard work. An employer's job description would be more prosaic—a self-starter and a decision maker will work the hours needed to achieve a goal and remain motivated even when the roof falls in. The young people you are about to meet bring all this and more to projects as diverse as sustaining a reindeer herd in Mongolia, selling Peruvian sweaters in Europe, and expanding the number of minority students who study abroad. These students were so profoundly affected by their work or study abroad experiences that they were inspired to start their own projects, organizations or companies. The ingredients of their success include raw enthusiasm, unbridled compassion, and a deep well of optimism.

The Road Less Traveled

Morgan Keay was a student at the University of Colorado in Boulder when she decided to spend her junior year at the School for International Training (SIT). Asked to choose between London and Mongolia, Keay chose Mongolia. She also chose the road less traveled when she decided her final project would focus on the Tsataan, a tiny ethnic group raising reindeer in the far north of Mongolia.

"The community was very articulate about the challenges they were facing with the health of their reindeer (because of inbreeding), but they did not have the resources to overcome these problems," explained Keay. As she left on horseback after living in the community for a month, the local chief gave her his grandfather's pipe so she wouldn't forget the community's request for help.

"I rode away feeling very overwhelmed. I thought I was just going to write a paper."

Instead, Keay started the Itgel Foundation with fellow SIT student Liliana Goldman. "Itgel" is the Mongolian word for *hope*. The Foundation is committed to protecting Mongolia's cultural and environmental legacy through grassroots projects. Keay had majored in biology and religious studies and she uses them both, doing nutritional work and veterinary research on the reindeer but also serving as a cultural and

linguistic interpreter for a reindeer biologist whom Keay recruited in Alaska.

Keay developed immense respect for the capabilities and aspirations of the people in Mongolia. "They are facing modern challenges while being true to their cultural traditions ... you can have an impact among people who have a passion about their own country."

Concern for Poverty Sparks Change

Respect for the intelligence and motivation of local populations, even those living in dire poverty, is a common thread among study abroad alumni who become social entrepreneurs. Rye Barcott, who graduated from the University of North Carolina in 2001, won a Lucius Burch fellowship to study ethnic conflict in Kenya as an undergraduate. He lived in a tiny hut in Kibera, an urban slum about the size of New York's Central Park but home to 700,000 people. "There was an enormous reservoir of talent going to waste because the opportunities aren't there," said Barcott. "I wanted to do something."

He created Carolina for Kibera (CFK), which began as a soccer league for about 5,000 children and was recently named a *Time* magazine and Gates Foundation Hero for Global Health. The program, which requires children to engage in community service in exchange for the chance to play

soccer in an organized league, is led locally by Salim Mohammed, a young Kenyan who had grown up on the streets of Nairobi. The details of CFK were hashed out in Barcott's emails with Mohammed after Barcott returned to the States.

Barcott had also befriended Tabitha Festo, an unemployed nurse and mother. Barcott lent her \$26 so she could begin selling tomatoes to support herself. When he returned to Kenya a year later, "she had taken that small amount of money, sold tomatoes for six months and pursued her dream, which was to start a clinic in her community. She was seeing patients out of her house." Barcott is still incredulous. The clinic became CFK's second program, and although Festo died of complications from a burst appendix in 2004, the new Tabitha Clinic—built in part with funds donated by pop musician Sarah McLachlan—serves about 200 people a day. Another CFK project, Binti Pamoja (Daughters United), is a reproductive health and women's rights center for teenage girls that raises funds in part by selling a book of photos and essays written by the girls. *LightBox: Expressions of Hope from Young Women in the Kibera Slum of Nairobi* was edited and published by Emily Verellen, a 2002 graduate of American University who had visited Kenya during her own education abroad program.

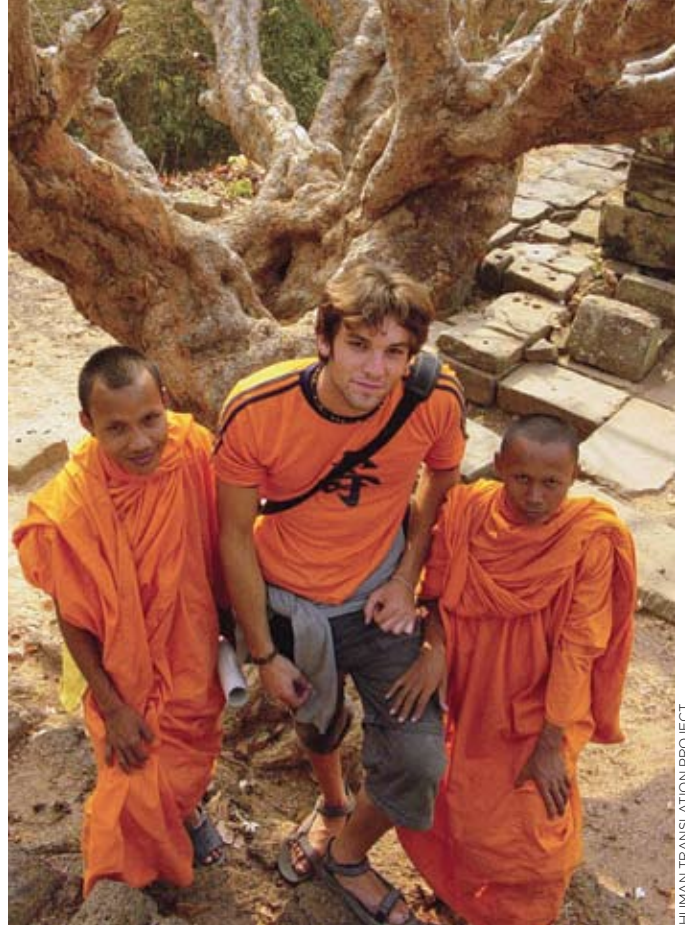
Barcott, who recently served as a Marine Corps Captain in Iraq and is now engaged in post-graduate study at Harvard, says he'd like CFK to "empower a generation of leaders who can lead in their community and challenge the system of governance that created a Kibera." He believes the program succeeds because it does not provide or even direct services in Kibera, but enables, facilitates and advises the Kenyans who do.

Barcott urges students who do go abroad to get out of their comfort zone and not stay in an American bubble. "You will get an experience that is enriched beyond your imagination if you go off the beaten path."

'Culture Shock' Inspires Connectedness

The bubble that bothered Tobias Rose-Stockwell was the tourism culture of Bangkok, Thailand. "People see you as a dollar sign. I felt there was a culture I wasn't connecting with, so I decided to dive in and seek that connection." Rose-Stockwell had studied abroad in South Africa while he was a student at Allegheny College. He remembers being approached by a woman in the bush who had two children and a baby and wanted some clothes. "I could personally reach out and touch her and affect her circumstances...I could make a difference in an insignificant way."

That haunting, vivid memory was alive several years later when he traveled to an orphanage in northern Thailand. Armed with the skills of his studio art major, Rose-Stockwell drew pictures of the children as they told their stories. When he shared the pictures back home, "people gave me money and expected me to know what to do with it." So in November 2004, he created Human Translation to dissolve the level of abstraction that surrounds the typical U.S.



HUMAN TRANSLATION PROJECT

Tobias Rose-Stockwell, center, founder of the Human Translation Project, with monks in Cambodia.

awareness of abject poverty. The organization's Web site features stories, photographs and artwork that Rose-Stockwell created and collected in Cambodia and Thailand.

Human Translation expanded quickly. When a group of monks and village elders in Cambodia told him they needed a little money to fix a broken dike, Rose-Stockwell reached out to Engineers Without Borders, which has started a four-year project to reconstruct a reservoir and build a new water gate. "We are the fulcrum to make other things happen," says Rose-Stockwell. But he also says he feels a pull to get back to Africa and "reconcile with the lady in South Africa."

Spreading the News About the World

Rose-Stockwell's stories are just the type of submissions Nick Fitzhugh and Kerala Goodkin seek for their publication, *Glimpse*, and the Web site for the Glimpse Foundation, whose mission is to provide a forum for young adults working and studying abroad. Goodkin and Fitzhugh met at Brown University, after Fitzhugh had spent time working in Europe and Goodkin had joined a Duke University program in Bolivia, where she worked as a reporter for the *Bolivian Times*. "We both felt we had an intimate snapshot of life in other countries and wanted to share an evolving understanding that goes beyond disasters and tourist attractions," said Goodkin.

"Part of our mission is to get people to care about the world and create a desire to know about the world," explains Goodkin. "It's Your World. Get Acquainted," announces the Web site banner. Fitzhugh adds that the articles are designed to make the subject matter compelling to people who aren't already interested in a country, such

as one recent cover story on “Fighting the mafia is dangerous—but we’re still alive. Gritty Italy: What the tourists don’t see.”

One-quarter of the funding for Glimpse comes from charitable gifts and grants. The other 75 percent comes from magazine advertising, college memberships, subscriptions, content licensed to other publications and some merchandise sales. “In five years, we’ve reversed the percentages,” says Fitzhugh with obvious pride. His vision is to add more staff and increase programming and impact. “One of our underlying goals is to develop future leaders who have interests and capabilities built on their study abroad experiences and a sense of global citizenship and responsibility.”

Fostering U.S. Awareness Beyond Borders

Peter Quaranto and Michael Poffenberger were also inspired by their overseas internships to spark a greater sense of global awareness among U.S. citizens. While they were undergraduates at the University of Notre Dame, they both studied in Uganda with SIT and subsequently created Uganda Conflict Action Network, or Uganda-CAN. Initially a student movement dedicated to peaceful resolution of the civil war and humanitarian crisis in northern Uganda, it is now becoming a more comprehensive organization called Resolve Uganda under the umbrella of Africa Faith and Justice in Washington, D.C., with Poffenberger as executive director.

COLLEGE-BUILDING IN AFRICA

Alumna Founds School on Limited Resources

By Frank Broomell

KIBRE DAWIT knows all about the challenges of founding a school with limited resources.

As a graduate student at the George Washington University School of Business in the early 1990s, Dawit had a vision to start a university for the less fortunate. But after founding a school in 2000, she realized the hardships of getting an educational institution off the ground.

Many students at her school cannot afford their own textbooks, much less the cost of tuition. And perhaps the most difficult part of this college is its location: central Ethiopia, Africa.

“We are working with inputs that Ethiopia does not currently have,” she said.

Dawit, 43, was born as the daughter of a diplomat and grew up living in various parts of Africa, Europe, Canada and the United States. She received her undergraduate degree at Maharishi University of Management in Fairfield, Iowa, before attending GW for graduate business school.

“I chose GW because it is in the capital of the United States,” Dawit said. “GW’s program was also one of the top in the nation.”

While completing her master’s in business administration, Dawit worked full time at the GW Hospital and attended classes at night. As if studies were not enough, she also raised a child.

“I slept for only four and a half hours every night between 1985 and 1990,” Dawit said.

In 1991, Dawit received her M.B.A. from GW and considered continuing her studies to pursue a doctorate.

“I took management courses because America reached its (potential) by knowing management skills,” said Dawit, who hopes to utilize her education to help Ethiopia develop.

Instead of attempting to get her doctorate in the mid-90s, Dawit moved to Ethiopia and helped start the Africa Village Academy, a non-governmental organization that helped train Ethiopian farmers and educate Ethiopian women and youth.

As an extension of her interests in education, Dawit established Kisama Africa University along with partner Samrawit Haimanot. Dawit said her goal in founding the university was to increase the number of qualified engineers, architects, urban planners and software developers.

But reaching this goal has been a challenge. Dawit needs lab equipment and books for her university, but the lab equipment Dawit wants is not manufactured in Ethiopia, and has to be imported at high prices.

On top of needing to subsidize the costs of textbooks and tuition for her students, Dawit and her partner also must deal with attempts by the govern-

ment to interfere with the management of the university. The government is wary of expanding the private sector of education, she said.

These roadblocks have not stopped Dawit. Her university graduated its first class in 2006 and plans to add a fourth department in March and offer a masters program once three classes of students have graduated. There are currently 306 students, and 45 instructors at Kisama, which is located in Ethiopia’s capital city of Addis Ababa.

According to Dawit, all 91 students of Kisama’s graduating class of 2006 are employed. In addition, employers are impressed by the skills and professionalism of the graduates and are asking the university to send them more students.

This, Dawit said, is a credit to the education that the students are receiving at Kisama. She and others believe that the future of Ethiopia lies in technological know-how. Without it, the nation will not be able to develop, she said.

Over the next five to 10 years, Dawit hopes to see Kisama continue to grow. She also plans to continue research and development into construction material, solar and wind energy and town planning.

This article is reprinted with permission from the GW Hatchet, the student newspaper of George Washington University in Washington, D.C.

A Stone in the Bridge of Peace

By *Dulmaa Enkhchuluun*

MONGOLIA HAS NO MACDONALD'S fast food, Starbucks coffee, Hilton Hotel, nor any other international franchise. Yet, I know those things will come as a part of globalization, and I hope to use my education in the United States to help my country enjoy the financial benefits of the global economy but to avoid some of the social problems.

Please allow me to introduce myself. I am a Mongolian of the Sartuul clan of the Altai Mountains of Mongolia, but I mostly grew up in the capital, Ulaanbaatar. My mother, Dulmaa, was named for the Sky Goddess, and she gave me the name Enkhchuluun, meaning Peace Stone. My goal in life is live up to the name that she gave me, to be a stone in the foundation of world peace and progress.

My quest began at age 16 just when Mongolia opened to the outside in 1996 and a group of Turkish teachers founded a school in Ulaanbaatar; I was fortunate to receive a scholarship for their first class of students. Then in 2000, I went to the United States as part of the early cohort of Mongolian students to study

in the West. I enrolled in English courses for six months at St. Thomas University in St. Paul, Minnesota, and then I studied international relations at Augsburg College across the river in Minneapolis. I also worked as a research assistant at Macalester College, and thus I experienced work and study in three very different institutions of higher education.

In the year that I was permitted to work after graduation in the United States, I wanted to learn about the profit sphere as well as the non-profit, and I wanted to live in Washington D.C. I was fortunate to receive an internship at NAFSA: Association of International Educators, while I worked part-time as a teller at the Bank of America.

In August 2005 I returned home to Mongolia with the intention of using my education and experience abroad to serve my country. I started working in the foreign affairs section of Parliament to reacquaint myself with my country, but at the same time I began the creation of my dream company. I wanted to make a small tourist agency that seeks to preserve our unique environment and the

nomadic heritage of Mongolia while sharing it with the outside world.

I created Borijin Travel, which I named after the clan of Genghis Khan. My vision is to develop outdoor tourism such as mountain climbing, hiking, and biking, and to create more appreciation of two important aspects of Mongolian culture—our herding way of life and our deep spiritualism based both in Buddhism and in our worship of nature.

In my opinion, tourism in Mongolia is still at its beginning stage and lacks world standards for service and facilities. My company can help to bring our services and offerings to this higher level. At the same time, international tourism already places a burden on our fragile ecosystem, and I wish to control this through a sustainable form of tourism.

Because of the great value I derived from foreign education—both from the Turkish teachers in Mongolia and from college in the United States—I also use my business to provide internships and assistance to Mongolian students wishing to study abroad and for foreign students who wish to work in Mongolia or simply

need an office to hang around, use the computer and feel at home. Through this company, I hope to contribute to Mongolia's future, while preserving the best of its past, and I hope to repay the debt to those who educated me by helping to educate others.

My study abroad experience is helping me to fulfill the destiny chosen for me by my mother, to be a stone for peace in a bridge that connects the past with the future, that unites Mongolia with the world, and that preserves the connection between the beautiful natural environment of Mongolia and its rich spirituality.

Please let me know if you want to experience Mongolia for yourself, or if you just want to stop by Borijin Travel. I will be glad to arrange a trip, and, by the way, you will get to meet my Mom.

DULMAA ENKHCHULUUN
graduated from Augsburg College in 2004.



TOM ABRAHAM

Dulmaa Enkhchuluun in the reindeer community in western Mongolia

“People’s biggest concern in northern Uganda,” says Poffenberger, “was not that there weren’t people giving them food but that they had been forgotten by the rest of the world.” Uganda-CAN tried to put the country back on the map with a lobby day in October 2006, when 700 people came to Washington to learn about the crisis and meet with legislators. “We empowered them with knowledge,” said Poffenberger.

The seeds of social entrepreneurship are often planted in very small experiences—Poffenberger’s visit to northern Uganda, Rose-Stockwell’s encounter with the woman in the South African bush, the pipe given to Keay by the Mongolian chief. Goodkin notes that the very name of the Glimpse Foundation is humble, offering a small look at another culture. These tiny seeds often blossom into not just a single project but into dreams of changing the world. “We believe that positive global change must begin at the interpersonal level,” says the Web site for Keay’s Itgel Foundation.

Diversifying Education Abroad

“Our mission is diversifying study abroad,” says Anthony Jewett with the confidence and motivation of a true entrepreneur, “but as crazy as this sounds, we are going to change the world and change what it means to be an American.” Jewett is an international studies graduate of Morehouse College who worked, traveled or studied in Senegal, Benin, China, and the Middle East. Now he is the co-founder of Bardoli Global, which is committed to increasing the number of students of color who participate in international exchange and study abroad programs. Jewett had read a report indicating that African American students represent 12 percent of the U.S. college-age population but only 3 percent of students who study abroad. Jewett said he thought ‘somebody should do something about that,’ and when he learned no one else was tackling this problem, he created Bardoli Global with fellow Morehouse graduate, Michael Williams II. Honored with a 2006 Echoing Green Fellowship, the Bardoli Global Initiative plans to use “study abroad as a primary vehicle to create a new generation of global citizens succeeding at the highest levels of business, diplomacy and social advocacy.”

Bardoli Global provides support services before, during and after an overseas study or work abroad experience for African American, Hispanic, and Native American students. The first class of Bardoli Global Scholars was selected in the spring of 2007, the “Houston 100,” which is named after the Little Rock Nine who desegregated the public high schools in Arkansas in the late 1950s. The organization is named for the site of a 1937 meeting in Bardoli, India, between a group of African American leaders and Mahatmas Ghandi. Those conversations were considered pivotal in the ultimate development of Martin Luther King, Jr.’s nonviolent philosophy which in turn



Anthony Jewett, co-founder of Bardoli Global, visits Benin, West Africa.

propelled the civil rights movement. Jewett is working for similarly significant social progress “as a direct result of increased cross-cultural and study abroad opportunities for African American and Hispanic undergraduate students.”

Bardoli Global, which has a dual focus on both diversifying education abroad by providing support services and leadership development, is, according to Jewett, “sitting at the forefront of a “globalist” movement that (just like the Civil Rights Movement did) and can help students catapult forward tremendous social economic, and political outcomes

for American communities of color.”

Some of Bardoli Global’s recruits could follow Kassi Sandi to Peru, where she worked for eight months with FINCA, a micro-credit organization, on an Oregon State IE3 Global Internship. In the desperately poor town of Ayacucho, residents would receive a \$50–100 FINCA loan. Sandi noticed that they typically began selling produce on a tarp, gradually upgrading to a wheelbarrow, then to a stand with a sign and ultimately a store with an address. But the artisans were struggling because they had no local market for their handicrafts and no tourists.

“The artisans didn’t know there was a market outside Ayacucho,” said Sandi, “that people sell sweaters for \$40 that they were selling for \$3.”

Sandi organized the artisans under FINCA, meeting with individual families in their homes to gain their trust and convincing them to work together to produce standardized crafts to sell overseas. She and a University of British Columbia intern, Mike Smith, founded FINCA Peru Exports. The first holiday orders from Smith, Sandi and their friends and families raised \$5,000 and kept the local artisans working for two months. The first big order came from a distributor in Europe in June 2006 and FINCA Peru Exports now takes wholesale orders online.

“It was supposed to be a three-month internship. I stayed until it got off the ground and that took eight months,” said Sandi. During a tenth anniversary celebration of the IE3 Global Internship, Sandi explained that one of her goals had been to give more to the people with whom she worked than she received. In the end, “the silent perseverance and generosity in the midst of poverty displayed daily by this incredible culture taught me more than I could ever dream of giving back.” She does believe that her initial goal of giving back prompted her to stay eight months instead of three. “FINCA Peru Exports will always exist. It will always employ a local Peruvian and it’s giving 150 people a job because I stayed there for eight months. How could you say no?”

Student advisers are quick to point out that not all students go abroad with the same motivations, skills and goals. “We shouldn’t

expect them to all become social entrepreneurs,” notes John Fox, director of public relations at World Learning in Vermont, which includes the School for International Training (SIT), “but study abroad can clearly be a force for positive social change.”

Foreign Students Meet Social Entrepreneurship

That force flows in both directions. Santhosh Ramdoss, currently a graduate student at New York University’s Wagner School of Public Service, was born and raised in rural India. He attended the Bharathidasan Institute of Management in Trichy, India, where “we were all going to graduate and get these good jobs. But there was something missing. I wanted to do something more valuable.” Seeing a poster for the University of Washington’s Global Social Entrepreneurship Competition, he and several other students created a business plan that would enable local communities to produce biodegradable tableware. They were invited to Washington to present their plan.

“We thought this was a joke. We didn’t even have a passport. I had never been on a plane... The biggest moment was to see how much belief people had in us—more than we had in ourselves,” remembers Ramdoss. In fact, their plan won the competition and they used the award as seed money to implement their plan. Profits For People is now creating business cooperatives in rural India to produce the disposable tableware from a local tree and to educate young people to provide data entry and conversion services to fast-growing Indian companies that are already outsources for foreign firms.

As a student in the United States, Ramdoss says he was motivated by the level of possibilities in the United States “because there is so much opportunity to create change.” He also feels more

empowered to play a bigger role in policy. “Most Indian kids never imagine they could be part of public policymaking. It seems pie in the sky right now, but I want to work in the grass roots and also run for local office, a possibility that I never imagined in India.”

George LeTran is another foreign student who has been aiming high since he was a teenager in Australia, where he had come with his parents as refugees from Vietnam. He began working for Symantec after graduating with a degree in computer science from Sydney University. He was transferred to Symantec’s office in Eugene, Oregon, and simultaneously began studying for his M.B.A. at Oregon State University. He learned valuable skills in team management, marketing and communications but what he really wanted was his own business. Now 37 years old, he has already started and sold one very successful business—1ShoppingCart.com—retired briefly and started a new business, Dingodaddy.com. Dingodaddy is also a profit-making, online selling venture, but its goal is to share the revenue with nonprofit organizations and generate additional funds for LeTran’s own social projects.

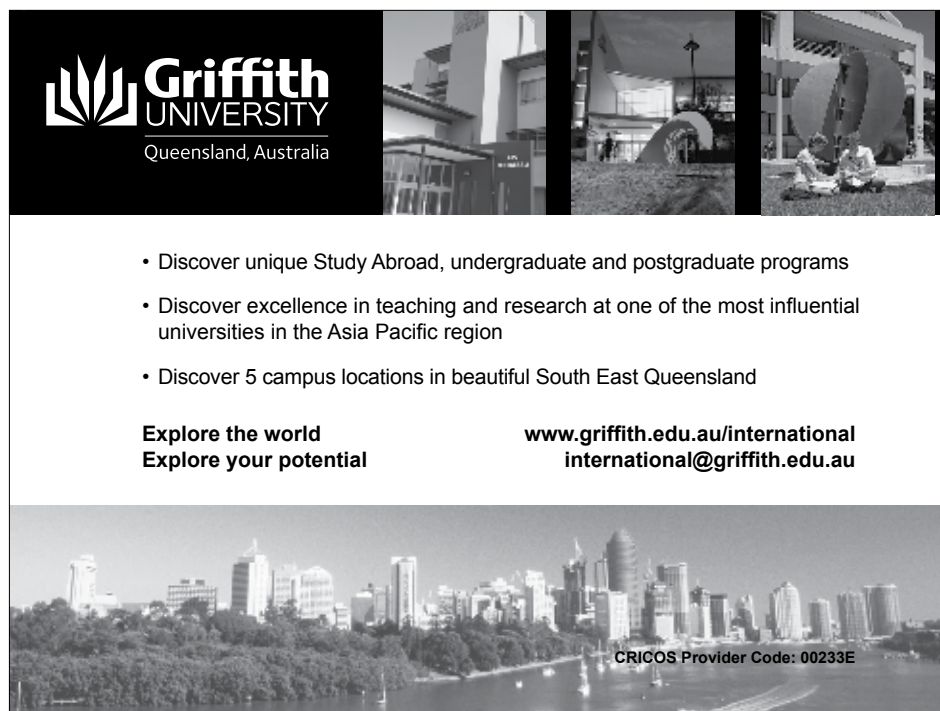
Personal Experience Drives Organizational Plans

Many business ventures have been born through a study or work abroad experience. Some offer work or study abroad programs of their own, like AustraLearn and Global Educational Program (GEP). Cynthia Banks started AustraLearn in 1990 after completing graduate work at the University of Queensland in Brisbane. “There weren’t many Americans anywhere in Australia,” remembers Banks. The University of Queensland offered Banks research funds to find out if more American students would come to Australia. “I said I could

start sending kids. How hard could that be?” she remembers asking herself, with the confidence typical of these entrepreneurs. Now AustraLearn sends 3,000 graduates and undergraduates a year to 21 institutions in Australia and New Zealand—some of whom are catapulting themselves into their own new ventures. One recent graduate started a kiteboarding business in Newcastle and another wants to start a film company that will make small documentaries.

Short Experiences Have Impact, Too

Chris Surdi’s life-changing experience was a short-term study tour to Taiwan and China in 2005. “I liked the excitement and energy of China. I fell in love with Shanghai,” says Surdi, his voice revealing his own excitement. A year later, he had created Global Educational



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Travis Campbell, founder of Peanutbutterabroad.com, in Bavaria.

Program, LLC to offer professional study tours of California's Silicon Valley for U.S. and foreign students, business executives, and government leaders. In November 2006 a delegation from the Vietnamese Ministry of Science and Technology came to learn about innovation and entrepreneurship. Surdi is eager to coordinate short-term study abroad programs with business schools and universities. "More students need this international business experience," insists Surdi. "Too many don't even know how to say 'hello' or 'thank you' in Mandarin."

Saying 'Hello' in a Foreign Language

Clay Cooper is filling that language niche in a new way with his company, Speak Shop. Cooper decided to fulfill the language requirement of his graduate program at the Thunderbird School of Global Management by studying and living in Guatemala. He met regularly with a local tutor who also taught English but earned only \$1 to \$1.50 an hour for his services. Back in the United States, Cooper combined his knowledge of the Internet, his concern for the economic well-being of the university educated tutors in Guatemala and his belief that these tutors needed to become micro-entrepreneurs themselves. Speak Shop was born in 2004. Seven Guatemalan tutors now teach Spanish over the Internet using chat features and videocameras. Cooper trains the tutors who then schedule their own tutoring sessions with Speak Shop members. Members pay \$9.99 a month to Speak Shop and \$8 per lesson to the tutors—far better than the hourly fee they receive locally. In January of this year, tutors taught close to one hundred hours. "We're making a difference for the tutors, giving them security and creating a better situation for their families," says Cooper.

Travis Campbell, another IE3 intern from Oregon State, has just started an Internet-based business after studying in Freiburg, Germany and working in Hamburg. Campbell wants to serve the

growing number of U.S. citizens overseas, so he created Peanutbutterabroad.com to sell popular American consumer goods online to students and young professionals. Need your fix of mac and cheese or graham crackers? Peanutbutterabroad.com will send you comfort food from home. "I found my own internship in Germany," explains Campbell. "That made me more resourceful. I realized...hey, I could start a business. I'll give it a shot."

The Internet is a common denominator in every one of these stories of modern entrepreneurship, profit making or not. "There is no denying that the technology plays a major role in how easily a returned intern can maintain connections to the host country," says Natanya Desai, Europe and India Director with Oregon State University's IE3 Global Internships. "Rural villages now have cell phones and Internet, allowing them to communicate with interns who have returned and to collaborate on projects more easily. E-mail and Web sites reduce start up costs

for promotion and joint projects. Creating a nonprofit organization in the States to sell crafts...would have been very time and resource consuming ten years ago—perhaps too much for a recent graduate to take on." Now virtually all of the organizations, projects and companies mentioned here have sophisticated Web sites.

Kassi Sande, who founded FINCA Peru Exports, agrees absolutely. "The Internet made everything possible. Suddenly distributors weren't 5,000 miles away—they were a click away." Santhosh Ramdoss, the Indian business student, found the Russell Fellowship which enabled him to study in the United States through an Internet search. Anthony Jewett advertises Bardoli Global on myspace.com. This generation of young people does not need a manual to figure out the Internet; it is like a second skin to them, in which they move comfortably, quickly, and creatively.

While students are able to connect electronically with anyone anywhere, they are also being reminded in and out of the classroom that there is a world outside the boundaries of the United States, as Bob Miles expresses it. The British-born associate dean for study abroad at the University of North Carolina believes the events of September 11, 2001 gave U.S. citizens a greater awareness of the world beyond the borders of the United States and the ability of the world to impact directly on the people in the U.S. "The world intruding and what students learn in the classroom heightens their wish to engage with the world," adds Miles, "and many students do go abroad with some sense of wanting to make a difference in the country." UNC has a focused strategy of internationalization which has dramatically increased the number of UNC students studying abroad—from 750 to 1,300 over the past six years, including a much higher percentage going beyond English-speaking countries or Europe. The university has also been a strong supporter of Carolina for Kibera.

A Positive Force for Social Change

“Social entrepreneurship is clearly a growing movement,” says John Fox at SIT. “Students in college now have grown up in an age when Bono and Bill Gates spend more time in Africa than they do on stage or in the boardroom.” Fox’s colleague, Alejandra Pallais, who directs alumni affairs at World Learning, says SIT students spend a month living in and researching a community and come back with a direct understanding of what is needed and how they can make a difference. “This not only gives them a great deal of understanding, but it also gives them the confidence to pursue non-explored options.”

Natanya Desai at Oregon State believes education in general has a responsibility to foster an entrepreneurial spirit. “International experience provides a global context. The solutions to the world’s problems won’t be found by doing what has always been done.” Education abroad programs themselves also have to move beyond what has always been done. Desai says the orientation for IE3 Global Internships (Education, Experiences, Employment) now gives students more information about staying connected to the international experience once they return, including tips on identifying internationally focused career paths.

World Learning is responding in a very practical way to facilitate entrepreneurship around such key social issues as climate change. A brand-new education abroad program will start this summer in Iceland, a world leader in developing renewable energy. Students will apply the concepts they have learned from several weeks of study and conversation with industry, political and environmental leaders to village-scale energy problems in the remote West Fjords area of Iceland.

There are also a growing number of study and work abroad opportunities that directly incorporate both the spirit and the act of

Employers Weigh in on Value of Education Abroad

PROSPECTIVE EMPLOYERS place significant value on education abroad, according to research findings from a 2006 survey spearheaded by the Council on International Educational Exchange (CIEE). The research also reveals that there is greater support than commonly believed for study abroad among the human resource professionals who are directly involved in hiring graduating students. Read the full story in this issue’s In Brief section on page 8.

social entrepreneurship. Community Enterprise Solutions, an offshoot of the Social Entrepreneur Corps, identifies problems in local villages that would traditionally be solved through charity work and creates local entrepreneurial models ultimately run by local residents. In one case, says founder Greg Van Kirk, student volunteers taught local women inventory control and customer service, enabling them to sell 78 pairs of reading glasses in one day for the same amount of money they would normally have made in two months.

A tenth anniversary report on the IE3 program at Oregon State University concluded that “social and professional interactions in the host

country promote sensitivity to cross-cultural communication, foster a greater awareness of diversity and instill a sense of shared humanity. It is this experience that connects interns with the world for the rest of their lives and develops global citizens actively engaged in a wide range of international issues.” On a personal level, Kassi Sande says students who allow themselves to be completely immersed in the culture won’t want to leave. Get on the street and go into the open air markets and learn the local culture and language—even if that local language is Mongolian. “You are exponentially closer to the people even if you have limited command of the language,” says Morgan Keay. “Be receptive to the power of this experience. Be ready for it.” **IE**

KAREN LEGGET is a freelance writer in Washington, D.C. Her most recent article in *IE* was “Retirement Is Booming,” which appeared in the May/June 2006 issue.

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