

**INTERNATIONAL DEVELOPMENT AND THE FOREIGN STUDENT:  
A SELECT BIBLIOGRAPHY**

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Introduction

The Education for International Development Program of the National Association for Foreign Student Affairs (NAFSA) has completed in the last few years a major research study on the needs of foreign students, a practical training feasibility study and a survey of management skills training at U.S. engineering institutions. These studies constitute a valuable contribution to the body of knowledge in international educational exchange and highlight the need to encourage as much research activity as possible. This bibliographic project is an attempt to promote more effective research, seminars, presentations and publications on issues affecting the academic and technical training of students from the developing world. A grant from the Agency for International Development made NAFSA's cooperation possible in this select bibliography and in the larger bibliography on foreign student issues of which this is a part.

This select bibliography is intended to provide key references on an important set of topics concerning the relationships between international development and the foreign student. Our concern is not only with the specific contribution of the foreign student to the social and economic development of his or her home country, but also with related issues of curriculum, re-entry problems, and with the nature of the programs and experiences of Third World students in the industrialized nations. This bibliography is concerned with attitudes as much as with specific results. The contribution to socio-economic development is the result of many factors, including the nature of the educational experience in the host country, the nature of the exchange program and of the specific curricular experiences involved, the set of attitudes of the student toward both the host

country and the process of development and, of course, to such matters as the 'brain drain.' We have tried to present as broad a perspective as possible, in part due to the difficulties in separating the key factors involved in development.

The literature on foreign students is varied, but it is also concentrated in several fairly narrow areas. Much research has been carried out on such topics as the attitudes and adjustment problems of foreign students in the United States and on the problems of non-return of foreign students (the 'brain drain'). Many other important issues, such as the curriculum and its relation to development, the relevance of study in the industrialized nations to Third World students and others, have received scant attention from scholars and analysts. Thus, this select bibliography reflects both the strengths and weaknesses of the literature and suggests 'education for international development' topics deserving of more systematic study.

This bibliography is part of an ongoing bibliographical effort funded by the Exxon Educational Foundation, the National Association for Foreign Student Affairs and the Institute of International Education. The final bibliographical volume, which will include some 3,000 references to materials on foreign students covering a broad range of topics, will be published by Praeger Publishers in 1985. A longer bibliography, although highly selective, may be found in the May, 1984 issue of the Comparative Education Review, a special edition on foreign students.

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