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Introduction to EducationUSA

Mission and Structure: EducationUSA is the U.S. Department of State’s network of international student advising centers located in nearly every country of the world. The Department’s Bureau of Educational and Cultural Affairs (ECA) oversees the program as part of its mission to build mutual understanding among the people of the United States and the people of other countries. The EducationUSA network supports this mission by increasing international student mobility. EducationUSA promotes U.S. higher education to students around the world by offering accurate, comprehensive, and current information about opportunities to study at accredited postsecondary institutions in the United States. It also provides services to the U.S. higher education community to help institutional leaders meet their recruitment and campus internationalization goals. EducationUSA centers are located at U.S. embassies and consulates, Fulbright Commissions, bi-national cultural centers, non-governmental organizations, and foreign universities and libraries.

Regional Educational Advising Coordinators

Regional Educational Advising Coordinators (REACs) guide and support advisers in the EducationUSA network, which is organized into six geographic regions: East Asia and Pacific, Europe and Eurasia, Middle East and North Africa, South and Central Asia, Sub-Saharan Africa, and the Western Hemisphere. REACs provide training and guidance to advisers to enable them to maintain and improve the quality of their work, and assist in ensuring the smooth functioning of advising centers. Regional coordinators also serve as resources for the U.S. higher education community on local educational systems and the development of strategies for increasing international student mobility.

Programs and Services

EducationUSA advising centers offer a variety of services to assist both international students and the U.S. higher education community. For international students, advising centers provide information about the breadth of U.S. higher education as well as about the application process through group advising sessions, virtual advising, individual appointments, and pre-departure orientations. The U.S. higher education community looks to the EducationUSA network for advice about developing regional and country-specific recruitment strategies, creating programs and products to connect with student audiences abroad, and obtaining information about how application and admission issues affect overseas candidates. EducationUSA advisers also use their expertise to help U.S. institutions develop relationships with local universities and schools for recruitment, study abroad programs, and deeper university partnerships.

Opportunity Funds Program

In line with U.S. Department of State public diplomacy goals, EducationUSA advisers reach out to students from economically disadvantaged backgrounds. The EducationUSA Opportunity Funds program assists high-achieving students who are competitive for full financial aid from U.S. colleges and universities but lack financial resources to cover up-front costs such as testing fees, application fees, or airfare. Opportunity Funds program students engage in one to two years of cohort advising sessions with EducationUSA advising staff, ultimately helping to diversify the pool of students applying to U.S. colleges and universities. Hundreds of academically talented students from more than 50 countries worldwide participate in the Opportunity Funds program each year and receive millions of dollars in scholarship offers from U.S. higher education institutions. For more information about recruiting and supporting Opportunity Funds students, please contact: EduUSAOpportunity@state.gov.

Your 5 Steps to U.S. Study

One of EducationUSA’s principal resources, Your 5 Steps to U.S. Study guides international students through the application and admission processes for undergraduate, graduate, and English language programs, as well as for short-term educational opportunities at U.S. colleges and universities. The steps give students a timeline and practical tips to navigate the American higher education sector. Your 5 Steps to U.S. Study is available online at www.educationusa.state.gov.

U.S. Study Abroad

EducationUSA advisers around the world are experts on the national education systems in their respective countries and have good relationships with local universities and schools. If you seek to establish or expand study abroad programs at your institution, both the EducationUSA network and the U.S. Department of State’s newly formed U.S. Study Abroad Branch can provide support. Visit the U.S. Study Abroad website at www.studyabroad.state.gov.
The U.S. Department of State promotes the United States as the leading higher education destination for students around the world. International students enrich U.S. classrooms, campuses, and communities with unique perspectives and experiences that expand the horizons of American students, while enhancing U.S. institutions’ research and teaching capacity and increasing their prestige and position in the competition for global talent. The knowledge and skills students develop on an internationalized American campus prepare them to become the next generation of world leaders who work across languages, cultures, and borders to solve shared global challenges.

International students and their families also benefit the U.S. economy. The Department of Commerce estimates that international students contributed nearly $36 billion to the U.S. economy in 2015, making U.S. higher education one of America’s leading service export industries. NAFSA’s International Student Economic Value Tool provides a state-by-state and congressional district-based analysis of international students’ economic contributions to the U.S. economy.

Research
The U.S. Department of State funds the Institute of International Education’s Open Doors Report on International Educational Exchange, an annual survey of international students and scholars in the United States and of U.S. students studying abroad in credit-bearing courses. Open Doors data is used by U.S. embassies; the U.S. Departments of State, Commerce, and Education; and other federal, state, and local organizations to inform policy decisions about educational exchanges, trade in educational services, and study abroad activity. U.S. colleges and universities, foreign governments, and the media rely on these comparative statistics to analyze trends in student mobility. The report also provides data on places of origin, sources of financial support, fields of study, host institutions, academic level, and rates of growth of the international student population in the United States. Furthermore, it highlights the positive economic impact of international students for the states in which they study and the nation as a whole. The publication also includes sections on international scholars in the United States and intensive English-language programs.

The Department of State also funds Project Atlas, a collaborative global research initiative that focuses on maximizing the understanding, measurement, and use of international student mobility data. The publication tracks migration trends of the millions of students who pursue education outside of their home countries each year. Data is collected on global student mobility patterns, as well as on leading countries involved in international higher education mobility.

Work with EducationUSA Advisers and REACs
The U.S. higher education community can connect with EducationUSA advisers and REACs in the United States as well as abroad. Ideas on how institutions can start engaging include:
- Join U.S. higher education professionals, REACs, and advisers from key overseas markets at the annual EducationUSA Forum in Washington, DC.
- Participate in EducationUSA regional forums held overseas to convene representatives of the U.S. higher education community and members of the EducationUSA advising network as they examine regional recruitment strategies and explore opportunities for collaboration.
- Host EducationUSA advisers for visits and training programs on your campus. Ensuring that advisers have access to current information and skills-based training is essential to the success of the EducationUSA network. The following opportunities are available:
  - EducationUSA Adviser Training Institute: Each two-week EducationUSA Adviser Training Institute is composed of a Washington, DC-based workshop, with sessions at the U.S. Department of State and campus-based training. Further information, including the application to host on-campus training for EducationUSA advisers, is available online at www.educationusa.state.gov.
  - Campus visits/higher education association conferences: Experienced advisers represent EducationUSA at a variety of U.S. higher education association conferences each year. During their time in the United States, advisers have the opportunity to visit colleges and universities. Calls for campus hosts are publicized on the EducationUSA website and in the monthly newsletter.
- Offer to serve as a subject matter expert in EducationUSA adviser training programs.
- Direct students accepted to study at your institution to EducationUSA pre-departure orientations in their home countries.
- Host a cohort of the EducationUSA Academy for international students from 15–17 years of age as they develop their English language, writing and academic skills, become familiar with the American higher education system, and prepare to apply to U.S. colleges and universities.

Global Recruiting Strategies
The EducationUSA network provides advice on developing regional and country-specific recruitment strategies. Institutions can collaborate with EducationUSA to enhance these strategies in a wide variety of ways:
- Consult REACs, the first point of contact for advice regarding a specific region or country.
- Ask REACs about connecting with education ministries and scholarship-granting bodies in the region.
- Encourage prospective students to connect with EducationUSA advisers early in the college search and application process for guidance and to ensure they receive accurate information.
- Demystify the U.S. application and admissions process by directing international students to Your 5 Steps to U.S. Study at www.educationusa.state.gov.
- Conduct market research to identify audiences of prospective students in regions or countries that fit your institution’s recruitment priorities. In addition to the regional information contained in this guide, take advantage of the Open Doors Report on International Educational Exchange, and the EducationUSA center and country fact sheets available on the EducationUSA website.
- Visit EducationUSA advising centers to engage student audiences and gain exposure for your school or program. REACs and advisers can help you make the most of your international recruiting trips. Contact local centers in advance to arrange meetings or school visits, schedule presentations with students, or attend a college fair.

Connect with your international alumni to get involved with EducationUSA advising centers. Word-of-mouth is an important factor in building institutional name recognition overseas, and alumni can be excellent ambassadors. EducationUSA advisers can assist in setting up alumni presentations.
- Leverage state and regional consortia relationships with the EducationUSA network to promote your institution to students abroad. EducationUSA works with 30 state and regional consortia that promote U.S. cities, states, and regions as destinations for international students.

Increase Reach
In addition to resources such as PowerPoint presentations and country reports, EducationUSA offers an array of services for U.S. higher education including:
- Enabling U.S. higher education professionals to access the EducationUSA network of advisers and REACs
- Connecting with Washington, DC-based EducationUSA staff and embassy representatives
- Participating in EducationUSA Interactive webinars as content experts
- Subscribing to the U.S. Higher Education Monthly Update
- Scheduling structured visits to EducationUSA centers
- Accessing special programming, regional fairs, and other events
- Providing social media platforms that help schools engage prospective international students

Login Access
The U.S. higher education section of the EducationUSA website helps institutions develop and refine their international student recruitment strategies. Free logins are available to employees of U.S. postsecondary institutions accredited by bodies recognized by the U.S. Department of Education, as well as higher education professional membership associations. A higher education professional login enables users to access information that can be found only on the www.educationusa.state.gov.
By the Numbers

EducationUSA collects statistics to measure outreach to prospective students through center-based and outreach activities, and virtual and social media platforms.

### Number of In-Center Contacts, by Type

<table>
<thead>
<tr>
<th>Category</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual advising appointments</td>
<td>108,414</td>
</tr>
<tr>
<td>Advising by phone or SMS (each conversation)</td>
<td>239,415</td>
</tr>
<tr>
<td>Advising by email</td>
<td>465,428</td>
</tr>
<tr>
<td>Group advising attendees</td>
<td>183,109</td>
</tr>
<tr>
<td>Walk-ins/library/computer users</td>
<td>351,273</td>
</tr>
<tr>
<td>U.S. Institution Representatives</td>
<td>79,330</td>
</tr>
<tr>
<td>MOOC Camp Attendees</td>
<td>9,209</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,435,178</strong></td>
</tr>
</tbody>
</table>

### Number of Event Attendees, by Outreach Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education fairs</td>
<td>640,086</td>
</tr>
<tr>
<td>American Corners/Centers</td>
<td>53,894</td>
</tr>
<tr>
<td>Local universities/secondary schools</td>
<td>330,411</td>
</tr>
<tr>
<td>Other fairs/conferences/seminars</td>
<td>156,273</td>
</tr>
<tr>
<td>Host government events</td>
<td>10,362</td>
</tr>
<tr>
<td>Embassy/consulate events</td>
<td>91,065</td>
</tr>
<tr>
<td>Public locations</td>
<td>27,678</td>
</tr>
<tr>
<td>Other activities</td>
<td>92,666</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,403,935</strong></td>
</tr>
</tbody>
</table>

### Number of Virtual/Social Media Contacts, by Type

<table>
<thead>
<tr>
<th>Platform</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social networks - pages likes</td>
<td>3,040,909</td>
</tr>
<tr>
<td>Video/Video channels video views</td>
<td>2,152,810</td>
</tr>
<tr>
<td>Skype Contacts &amp; IM advising calls</td>
<td>20,096</td>
</tr>
<tr>
<td>Blog follows</td>
<td>90,644</td>
</tr>
<tr>
<td>Twitter/Microblog follows</td>
<td>1,996</td>
</tr>
<tr>
<td>Digital Video Conferences (DVCs)</td>
<td>1,996</td>
</tr>
<tr>
<td>EducationUSA webinar participants</td>
<td>1,111</td>
</tr>
<tr>
<td>EducationUSA Interactive Sessions</td>
<td>7,233</td>
</tr>
<tr>
<td>Virtual fairs - EdUSA booth &amp; session visitors</td>
<td>41,664</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,589,210</strong></td>
</tr>
</tbody>
</table>

### Unique website visitors (Center and flagship websites)

<table>
<thead>
<tr>
<th>Category</th>
<th>Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,226,279</strong></td>
</tr>
</tbody>
</table>

Total contacts: 13,654,602

Regional EducationUSA Advising Coordinator (REAC) Map

- **Mexico City, Mexico**: Maria Mercedes Salmon
- **Quito, Ecuador**: Ana Villavicencio
- **Rio de Janeiro, Brazil**: Sila Moriconi
- **Kyiv, Ukraine**: Katherine Scodova
- **Brussels, Belgium**: Peter Baker
- **Southern Europe**: vacant
- **Beijing, China**: Christina Chandler
- **Seoul, Korea**: Vincent Flores
- **Dubai, United Arab Emirates**: Karen Bauer
- **New Delhi, India**: Shalat Jahan
- **Southeast Asia**: vacant
- **Johannesburg, South Africa**: Clara Pfister
- **Accra, Ghana**: Nancy Keteku

EducationUSA state.gov
EducationUSA
Worldwide Advising Centers

Levels of Service: Advising centers in the EducationUSA network offer one of three levels of service: Comprehensive, Standard, or Reference. To find an advising center, visit www.educationusa.state.gov/find-advising-center.
EducationUSA Advising Centers

Comprehensive
• Adheres to the EducationUSA Principles of Good Practice
• Maintains an up-to-date library of reference books/materials
• Offers individual and group advising, information on financial aid, and pre-departure orientations/information
• Employs advising staff with college degrees (U.S. Bachelor’s degree or equivalent) who are proficient in spoken and written English
• Provides virtual advising and consulting including through email, web, social media, and instant messaging
• Maintains computers with internet access for visitors
• Organizes and participates in alumni group activities and college fairs, hosting the EducationUSA booth
• Maintains relationships with local high school counselors and university administrators, and conducts outreach to local high schools and higher education institutions
• Provides briefings on the local education system for visiting U.S. representatives
• Describes and compares U.S. and host country educational systems
• Verifies Ministry of Education recognition/certification of local high schools and universities

Facilities communication with local secondary and tertiary institutions for visiting U.S. representatives
• Organizes public presentations at off-site locations for visiting U.S. representatives
• Hosts visiting U.S. representatives for thematic presentations on U.S. higher education
• Organizes general U.S. higher education orientation sessions, often featuring visiting U.S. school representatives
• Provides information on local government and foundation scholarships, as well as other financial aid
• Displays college- and university-provided materials

Standard
• Adheres to the EducationUSA Principles of Good Practice
• Maintains an up-to-date library of reference books/materials
• Employs, at minimum, one adviser, and offers hours sufficient to meet local demand at standard service level
• Advises visiting U.S. representatives in spoken and written English
• Offers individual advising
• Provides information on financial aid
• Describes and compares U.S. and host country educational systems

Reference
• Adheres to the EducationUSA Principles of Good Practice
• Maintains an up-to-date library of reference books/materials
• Offers individual advising
• Provides information on financial aid
• Describes and compares U.S. and host country educational systems
• Maintains relationships with local high school counselors and university administrators
• Displays U.S. college- and university-provided materials
• Provides access to internet-based video conferencing equipment
• Offers pre-departure information/orientations
• Participates in college fairs, hosting the EducationUSA booth
• Provides briefings on the local education system for visiting U.S. representatives
• Verifies Ministry of Education recognition/certification of local high schools and universities
• Organizes general U.S. higher education orientation sessions, often featuring visiting U.S. school representatives

Social Media

Social media and other virtual communication tools that link the EducationUSA network to students and to U.S. higher education institutions are critical to EducationUSA’s goal of promoting U.S. higher education abroad.

Trends
Facebook, Twitter, and YouTube remain the dominant social media platforms for EducationUSA, where available. The flagship EducationUSA Facebook page received 299,132 “Likes” during 2016, an increase of almost 25 percent from 2015. That is followed by StudyUSA-Egypt with 164,400, EducationUSA Indonesia with 95,758, and EducationUSA Brazil with 91,721. Platforms and applications such as Instagram, Snapchat, and WhatsApp gained in popularity and use across the network over the past year. EducationUSA has recently begun using Facebook Live, and is exploring the use of Slack for enhanced communication and collaboration. EducationUSA advising centers also embrace country-specific social media platforms to better engage with the students they serve. For example, advisers in Russian-speaking countries reach students on VKontakte and advisers in China connect with students via the WeChat application and the micro-blogging site Sina Weibo, while those in South Korea utilize Kakao Talk and Naver. Where an in-person advising presence is not feasible, such as in Bolivia, Iran, and Syria, EducationUSA advising centers operate exclusively on virtual platforms.

EducationUSA Virtual Fairs
EducationUSA continues to partner with CollegeWeekLive (CWL) on a virtual international student college fair during International Education Week. The November 2016 event attracted over 9,300 individual attendees. Students from approximately 190 countries and territories interacted with EducationUSA advisers and representatives, resulting in almost 32,000 unique connections with U.S. institutions. EducationUSA also partnered with CWL on three additional global fairs, attracting up to 10,000 attendees per event. At each virtual fair, EducationUSA staff presented thematic sessions related to U.S. study. EducationUSA expects to continue its involvement in these fairs in the coming year as part of its public-private partnership with CWL.

EducationUSA Website
EducationUSA’s mobile-friendly website, EducationUSA.state.gov, serves as the central information hub for the EducationUSA network, where international students and their parents can find reliable information about opportunities to study in the United States. Advisers regularly post information to the site about upcoming in-person and virtual events, making it the best place to find listings of EducationUSA events worldwide. Additionally, social media posts from Facebook, Instagram, Google+, and Twitter that use the hashtag #EducationUSA are pulled onto the homepage, creating a more interactive and dynamic site. Furthermore, with links to social media on each page, users can share pertinent information about study in the United States with their own social network. The site also provides a special resource section for U.S. higher education users, State Department employees, and EducationUSA advisers. Qualified visitors to the site can request a login to gain access to key education and market information including the annual EducationUSA Global Guide, 170 Open Doors country fact sheets, and more.
Sub-Saharan Africa

Regional EducationUSA Profile


Sub-Saharan Africa (of Sub-Saharan Africa) refers to the 49 countries of Sub-Saharan Africa, which are divided into West Africa, Central Africa, and East Africa. The majority of these students came from Sub-Saharan African countries. Nearly all of our centers are based in U.S. embassies and consulates.

After having grown rapidly for two decades, in 2016 the region hit its slowest economic growth level in more than 20 years. This was in part due to the global external environment, drought, and lower commodity and oil prices. In spite of these economic challenges, five key factors make Sub-Saharan African countries attractive for recruiting students to study in the United States: continued long-term economic development prospects; demographics (size and population growth); increasing internal stability throughout the region; intra-African education projects; and mobile connectivity.

Regional Overview

The number of students from Sub-Saharan Africa studying in the United States increased by 5.3 percent in the 2015-2016 academic year (AY), to 35,364. The majority of these students came from West Africa (31 percent), followed by East Africa (22 percent), Southern Africa (18 percent), and Central Africa (9 percent). African students are enrolled in close to 1,400 institutions in all 50 states and Washington DC. The five most popular states are Texas, New York, Massachusetts, California, and Maryland.

Among African countries in 2015-2016, Nigeria sent the most students (10,674) to study in the United States, an increase of 12.4 percent from 2014-2015, following almost a 20 percent increase in 2013-2014. The number of students from Nigeria is more than triple the number from any other African country.

In 2015-2016, Ghana ranked second, sending 3,049 students to the United States, followed closely by Kenya’s 3,019 students enrolled in U.S. universities. Over the past decade, Kenya has seen a significant increase in the country’s number of higher education institutions (HEIs) as well as their scope of course offerings. There are now 68 HEIs in Kenya, ten more than in 2011. Twenty-two are public, while the other 46 — responsible for the greatest expansion in Kenya’s higher education capacity—are private. As a result of this increase in local tertiary educational capacity, the number of students bound for the United States is down 62 percent from the high of 7,862 students recorded in AY 2002-2003. In spite of the decline, the number of Kenyan students studying abroad is expected to rebound due to concerns surrounding the quality of education and forecasts that Kenya will have one of the world’s fastest-growing populations of college-aged students through 2024. Already, the rate of decline in the number of Kenyan students studying in the United States has slowed considerably, from 16.5 percent in AY 2011-2012 to 1.7 percent in AY 2015-2016.

South Africa, Ethiopia, Angola, Zimbabwe, Côte d’Ivoire, and Cameroon each had more than 1,000 students studying in the United States, and the Democratic Republic of the Congo, Rwanda, Tanzania, and Uganda all sent at least 700 students each, followed by Senegal and Burkina Faso each sending more than 500 students. All told, 49 African countries had college students studying in the United States during AY 2015-2016. Of these, 35 countries sent at least 100 students to U.S. colleges and universities.

Undergraduate Students. Fifty-six percent of African students in the United States are undergraduates, with 25 percent of this group enrolled in community colleges. Since 2014, there has been a 13-percent increase in the number of undergraduate students.

African countries that send predominantly undergraduates to the United States include Angola (86 percent), Equatorial Guinea (78 percent), Burundi (76 percent), Gambia (75 percent), Gabon (72 percent), Democratic Republic of the Congo (72 percent), Côte d’Ivoire (70 percent), Congo-Brazzaville (70 percent), Mali (69 percent), Rwanda (68 percent), Cabo Verde (67 percent), Botswana (66 percent), Zambia (63 percent), Namibia (62 percent), Central African Republic (62 percent), Tanzania (61 percent), Burkina Faso (61 percent), and Senegal (61 percent).

Intensive English Programs (IEP). As regions, West and Central Africa take the lead in sending the largest number of students to Intensive English-language programs. In 2015-2016, 29 countries in the region noted 13-percent increase in the number of Intensive English-language students. This student enrollment decline was driven by Angola (-37 percent), Burkina Faso (-11 percent), Egypt (-17 percent), Gabon (-14 percent), and Mali (-25 percent).

Student Mobility in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Year</th>
<th>28,000</th>
<th>30,000</th>
<th>32,000</th>
<th>34,000</th>
<th>36,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>30,046</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012/13</td>
<td>30,585</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>31,113</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2014/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015/16</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
in Master’s and certificate programs, while 41 percent were enrolled in Doctoral programs. Although enrollment at the undergraduate level decreased by 9 percent overall from the previous year, enrollment of first-time graduate students increased by 3 percent. According to the Survey of Earned Doctorates, three African countries earned spots in the list of the top 40 countries whose students earned U.S. doctorates in 2015: Nigeria with 87, Kenya with 72, and Ghana with 42. The Graduate Record Examination (GRE) reported a 23-percent increase in African test-takers in 2014, a figure that is far higher if more students had access to the computer-based test. Most students in Africa took the General Training Model Admission Test (GMAT) than did students in Eastern Europe.

Recent Trends Increased Competition for African Students U.S. HEI interest in Sub-Saharan Africa has significantly increased over the past eight years, demonstrated by the African Regional Institute’s International Association for College Admission Counseling (International ACAC) and Council of International Schools’ (CIS) programs, as well as the rise in number of recruitment visits by HEIs (an increase of more than 100 visits) and virtual sessions on various components of the Year 5 Steps to U.S. Study model. In addition, we are also witnessing increased efforts from countries including Saudi Arabia, China, the United Arab Emirates, and Ukraine to recruit African students. According to UNESCO, some 425,000 Africans are studying outside their countries, a rate twice as high as the world average, establishing Africa as highly mobile and a target for study abroad opportunities.

Middle Eastern countries have recently begun to offer scholarships to attract international students. This approach is attractive to African students, who often have limited financial resources to dedicate to their studies.

China has made a concerted effort to attract African students, both for degree programs and for vocational and short-term programs. In 2016, China’s Ministry of Education reported that African students accounted for 12.5 percent of the country’s total foreign student population. Between 2010 and 2014, the Forum on China-Africa Cooperation reported that 33,866 Chinese government scholarships were offered to African students, and the organization appears poised to continue funding a substantial number of African enrollments at Chinese institutions (http://wenwes.org/2015/03/the-sino-african-higher-educational-exchange-how-big-is-it-and-will-it-continue/).

The South Korean government has provided scholarship grants for 170 Bachelor’s and 800 Master’s and Ph.D. degrees for developing countries for the period 2017-2018. African countries that qualify include Angola, Cameroon, Cote d’Ivoire, Ethiopia, Democratic Republic of the Congo, Ghana, Guinea, Guinea-Bissau, Kenya, Nigeria, Rwanda, Senegal, Tanzania, and Zambia.

Intra-African Mobility Developments The development of intra-African academic mobility in the region is a new phenomenon, but its value and sustainability may be of greater importance than in other areas of the world. Africa offers extensive opportunities for research partnerships, faculty development programs, study abroad, and linkages. Interested educators can subscribe to University World News: African edition to keep abreast of developments. A few of the intra-African efforts aimed at taking advantage of international connections are captured here: https://studyinthesates.dhs.gov/visas-by-the-numbers and https://ui.su.unesco.org/en/us-student-flow.

A new European Union (EU) Intra-Africa Academic Mobility Scheme was launched in March 2016 and supports higher education cooperation among countries in Africa. Established under the Pan-African Programme (Development Cooperation Instrument), the Intra-Africa Academic Mobility Scheme offers funding opportunities to African HEIs for the organization and implementation of staff and student (Master’s and Doctorate-level) academic mobility within the continent.

Another mobility program established by the African Union is the Mwalimu Nyerere program that facilitates exchanges between African universities. A related program, the Intra-Africa, Caribbean, and Pacific academic mobility scheme, builds on the Mwalimu Nyerere program for Africa, granting additional funding and setting up a similar scheme for the Caribbean and Pacific regions. The Carnegie African Diaspora Fellowship Program (CADFP), which is a fellowships program for educational projects at African HEIs. Offered by the Institute of International Education (IIE) in partnership with the United States International University-Africa, CADFP is funded by a grant from the Carnegie Corporation of New York, and is targeted at African-born academics currently living in the United States and Canada working in higher education. The CADFP Advisory Council selected 35 African universities in Ghana, Kenya, Nigeria, South Africa, Tanzania, and Uganda to host 46 African-born scholars to build partnerships and address priority needs. The visiting fellows work with their hosts on a wide range of projects in such fields as banking and finance, pharmacology and environmental toxicology, computer science, media and communications, and interdisciplinary public health. In October 2015, additional funding was secured from Carnegie to support as many as 140 fellowships. Fellowships engage in educational projects and are hosted by faculty of public or private HEIs in Carnegie partner countries.

The Norwegian Agency for Development Cooperation works with 20 African countries to engage in higher education capacity-building programs. In addition, the Norwegian Centre for International Cooperation in Education in March 2016 launched a new program for cooperation with developing countries in the region, the Norwegian Partnership Program for Global Academic Cooperation.

Another effort to promote regional higher education capacity is the Pan-African University (PAU) initiative. Launched in...
Sub-Saharan Africa

2008, the program is a postgraduate training and research network of university institutions in five regions, supported by the African Union and the Association of African Universities. PAU addresses five crucial thematic areas through a network of five flagship institutes: basic sciences, technology, and innovation; life and earth sciences (including health and agriculture); governance, humanities, and social sciences; water and energy sciences; and space sciences. The thematic areas are assigned to institutes hosted by existing universities of excellence across Africa’s five geographic regions. PAU institutes are currently operational in four of Africa’s five regions (the western, eastern, central, and northern regions), and negotiations are ongoing to operationalize the fifth PAU institute in southern Africa. In 2014, along similar lines, the World Bank launched African Centers of Excellence (ACEs) to support the region in strengthening selected HEIs to deliver quality undergraduate and graduate education and build collaborative research capacity in specialized areas that are development priorities for Africa. The first phase of this initiative was launched with $150 million to finance 19 ACEs at 18 universities in seven countries (Benin, Burkina Faso, Cameroon, Ghana, Nigeria, Senegal, and Togo) in western and central Africa. In 2015, through additional financing, Côte d’Ivoire joined the network with three centers in three universities.

In May 2016, the second phase, aimed at eastern and southern Africa, was approved with $148 million for 24 ACEs at 16 universities in eight countries: Ethiopia, Kenya, Malawi, Mozambique, Rwanda, Tanzania, Uganda, and Zambia. These centers received funding for advanced studies in science, technology, engineering, and mathematics (STEM)-related disciplines. An additional intra-African HEI effort is the African Institute for Mathematical Sciences (AIMS), a Pan-African network of centers of excellence for postgraduate education, research, and outreach in mathematical sciences. AIMS centers operate in South Africa, Senegal, Ghana, Cameroon, Tanzania, and Rwanda.

Heads of East African states announced the transformation of the East African Community (EAC) into a Common Higher Education Area, which will facilitate the recognition of academic certificates and the transfer of credits from HEIs across the region. From February 2017, university students in EAC states should be able to transfer credits from one university to another with significantly less difficulty. The African Research Universities Alliance (ARUA) is a unique network of 16 top African universities from eight countries. Created in 2015 to increase the continent’s contribution to global research and raise the profile of its research internationally, the alliance has widened research opportunities, improved training, and provided much needed support for students and professors at research campuses that might have been previously overlooked as a result of their rankings in the university system.

Economic Sub-Saharan Africa has achieved impressive economic growth over the past two decades with the average gross domestic product rising from just greater than two percent during the 1980-1990s to more than five percent in 2001-2014. However, the past two years have seen a slowdown as growth was affected by headwinds from weaknesses in the global economy, and falling oil and key commodity prices. As a result, families have become more cost-conscious in making education decisions, especially in Nigeria, but the flow of African students to the United States is holding steady so far. Many economists expect growth to strengthen in 2017 and 2018 supported by domestic demand, improved supply conditions, prudent macroeconomic management, and favorable external financial flows. This growth, combined with other long-term factors, supports Africa as a place for HEIs to consider building stronger relationships to deepen student recruitment.

During 2011-2015, according to the World Bank seven African countries were among the fastest growing top 20 economic success stories. D’ibouti (+6.7 percent), Kenya (+6.4 percent), and Côte d’Ivoire (+6.3 percent). World Bank projections for 2016-2020 indicate the top 20 performing economies will include nine African countries: Côte d’Ivoire (+7.7 percent), Ethiopia (+7.3 percent), Tanzania (+6.9 percent), Senegal (+6.9 percent), Rwanda (+6.7 percent), Kenya (+6.3 percent), Ghana (+6.3 percent), and Mozambique (+6.0 percent) (A Measured Strategy for the New Africa, Atlantic Council Strategic Paper No 7, p. 3).

Although the starting points for some African countries are relatively low, a significant proportion of potential growth is the result of deeper, long-term developments including demographics, some of the world’s transfer of urbanization rates (which suggest lower basic infrastructure costs and concentrated consumer markets), and technology such as rapid expansion of mobile telephony and Internet usage. This rapid growth rates five times the global rates over the past decade. These factors indicate that Africa should be considered an increasingly attractive place to recruit students.

Some potential slippage in foreign direct investment should not detract from Africa as a source destination for students. In a recent interview, Michael Lalor, Director of Strategy and Innovation at Ernst & Young’s Africa Business Centre, said investor sentiment toward Africa is likely to remain somewhat soft over the next few years. Some will invest at a slower pace, looking to consolidate operations and drive profitability; while others are likely to double down on their investments, using this period of economic slowdown to further strengthen their positioning in key markets. According to Ernst & Young, investors from the Asia-Pacific region have become more prominent in recent years, with China and Japan leading the way. The firm stated that Chinese-sourced Foreign Direct Investment (FDI) into Africa rose by 209 percent in the first quarter of 2016 compared with the same period in 2015.

Capital investments and jobs created in the first quarter of 2016 were more than those created in any year since 2005. China is the third biggest investor in the continent. Western Europe remains the largest regional investor in Africa, contributing 351 percent of 201 projects and 178 percent for capital investment in the first quarter of 2016.

Demographics Sub-Saharan Africa’s most formidable economic asset could soon be its people. The African population boom has been a key catalyst in driving the focus on education in Africa. With 29 of 30 of the world’s largest youth populations (the proportion of youth under 18 in Africa), the continent is expected to account for 50 percent of global population growth between 2015 and 2050. In comparison, in 2020 the median age will be 43 in Europe, 38 in China, and just 20 in Africa.

Countries across Africa are seeking to increase educational attainment, expand their higher education sectors, and improve quality at all levels. However, neither capacity nor quality is likely to keep up with demand, leading to widespread expectations of continued outward push among African students seeking tertiary degrees beyond the borders of their home countries. (Sources: World Education Services (WES) “30 Countries with the Youngest Populations the World’s Datareveal.com March 2017, U.N., “World Population Prospects: Key Findings & Advanced Tables, 2015, Revision”)

A burgeoning middle class is another factor affecting African students’ ability to study in the United States. In May 2017, Ipsos and the Unilever Institute of Strategic Marketing released the results of an 18-month study estimating the African urban “middle class” at 530 million people, spending a commanding power of at least $400 billion per day. The study involved qualitative and quantitative research in ten major African cities: Abidjan (Ivory Coast), Accra

U.S. Study Abroad

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Africa</td>
<td>5,249</td>
<td>5.7%</td>
</tr>
<tr>
<td>Tanzania</td>
<td>1,236</td>
<td>-6.0%</td>
</tr>
<tr>
<td>Ghana</td>
<td>737</td>
<td>-6.0%</td>
</tr>
<tr>
<td>Uganda</td>
<td>527</td>
<td>-23.3%</td>
</tr>
<tr>
<td>Zambia</td>
<td>299</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Five Countries (with over 100 students) with Highest Percentage Growth, U.S. Students in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2010/11</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>147</td>
<td>262</td>
<td>77.6%</td>
</tr>
<tr>
<td>Namibia</td>
<td>155</td>
<td>227</td>
<td>46.5%</td>
</tr>
<tr>
<td>Rwanda</td>
<td>196</td>
<td>275</td>
<td>40.3%</td>
</tr>
<tr>
<td>South Africa</td>
<td>4,337</td>
<td>5,249</td>
<td>21.0%</td>
</tr>
<tr>
<td>Malawi</td>
<td>166</td>
<td>195</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

EducationUSA Regional Reach 2016 EducationUSA in Sub-Saharan Africa made 1,075,443 contacts

<table>
<thead>
<tr>
<th>Centers</th>
<th>Outreach</th>
<th>Virtual*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts made through Advising Centers</td>
<td>294,842</td>
<td>294,842</td>
</tr>
<tr>
<td>Advising center-based contacts</td>
<td>293,310</td>
<td>293,310</td>
</tr>
<tr>
<td>U.S. institution representative contacts</td>
<td>1,532</td>
<td>1,532</td>
</tr>
</tbody>
</table>

| Contacts made through Access Centers | 201,126 | 201,126 |
| Education fairs | 37,019 | 37,019 |
| American Corners | 13,716 | 13,716 |
| Centers | 74,877 | 74,877 |
| Local Universities | 9,390 | 9,390 |
| Secondary Schools | 3,772 | 3,772 |
| Other fairs/conferences/ seminars | 10 | 10 |
| Host government events | 435 | 435 |
| Webinars | 4,224 | 4,224 |
| Outreach Activities | 63,055 | 63,055 |

| Contacts made through Virtual Platforms | 577,475 | 577,475 |
| Social Media Platforms | 577,372 | 577,372 |
| Webinars, DVCs | 103 | 103 |

*Includes social network page likes; video views; Twitter, Instagram, Facebook, and LinkedIn; digital video conference participants; and EducationUSA webinar participants.
Sub-Saharan Africa

Five Countries of Origin (with over 100 students) with Highest Percentage Growth, International Students in the Region (in Five-Year Trend)

<table>
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<th>Country</th>
<th>2011/12</th>
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<tbody>
<tr>
<td>Congo, Dem. Rep.</td>
<td>249</td>
<td>949</td>
<td>281.3%</td>
</tr>
<tr>
<td>Equatorial Guinea</td>
<td>164</td>
<td>339</td>
<td>106.7%</td>
</tr>
<tr>
<td>Angola</td>
<td>985</td>
<td>908</td>
<td>-9.6%</td>
</tr>
<tr>
<td>Mozambique</td>
<td>779</td>
<td>1,296</td>
<td>66.4%</td>
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<td>Congo, Dem. Rep.</td>
<td>67</td>
<td>109</td>
<td>62.7%</td>
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</tbody>
</table>

Interestingly, English is not the primary language of instruction in most of these countries (excluding Swaziland, Nigeria, and in some locations Rwanda). This suggests exceptional interest and efforts by students to study in the United States, and is a reminder that HEIs that treat francophone and lusophones as “thorny” states do so at their peril.

What to Expect in the Next Three to Five Years

• The spread of cohort group advising at EducationUSA centers produces stronger, more sophisticated, better prepared, and more reliable applicants to U.S. HEIs.

• A steady flow of African students to the United States driven by improved economic growth, good governance, and the increasing number of mobile class households, and increasing political stability.

• The United States remains Africa’s most popular educational destination.

UNESCO’s Institute for Statistics predicts that the United States will remain a strong magnet for students from Sub-Saharan Africa seeking a high-quality education, despite the expansion of higher education opportunities in most African countries and greater investment in Africa.

• The expansion of college fairs and admissions groups tour Sub-Saharan Africa enables recruiters and students to meet in greater numbers than ever before.

• A continuing focus on intra-African academic developments.

Foreign Government and Private Funding

• Government sponsorship for study in the United States remains limited in Sub-Saharan Africa. Government scholarships that support students who want to study in the United States are limited to only a few countries: Botswana, Mauritius, Namibia, and Nigeria. A new focus has emerged on training and funding government officials in those countries.

In addition, Sierra Leone now operates a small scholarship program, and Angolan university officials announced they will be reviewing their U.S. scholarships given the decline in oil prices.

• The MasterCard Foundation’s commitment to African secondary and higher education is moving into Phase II! MasterCard’s efforts to improve higher education and organizations operating at the community level. The Foundation’s efforts are focused on improving access and opportunities for students in Sub-Saharan Africa.

The MasterCard Foundation has provided scholarships to more than 5,000 students in Sub-Saharan Africa, and will continue to do so.

• Several HEIs have established scholarships for EducationUSA students in Africa. Although this effort is relatively new, it is growing in the right direction to help bring more financially-challenged students to U.S. campuses.

• The U.S. Agency for International Development (USAID), in partnership with the Association of Public and Land-Grant Universities and the International Maize and Wheat Improvement Center in Mexico, selected Michigan State University to implement the Feed the Future Biogas Higher Education for Agricultural Research and Development Program. This program will support long-term training of agricultural researchers at the Master’s and Doctoral levels and will link scientific and higher education communities in Feed the Future countries and the United States. Participating African countries include: Ghana, Kenya, Liberia, Malawi, Mali, Mozambique, Rwanda, South Sudan, and Uganda.

Virtual and Social Media Usage

According to the Ericsson Mobility Report, Sub-Saharan Africa remains the region with the highest growth rate in mobile subscriptions globally. While the penetration level in 2010 approached just 50 percent, current forecasts indicate that close to 100 percent penetration will be achieved in 2021. This expansion has provided for a level of connectivity across the continent that was previously unthinkable and did not exist with fixed- telephone internet services. The rapidly growing youth population, affordability of usage in mobile broadband, and an increase in the usage of smartphones as a result of lower prices are all factors driving the use of mobile services to access the internet. Internet access is largely driven by smartphones, and offers the potential for a greater degree of access.

During the past five years, Facebook has grown to become the most widely used social media platform across Sub-Saharan Africa, with 20 million users. Facebook (and, like Twitter) is a tool to measure and monitor governance across the continent that was previously impractical.

• Engage with your alumni. Local alumni understand the market and can represent your school at events held in their countries, which travel might be impractical.

• Participate in college fairs. Each of the region’s EducationUSA advising centers has published recruitment tips that were featured during the African Showcase at the EducationUSA Africa Regional Forum. High education representatives should ask for copies when contacting EducationUSA.

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Successful Recruiting Strategies

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Successful Recruiting Strategies

• Develop a student ambassador program. Students from Sub-Saharan Africa who are studying in the United States to help promote their institution when they return home.

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Sub-Saharan Africa

• Use phones and platforms such as Google Hangouts and Skype to communicate with students and school officials. Many EducationUSA centers are capable of facilitating virtual sessions through digital video conferencing.

• Cooperate with EducationUSA to engage top public and private high schools in every country that produce highly competitive, hardworking students who are ready for U.S. higher education.

• Provide scholarship funds for students who are members of EducationUSA cohort advising programs (Competitive College Clubs, EducationUSA Scholars, etc.) and Opportunity Funds programs. These students are highly prepared and trustworthy students who make the most of educational opportunities offered to them. Funding scholarships for these students is a good investment for U.S. universities and colleges at both the undergraduate and graduate level.

• Recognize that personal touch resonates in Africa, not only through in-person contact with prospective students but also by featuring successful local graduates on your school’s website with whom prospective students identify. EducationUSA advisers post these stories on local EducationUSA Facebook and U.S. Embassy pages in ways that highlight successes and promote studying in the United States.

• Involve parents in the admissions process. Parents in Sub-Saharan Africa are tremendously influential in the decision-making process.

• Work with EducationUSA to interpret grading systems across the region and gain advice on standards and eligibility for admission to local schools.

Additional suggestions from the WES survey report include:

• Emphasize quality and specific programs of study. “Better education outside of my home country” is the top reason 70 percent of African respondents leave their country of origin to enroll in institutions abroad.

• Offer financial support or promote affordability. Cost is a difficult factor for many U.S. HEIs and prospective students to address. Schools with competitive tuition fees or scholarships for international students are well positioned to attract African students. WES research data also provides insight into the problematic aspects of cost at a more granular level. Students from Africa are far more likely than students from elsewhere to indicate that the annual tuition, availability of financial aid and scholarships, and the cost of living are “very important” in determining where to apply. In fact, in the WES survey, 38 percent of African students suggested the availability of financial aid/scholarships was why they enrolled in a U.S. institution.

Regional EducationUSA Events

U.S. Department of Commerce and EducationUSA are collaborating on the Commercial Service’s second Africa Education Trade Mission to take place in Ghana and Nigeria in 2017:
- Nigeria/Abuja September 24–25
- Nigeria/Lagos September 26–27
- Ghana/Accra September 28–29

EducationUSA adviser for the confirmed date

Malawi:
• Women in Science, Technology, Arts, Engineering, and Mathematics Camp at Malawi University of Science and Technology, July 31–August 15

EducationUSA Malawi Homegrown College Fair in Blantyre, October; check with the EducationUSA adviser for the confirmed date

While a number of education tours visit Africa every year, dozens of U.S. admissions representatives also organize small group tours facilitated by EducationUSA advisers. For more information on participating in these tours, consult EducationUSA advising centers in countries you are interested in visiting.

U.S. Study Abroad in Sub-Saharan Africa

The number of U.S. students earning academic credit in Sub-Saharan universities declined slightly in AY 2013–2014, from 13,411 to 13,266. The number of students declined further in AY 2014–2015

Best Times of Year to Interact with Students in the Region

Recruiting is a year-round process in Sub-Saharan Africa. The best times to plan visits are when schools are in session:

West and Central Africa ... May to mid-July, October–November, January–March

Southern Africa ............................................. February–May, July–August

East Africa ..................................................... March–June, October–November

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Student Mobility in the Region

East Asia and Pacific

The Prime Minister’s “Japan Revitalization Strategy” emphasizes the importance of economic competitiveness and the development of globally competitive human resources. The government has set the goal of doubling student mobility by the year 2020, to 120,000 Japanese students studying abroad. Joint efforts by the government, private industry, and academia to achieve this goal are underway. Notably, the Ministry of Education has introduced initiatives to globalize 37 specially-designated universities, increase partnerships and degree programs with foreign universities, create scholarships for Japanese high school and university students, and increase the number of International Baccalaureate schools from 42 to 200 by 2020.

Korea. Korea dropped from the third to the fourth largest sender of students to the United States with 61,007 students reported in the 2015–2016 AV—the fifth consecutive year of slight decline. A low birthrate, economic considerations, concerns about employability, increased competition from other higher education destinations, and other factors contribute to this decline. In 2015, China overtook the United States as the top destination for Korean students. More than 80 percent of Korean students in the United States are pursuing full degree programs, and the number of students taking advantage of Optional Practical Training (OPT) has increased. In spite of the overall decrease in numbers, U.S. higher education outreach in South Korea in 2016 increased, and outreach and fairs outside of Seoul are also on the rise.

Mongolia. In AY 2015–2016, 1,434 Mongolians studied in the United States, continuing a steady increase in numbers over the past five years. Mongolia’s higher education sector aims to contribute to the country’s development and growth, especially in areas related to mining, agriculture, healthcare, education, and engineering. Pursuant to a cooperative project between the Mongolian government and the Asian Development Bank, education reforms took place between 2006–2012 to implement teacher training, revise academic standards, and develop new curricula, and establish a 12-year schooling system. Mongolia continues to develop its education sector, with a special focus on vocational and technical training programs. The impact of possible changes following recent parliamentary and presidential elections has yet to be seen, however, previous governments have been strong and consistent supporters of education and national development programs, including educational advising and scholarships to Mongolia.

New Zealand. Interest in studying abroad, particularly in the United States, is strong in New Zealand. The 2016 Open Doors report shows a 9.2 percent increase over the previous academic year in the number of students from New Zealand in the United States, and a five-year increase of 53.6 percent. New Zealand is also a major sender of student athletes to the U.S. National Collegiate Athletic Association. Recent years have seen steady interest in full degree and exchange programs, and the government of New Zealand offers some scholarships for study abroad. Interest in high school exchange is also on the rise. As demand has increased, high school career advisers have actively engaged EducationUSA for information about how to guide students. New Zealand has also become a major higher education destination for students from many countries, especially in Asia, including the United States.

Taiwan. Taiwan’s Ministry of Education and nearly 160 institutions of higher education face the challenge of deciding whether to merge, close, or repurpose schools in the coming years as the student population declines as a result of a low birth rate. Amid a changing demographic and slowing economic environment, EducationUSA has continued its outreach efforts and education-related programming to help maintain the United States as the top study abroad destination for students from Taiwan. Local universities are looking for ways to partner with American institutions to encourage local students to study in the United States. Students often cite these partner relationships as a factor in how they choose their host university in the United States. Many of Taiwan’s students in the United States study at the Master’s level and are attracted to the academic rigor of U.S. institutions, as well as on-campus employment opportunities such as laboratory and teaching assistants.

Thailand. Thai students are still very interested in studying in the United States but report concerns surrounding rising costs, testing requirements, and the application process. There has been a decrease in the number of Thai participants in the U.S. Summer Work and Travel program as a result of Thailand’s move to follow the Association of Southeast Asian Nations (ASEAN) Economic Community standard university calendar. Opportunely, there is a trend for more Thai students studying at international schools in Thailand to pursue undergraduate degrees in the United States. An increasing number of Thai students are choosing United Kingdom for postgraduate degree programs.

Pacific Islands. Although interest in U.S. study remains high, geography presents a major challenge to U.S. higher education outreach in the Pacific Islands. A number of governments offer study abroad support for students, though some scholarships require students to return to their home country to work for a period of time. Generous scholarships from foreign governments in the region including Australia, New Zealand, China, Japan, and Taiwan offer study abroad opportunities in those countries. The Marshall Islands, Micronesia, and Palau have Compacts of Free Association with the United States, allowing students from those countries to receive federal financial aid as eligible non-citizens and to study in the United States without a student visa. As a visa is not required, the Open Doors statistics do not fully capture the number of students from those three countries.

Vietnam. In 2015, about 130,000 Vietnamese students studied abroad, of whom 15,665 received Vietnamese government funding. Canada has reportedly become an emerging destination of choice among Vietnamese students, due in part to its post-graduation employment and immigration opportunities and the recently-launched Canada Express Study Program. The trend to study in Canada is fairly new, so the direct impact on U.S. study is yet to be seen. Vietnam also received 20,000 foreign students under exchange and internship programs, of whom 60 percent received Vietnamese government agreement scholarships. The largest number of inbound students is from ASEAN countries.

What to Expect in the Next Three to Five Years

- The growth of regional education hubs in Australia, China, Malaysia, and Singapore, existing international programs, and the presence of foreign student mobility campuses, will continue to offer an array of options for students to study abroad within the EAP region.
- China’s “One Belt, One Road” (OBOR) Initiative seeks to link countries in Asia, Europe, and Africa (along the Silk Road and other traditional trading routes), to enhance economic development and trade in these regions. China is reportedly investing heavily in related infrastructure projects, as the initiative is intended to create opportunities for business, education, and collaboration. Several countries have signed agreements to offer scholarships for students in OBOR countries.

- EAP is a prime market for community colleges. Many students in the region are unable to afford tuition at a four-year institution, so promoting 2+2 programs is a natural fit. South Korea, Vietnam, and Mongolia are all strong markets for community colleges.

- Australia and New Zealand. As interest in U.S. study increases, and given the current level of support from schools and the government, mobility to the United States from both countries will increase, as will outreach events such as school visits and fair providing additional opportunities for U.S. institutions to engage students from these countries. Study abroad agencies and consultancies are also emerging in the two countries and might play a role in the market over the next few years. The graduate school and community college markets remain untapped areas of opportunity for U.S. higher education.

- Japan. With strong government and private sector support for study abroad, student mobility to the United States and beyond will see increases supported by programs such as the Tomodachi (http://bit.ly/6Q8gBL) and Tomodachi (usapantomodachi.org) programs, which support short-term study
Five Countries of Origin in the Region with Highest Per Capita College-Age Student Mobility to the United States

- **Burma.** The Cetana Educational Foundation (cetana.org) and Prospect Burm (http://www.prospectburrma.org) provide partial financial aid.
- **Brunei.** A number of government sponsored scholarships annually provide citizens of Brunei with full funding for undergraduate and graduate studies in a wide range of fields (www.moe.gov.bn; http://bit.ly/2zgDfFl). Non-governmental scholarships include the Sultan’s Scholarship Scheme/Yayasan Sultan Haji Hassanal Bolkiah Scholarship (www.yshhb.org.bn), and the Brunei Shell Petroleum Scholarship (http://bit.ly/2pQHRl0).
- **China.** The China Scholarship Council (CSC) (http://en.csc.edu.cn/) has hundreds of scholarships for international and Chinese students to study in China and abroad. In the past year, CSC offered approximately 10,000 scholarships for students to study in the United States. CSC provides funding for Chinese and international students and scholars at all levels.
- **Hong Kong.** The Hong Kong SAR Government Scholarship Fund (http://www.edb.gov.hk) offers a variety of scholarships for local and international students to study in Hong Kong and abroad, including the Research Grant Council’s Ph.D. Fellowships, the Sir Edward Youde Memorial Grant Council’s Ph.D. Fellowships, and the Sir Robert Black Trust Fund. Hong Kong’s universities are relatively unknown compared to U.S. universities, and many Hong Kong families cannot afford U.S. tuition without some financial support.
- **Indonesia.** The Indonesian government awards scholarships every year for graduate study in a myriad of disciplines (http://www.lpdp.kemenkeu.go.id/). To increase mutual understanding and research among various religions, the Ministry of Religious Affairs offers scholarship for students interested in pursuing religion majors (https://www.kemenag.go.id/). A variety of other scholarships are available through the Fulbright Commission (https://www.aminf.or.id/), the United States – Indonesia Society (http://www.usindo.org/), and the Indonesian Scholarship and Research Support Foundation (ISRSF)

### Regional Student Totals

<table>
<thead>
<tr>
<th>Country</th>
<th>2014/15</th>
<th>% Change</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>328,547</td>
<td>8.1%</td>
<td>328,547</td>
</tr>
<tr>
<td>South Korea</td>
<td>61,007</td>
<td>-4.2%</td>
<td>61,007</td>
</tr>
<tr>
<td>Taiwan</td>
<td>21,403</td>
<td>14.3%</td>
<td>24,003</td>
</tr>
<tr>
<td>Japan</td>
<td>18,060</td>
<td>12.4%</td>
<td>20,000</td>
</tr>
</tbody>
</table>

### Five Countries of Origin (with over 100 students) with Highest Percentage Growth, International Students in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country</th>
<th>2011/12</th>
<th>2015/16</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>194,029</td>
<td>328,547</td>
<td>69.3%</td>
</tr>
<tr>
<td>Cambodia</td>
<td>333</td>
<td>499</td>
<td>49.9%</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>809</td>
<td>1,212</td>
<td>48.0%</td>
</tr>
<tr>
<td>Vietnam</td>
<td>15,572</td>
<td>21,403</td>
<td>37.5%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1,204</td>
<td>1,608</td>
<td>33.6%</td>
</tr>
</tbody>
</table>

China has the largest percentage growth in the region over the last five years (with over 100 students)

**Source:** UNESCO Institute of Statistics, Indicator: 2014 Population of the official age for tertiary education, both sexes

### East Asia and Pacific

- **Korea.** Given the emergence of other countries as major education destinations for full degree programs with short-term English study, it is necessary to highlight the benefits of a U.S. education in comparison with other, possibly less expensive, options. Outreach beyond Seoul and effective use of alumni and currently enrolled Korean students to highlight the value of U.S. education will be key to stimulating student mobility to the United States. Due to concerns about finances and employability, Korean students are particularly attracted to Optional Practical Training (OPT) and schools that offer scholarships and internship opportunities. Korean universities are keenly interested in institutional partnerships that involve both sending and receiving students.
- **Malaysia.** Factors that may affect Malaysian student mobility to the United States include the degree to which both students and parents perceive American campuses and communities to be well-arts-oriented and concerns about the decline in value of the Malaysian currency vis-a-vis the dollar. Relevant entities include Malaysia public and private universities’ interest in developing institutional partnerships, such as through articulation agreements, with the American Degree Transfer Program institutions.
- **Taiwan.** Taiwan has one of the highest percentages of college-educated youth in the world. Approximately 70 percent of 18–22-year-olds are enrolled in higher education programs. Taiwan also has one of the lowest birth rates in the world and is expected to experience negative population growth by 2019. More and more of students from Taiwan are studying abroad on short-term exchange programs, allowing students to pay lower tuition rates for their study abroad experience. Although many students still prefer graduate-level education and full degree programs, there is increasing interest in summer work-travel programs and other short-term exchanges.
- **Vietnam.** The Vietnamese government has prioritized education reform, and the sector has evolved considerably with the establishment of international universities such as: Vietnam-France University, Vietnam-Japan University, Vietnam-German University, and the Fullbright University Vietnam. This approach provides Vietnamese students greater access to quality higher education programs at home. In addition, there are approximately 485 joint training programs between Vietnamese and foreign universities, of which 96.7 percent grant foreign certificates in Vietnam. Moreover, Vietnamese universities and colleges have increasing authority and independence, enabling them to improve the quality of academic programs and compete for enrollment with world-class institutions abroad. In the future, these factors may contribute to fewer students pursuing studies abroad. Already there is a growing number of foreign students coming to Vietnam to participate in exchange or degree programs, especially from ASEAN countries. Currently, however, annual statistics show that the Vietnamese education system is still unable to meet the demand for higher education courses of study. In 2017, Vietnamese universities and colleges, managed by the Ministry of Education and Training (MoET), are planning to grant admission to approximately 10 percent fewer students compared to 2016, but at the same time, the number of students registered to take the university entrance exam has increased. Students in Vietnam often express a preference for foreign degrees, and the United States is still among the top destinations. Economic developments in the country support this trend. The middle class in Vietnam has grown to encompass more than 10 percent of the population, and the GDP growth rate is projected to trend around 6.2 percent in 2020. The number of Vietnamese students in the United States will therefore likely increase over the next five years.

### Foreign Government and Private Funding

**Australia.** The Australia Awards-Endeavour Scholarships and Fellowships are the Australian government’s most prestigious, merit-based scholarships and fellowships providing opportunities for Australians to undertake study, research, or professional development overseas, and for foreign citizens to do the same in Australia (http://bit.ly/2pQyFEt).

- **South Korea.** College-Age Population 2,014,651
- **Hong Kong.** College-Age Population 443,285
- **Macau.** College-Age Population 42,565
- **Palau.** College-Age Population 1,420
- **Marshall Islands.** College-Age Population 2,917

**Source:** UNESCO Institute of Statistics, Indicator: 2014 Population of the official age for tertiary education, both sexes

- **Armenian Fellows (http://www.isrsf.org/)** armenian-fellows-and-armenian-students
- **Japan.** Many scholarships, both public and private, for Japanese students seeking full degree and short-term programs are consolidated in the online database on the Japan Student Services Organization’s website (http://www. jasso.go.jp). The Ministry of Education, Sports, Culture, Science, and Technology offers 45 scholarships for graduating high school students who are seeking degrees abroad (http://bit.ly/2zS5xjv).
- **Korea.** The Korean government and several organizations offer scholarships for students interested in studying abroad. The funding is for graduate study. The Korea Foundation for Advanced Studies offers 30 scholarships for students pursuing Doctoral studies abroad (http://www.kfks. okr). The Korea Student Aid Foundation offers the Dream Scholarship, which supports study abroad opportunities for students of exceptional financial need and strong academic performance (http://www.kosaf.go.kr).
- **Malaysia.** There are more than 20 scholarship bodies in Malaysia sending approximately 1,200 students per year to the United States to attend undergraduate and graduate programs. The majority of Malaysian students are sponsored by JPA, MARA, Petronas, Bank Negara, Khazana, and the Ministry of Higher Education. The Public Service Department of Malaysia offers scholarships for both undergraduate and graduate study. These programs focus on the critical fields of medicine, dentistry, pharmacy, veterinary medicine,
East Asia and Pacific


- Mongolia. Students in Mongolia usually seek out scholarships for study abroad as more than half of Mongolian families do not have the financial means to pay full tuition. Several countries offer scholarships for Mongolian students to pursue higher education, including Australia, China, Hungary, Russia, and Turkey. Tracking Mongolia’s key areas of development (mainly government jobs after graduation) preferred fields of study include engineering, technology, natural and environmental sciences, health, and elementary education. Although the Mongolian government has put scholarships on hold this year as the result of an economic downturn, it is expected that government scholarships will be available again in the next few years. According to the Ministry of Education, Culture, Science, and Sports, the government is actively seeking new financial resources to support Mongolian students studying abroad.

- New Zealand. Universities in New Zealand offer small scholarships for exchange or study abroad programs, including paying for flights or providing a living stipend.

- Taiwan. Taiwan’s Ministry of Education and other institutions in Taiwan provide study abroad scholarships for Master’s and Ph.D. degree-seeking students (https://www.scholarship.moe.gov.tw/). Taiwan’s Ministry of Science and Technology offers scholarships for Ph.D. degree-seekers (https://www.most.gov.tw/).

- Singapore. There is a strong tradition of government agencies and private companies offering scholarships for students to complete their studies overseas. Typically, these scholarships cover the full cost of tuition and fees plus a living stipend and airfare. Some of the more well-known scholarship programs are the Public Service Commission Scholarship, Ministry of Defense Scholarship, the A*STAR Scholarship, and the Singapore Industry Scholarship. Comprehensive lists of scholarship providers can be found on the websites www.brightsparks.com.sg and www.scholarshipguide.com.sg.

- Vietnam. The Fulbright program in Vietnam is the only U.S. government scholarship available in Vietnam for Mongolia’s degree programs in the United States. Each year, Vietnam sends about 15-20 students to the United States through Fulbright. The Vietnam International Education Development under MoEF also works with some U.S. higher education institutions (HEIs) in the United States to provide scholarships to Vietnamese students. Intel Products Vietnam, in partnership with Arizona State University (ASU) via the Higher Engineering Education Alliance Program, will offer as many as 19 Vietnam Grand Challenges Masters Fellowships to ASU. The government-funded Project 911 (www.moe.edu.vn) sponsors 10,000 university faculty for Doctoral study at overseas universities through 2020.

Virtual and Social Media Usage

- Australia. Nearly three quarters of Australians are on social media, and most access social media through a mobile device. The most popular platform by far is Facebook, followed by Instagram, LinkedIn, Snapchat, and Twitter. Line is the most popular form of direct communication among students; Twitter and Instagram are also popular.

- Korea. South Korea has strong internet penetration, and although social networking sites such as YouTube, Facebook, and Twitter are extremely popular, the local instant messaging application Kakao Talk is used almost ubiquitously and the local search engine Naver and its associated services are still very widely used.

- Mongolia. As of June 2016, there were 1.5 million Internet users in Mongolia, and 1.5 million Facebook users. Facebook is the most popular social media platform in Mongolia with some recent increases in Instagram usage among youth. Mobile phone service has skyrocketed in recent years, with 9G service now available in many areas of the country. The majority of mobile subscribers use smartphones on a 3G network. In 2016, telecom companies reported more than 4 million subscriptions—for a population of 3 million people.

- New Zealand. Facebook, Instagram, Snapchat, and LinkedIn are widely used; Twitter is also popular, but less so among users under 25.

- Pacific Islands. Internet penetration varies between countries and from island to island as do connection speeds and costs. Facebook is popular in most countries, and most students access social media via mobile devices, even in countries with slower speeds and less internet coverage.

- Taiwan. Facebook and Line are popular social media platforms in Taiwan. The number of active Facebook users in Taiwan surpasses 14 million per month, with about 60-percent penetration, and the number of daily users has hit 10 million.

Successful Recruiting Strategies

- Diversify your recruitment. Target second- or third-tier cities, seek out untapped markets, and travel well beyond the big cities and large sending countries. Think in terms of a strategic long-term vision to make an investment that will yield returns in the future.

- Use your website or social media to share videos or testimonials of international student success stories from your institution (current students or alumni). These can be shared on social media in home countries to help spread the word about your school.

- Personal connections are very important in Asia. Conduct in-person presentations and meetings wherever possible. Try to provide materials translated into the local language to help parents and school staff better understand your message.

- Create recruitment strategies with both students and parents in mind. Some materials should be printed in the local language, for parents to understand.

- Mobile-friendly websites and content with links for international students will attract more attention.

- Parents and students are very concerned about campus safety issues. Consider including information about safety and security measures specifically for international students in your materials and on your website.

- Set up accounts on local social media in areas where you have a strong recruitment focus. Use Chinese social media such as WeChat to reach Chinese parents and students. Similarly, Kakao Talk groups for Korean students have proven to be effective as a recruitment tool.

U.S. Study Abroad

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>12,790</td>
<td>-71%</td>
</tr>
<tr>
<td>Australia</td>
<td>8,810</td>
<td>5.3%</td>
</tr>
<tr>
<td>Japan</td>
<td>6,053</td>
<td>1.3%</td>
</tr>
<tr>
<td>South Korea</td>
<td>3,520</td>
<td>9.4%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>5,325</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

Five Countries (with over 100 students) with Highest Percentage Growth, U.S. Students in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2010/11</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>223</td>
<td>514</td>
<td>139.5%</td>
</tr>
<tr>
<td>Cambodia</td>
<td>273</td>
<td>482</td>
<td>76.6%</td>
</tr>
<tr>
<td>Singapore</td>
<td>715</td>
<td>1,080</td>
<td>51.0%</td>
</tr>
<tr>
<td>Thailand</td>
<td>1,410</td>
<td>2,096</td>
<td>48.7%</td>
</tr>
<tr>
<td>Japan</td>
<td>4,334</td>
<td>6,053</td>
<td>44.6%</td>
</tr>
</tbody>
</table>
• Develop financial aid and scholarship programs for international students, from smaller amounts to full tuition, if possible. Publicize opportunities including research fellowships, teaching assistantships, or other programs for which international students can apply.
• Look for opportunities to travel and conduct joint presentations with other schools for a greater impact and access to more schools and larger audiences.
• Participate in high school counselor training programs as a presenter, where possible as a way to build relationships with local high school counselors and help them share better information with students.

Regional EducationUSA Events
Use the EducationUSA website to find country-specific information about upcoming fairs, webinars, and other events and activities. Most EducationUSA advising centers plan local events throughout the year.

Fairs and Conferences
In addition to the many in-person student recruitment opportunities offered through EducationUSA fairs and conferences, representatives of U.S. institutions can deepen their engagement with country briefings from EducationUSA advisers, meetings with U.S. Embassy public affairs or consular staff (subject to scheduling availability), presentations at an EducationUSA advising center, or visits to local high schools or universities. HEI recruiters should contact the EducationUSA staff organizing these events to explore options for maximizing the impact of their participation. The following list highlights tentative events. Visit www.eduseusa.state.gov for updated event information as it becomes available.

• The EducationUSA Pavilion at the Asian-Pacific Association for International Education (APAAIE). The 2018 APAAIE Conference will be held March 25–29, 2018, at Marina Bay Sands, in Singapore (www.apaai.org),

Best Times of Year to Interact with Students in the Region
As a general rule, March to May and August to November. However, please check with the local advising center to see whether there are school exams or local holidays before planning your visit.

Times to avoid travel: The Lunar New Year, usually in January or February, and Buddhist holidays in April impact most of the region.

The 121 EducationUSA centers (33 comprehensive, 40 standard, 48 reference) in Europe and Eurasia (EUR) are located at Fulbright Commissions, local non-governmental organizations, universities and high schools, American Councils offices, bi-national centers, U.S. embassies and consulates, and American Spaces. The region boasts 145 advisers who continue to expand the scope and quality of services and demonstrate creative innovation in programming.

Regional Overview
The 46 countries that make up the EducationUSA Europe and Eurasia region provide a myriad of diverse options for recruiting talented students. The region boasts both large sending countries with sophisticated education systems and internationally-minded students, as well as emerging and lesser known markets whose students are talented, possess excellent English-language skills, and are highly motivated to seek study opportunities outside their home country. Many of the countries offer financial aid for their students who want to study abroad, and large numbers of students, with financial support from schools representing a specific field of study, type of school, or other theme. Contact EducationUSA advising centers or check for events on the EducationUSA website for more details.

U.S. Study Abroad in the Region
China remains the fifth most popular destination for students studying abroad and the most popular Asian destination. Taiwan is also a good study abroad option for students interested in traditional Chinese language programs as well as anthropology and cultural studies. In addition to independent or traditional study abroad programs, there is a growing number of U.S. university and joint venture programs in the EAP region, where students can spend a semester or year abroad, or participate in a dual degree program.

Australia, Japan, Korea, and New Zealand are all among the top 25 receiving countries of U.S. students, and all continue to experience an increase in the number of U.S. students according to the most recent Open Doors report. Collectively, they host nearly 7 percent of the U.S. study abroad total. All four countries are making efforts to attract international students from the EAP region and beyond. Both Japan and Korea have increased the availability of English language coursework and degree programs, strengthened student services, and made efforts to globalize campuses.

Europe and Eurasia
Regional EducationUSA Profile
Albania, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bermuda, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom

EducationUSA Advising Centers in the Region
33 Comprehensive
40 Standard
48 Reference

Reference
Standard
Comprehensive
Regional Overview

Best Times of Year to Interact with Students in the Region
As a general rule, March to May and August to November. However, please check with the local advising center to see whether there are school exams or local holidays before planning your visit.

Times to avoid travel: The Lunar New Year, usually in January or February, and Buddhist holidays in April impact most of the region.

EducationUSA East Asia Pacific Law School Fair Series. The 2018 EducationUSA East Asia Pacific Law School Fair Series will be held again in April 2018, at various cities in the EAP region.

Fall EducationUSA Expo and fairs in Korea, Multiple cities outside of Seoul in mid-to-late September 2017; fair in Seoul on September 29.

EducationUSA Roadshow and fairs in Korea, Multiple cities outside of Seoul in mid-to-late September 2017; fair in Seoul on September 29.

EducationUSA China High School Counselor Training, September 2017 in two regions of China.

Southeast Asia Graduate Studies Fairs, September 2017 in Thailand, Malaysia, Indonesia, Vietnam, Philippines, and Brunei.

Southeast Asia Community College Fairs, October 2017 in Brunei, Indonesia, and Vietnam.

EducationUSA China Summer Program Fair, December 2017 in four cities in China.

2018 Southeast Asia EducationUSA Fair Series, Late February through March 2018: 15 cities in nine countries.

Spring EducationUSA Fair and School Outreach in China, March 2018 in four cities.

EducationUSA Mini Fairs, Many EducationUSA centers are able to host mini-fairs with a small number of schools representing a specific field of study, type of school, or other theme. Contact EducationUSA advising centers or check for events on the EducationUSA website for more details.

• Global GUIDE 2017

• 2018 Southeast Asia Graduate Studies Fairs.

• 2018 Southeast Asia EducationUSA Fair Series.

• Spring EducationUSA Fair and School Outreach in China.

• EducationUSA Mini Fairs.

• EducationUSA East Asia Pacific Law School Fair Series.

• Fall EducationUSA Expo and fairs in Korea.

• EducationUSA Roadshow and fairs in Korea.

• EducationUSA China High School Counselor Training.

• Southeast Asia Graduate Studies Fairs.

• Southeast Asia Community College Fairs.

• EducationUSA China Summer Program Fair.

• 2018 Southeast Asia EducationUSA Fair Series.

• Spring EducationUSA Fair and School Outreach in China.

• EducationUSA Mini Fairs.

• EducationUSA East Asia Pacific Law School Fair Series.

• Fall EducationUSA Expo and fairs in Korea.

• EducationUSA Roadshow and fairs in Korea.

• EducationUSA China High School Counselor Training.

• Southeast Asia Graduate Studies Fairs.

• Southeast Asia Community College Fairs.

• EducationUSA China Summer Program Fair.

• 2018 Southeast Asia EducationUSA Fair Series.

• Spring EducationUSA Fair and School Outreach in China.

• EducationUSA Mini Fairs.

• EducationUSA East Asia Pacific Law School Fair Series.

• Fall EducationUSA Expo and fairs in Korea.

• EducationUSA Roadshow and fairs in Korea.

• EducationUSA China High School Counselor Training.

• Southeast Asia Graduate Studies Fairs.

• Southeast Asia Community College Fairs.

• EducationUSA China Summer Program Fair.

• 2018 Southeast Asia EducationUSA Fair Series.

• Spring EducationUSA Fair and School Outreach in China.

• EducationUSA Mini Fairs.

• EducationUSA East Asia Pacific Law School Fair Series.

• Fall EducationUSA Expo and fairs in Korea.

• EducationUSA Roadshow and fairs in Korea.

• EducationUSA China High School Counselor Training.

• Southeast Asia Graduate Studies Fairs.

• Southeast Asia Community College Fairs.

• EducationUSA China Summer Program Fair.

• 2018 Southeast Asia EducationUSA Fair Series.

• Spring EducationUSA Fair and School Outreach in China.

• EducationUSA Mini Fairs.

• EducationUSA East Asia Pacific Law School Fair Series.

• Fall EducationUSA Expo and fairs in Korea.

• EducationUSA Roadshow and fairs in Korea.

• EducationUSA China High School Counselor Training.

• Southeast Asia Graduate Studies Fairs.

• Southeast Asia Community College Fairs.

• EducationUSA China Summer Program Fair.

• 2018 Southeast Asia EducationUSA Fair Series.

• Spring EducationUSA Fair and School Outreach in China.

• EducationUSA Mini Fairs.

• EducationUSA East Asia Pacific Law School Fair Series.

• Fall EducationUSA Expo and fairs in Korea.

• EducationUSA Roadshow and fairs in Korea.

• EducationUSA China High School Counselor Training.

• Southeast Asia Graduate Studies Fairs.

• Southeast Asia Community College Fairs.

• EducationUSA China Summer Program Fair.

• 2018 Southeast Asia EducationUSA Fair Series.

• Spring EducationUSA Fair and School Outreach in China.

• EducationUSA Mini Fairs.
Europe and Eurasia

In the region. In many cases, European institutions do not allow students to revise their choices of major or devise from their planned course of study. Thus, despite the ease of either staying in a student’s home country or studying elsewhere in the country, the United States is still an important goal for many.

Seventy-two percent of students from Europe and Eurasia are degree-seeking students. Forty percent are seeking undergraduate degrees, which tracks the worldwide average. The number of undergraduate degree-seeking students from Europe and Eurasia has increased 16 percent over the past five years. These students look at a wide array of majors from the traditional science, technology, engineering, and mathematics (STEM) fields to social sciences, the arts, and humanities. European students consistently state that they appreciate the flexibility of exploring different fields to social sciences, the arts, and humanities. European students particularly interested in the graduate level are Turkey, Germany, the United Kingdom, France, and Russia. Graduate students from Europe are interested in the STEM fields, business and management, and computer science. However, there is also significant interest in Master of Laws (LLM) programs, especially in Western Europe, Russia, and Ukraine. EducationUSA organizes an annual LLM tour in the region, which will be held in November 2017. This tour allows representatives of U.S. LLM programs to meet with legal practitioners and prospective students in Europe. The tour currently covers the Netherlands, Belgium, France, Norway, Austria, Czech Republic, and Croatia. Approximately 18 percent of European students in the United States are enrolled in non-degree programs. These can be either short-term exchange programs, summer programs, or English-language programs. German students often look for short-term programs to complement the education they receive in Germany, and they are very interested in enrolling in internships as well. Although the region has seen a decline in students studying in Intensive English-language programs, there are still some good markets to target. Turkish students show great interest in these programs, as well as students from France, Germany, Italy, Russia, Spain, and Switzerland.

Qualifed students are also interested in participating in the Optional Practical Training (OPT) program upon completion of their studies. More than 9,800 European students participated in an OPT program over the past five years. Institutions that offer internship programs and assist students with postgraduate employment opportunities are of particular interest to students from the region, and these points should be emphasized when promoting an institution in this market.

A number of excellent programs in the region prepare students for the U.S. classroom experience. Advisors in Europe and Eurasia host a number of Competitive College Clubs (CCC) and other cohort advising programs that take a select group of highly talented students and run a nine- to 18-month advising program that includes test and application preparation as well as community service programming and “book clubs” in some cases.

If an institution is able to provide full funding support to international students, they receive in Germany, and they are very interested in enrolling in internships as well. Although the region has seen a decline in students studying in Intensive English-language programs, there are still some good markets to target. Turkish students show great interest in these programs, as well as students from France, Germany, Italy, Russia, Spain, and Switzerland. Qualified students are also interested in participating in the Optional Practical Training (OPT) program upon completion of their studies. More than 9,800 European students participated in an OPT program over the past five years. Institutions that offer internship programs and assist students with postgraduate employment opportunities are of particular interest to students from the region, and these points should be emphasized when promoting an institution in this market.

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If an institution is able to provide full funding support to international students, working with EducationUSA Opportunity Funds cohort students is another great way to add talent and diversity to U.S. campuses. Opportunity Funds are provided by the Bureau of Educational and Cultural Affairs at the Department of State to provide assistance to students who are academically gifted but are unable to afford the costs of applying and enrolling in accredited U.S. institutions. Opportunity Funds cover all of the upfront costs of applying to U.S. institutions. If successfully admitted with full financial support from an institution, in many cases, students are also eligible to receive additional funding to cover their visa and Student and Exchange Visitor Information System (SEVIS) fees, transportation to campus, and a modest settling-in amount. In the EUR region, Opportunity Funds are available to citizens or officially recognized refugees in Armenia, Belarus, Bosnia and Herzegovina, Bulgaria, Kosovo, Macedonia, Romania, Russia, Serbia, Turkey, and Ukraine.

Recent Trends

• In the 2015–2016 academic year (AY), Open Doors reported a record number of 91,915 students in the United States from Europe and Eurasia, representing a 14-percent increase over the previous year and 9 percent of the total number of international students worldwide. The top five countries of origin for U.S. study from Europe and Eurasia are the United Kingdom, Turkey, Germany, France, and Spain, and these five countries represent more than half of all students studying in the United States from the region. Some of the most impressive increases in 2015–2016 came from countries such as Kosovo (57.6 percent), Belgium (9.3 percent), the Netherlands (8.3 percent), and Ukraine (8.3 percent). Some smaller countries also show a sustained level of interest in U.S. study. In the 2015–2016 AY, more students from Austria, Bosnia, and Herzegovina, Finland, Georgia, Greece, Hungary, Italy, Lithuania, Montenegro, Netherlands, Serbia, and Slovenia studied in the United States than in 2014-2015.

• In 2015–2016, a total of 12,862 students from post-Soviet countries in Eurasia and Central Asia studied in the United States, with the majority coming from Russia (42 percent), Kazakhstan (15 percent), and Ukraine (15 percent). There has been a 12-percent increase in student mobility from post-Soviet countries over the past ten years.

• Although there have been several highly-publicized economic shifts that adversely affect students’ education in the United States. In fact, the opposite seems to be the case. During the Greek economic turmoil over the past five years, for example, 14.4 percent more Greek students chose to study in the United States, despite a 2.5 percent decline in the overall student-age population. Currency shifts that adversely affect students’ financial situation in some cases actually represented a push factor for European and Eurasian students to study in the United States.

• EducationUSA hosts a Pavilion at the annual European Association for International Education (EAIE) conference. Europe’s major international education conference. EducationUSA supports U.S. institutions to develop partnerships with European institutions to facilitate student exchange and dual and joint degree programs. As Europe remains the top destination for American students who study abroad, institutional partnerships are an excellent way to develop new student exchanges. In addition, the EU’s Erasmus+ Program provides funding under its credit mobility scheme to support these joint partnerships.

• The recent establishment of the EducationUSA Academy has tapped education in the United States. In fact, the opposite seems to be the case. During the Greek economic turmoil over the past five years, for example, 14.4 percent more Greek students chose to study in the United States, despite a 2.5 percent decline in the overall student-age population. Currency shifts that adversely affect students’ financial situation in some cases actually represented a push factor for European and Eurasian students to study in the United States.

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• The recent establishment of the EducationUSA Academy has tapped
Europe and Eurasia

into a significant level of interest in Europe for high school exchange programs and short-term summer programs. Families in countries such as Germany, Serbia, Malta, and Turkey have larger numbers of students looking for high school exchange programs or pathway programs to U.S. colleges and universities.

- EducationUSA advisers are committed to promoting U.S. higher education and innovative outreach programs are taking place throughout the region. Although adversaries continue to make false statements about student safety on U.S. campuses and concerns related to student visas, students recognize and appreciate the recent #YouAreWelcomeHere campaign's message. Large numbers of interested students in the region have attended recent outreach events and fairs in line with previous years, and advisers continue to successfully promote the United States as a study destination. EducationUSA in Europe and Eurasia encourages U.S. HEIs to remain engaged in the region, both in person and virtually, through organized recruitment, virtual events, to reassure students of U.S. HEIs' interest in recruiting them while promoting the excellent academic programs and options schools offer international students.

Countries in the Spotlight

The EducationUSA center in Vilnius, Lithuania, conducts extensive virtual outreach and programming for students in Belarus, which include dynamic CompeteCom College Club (CCC) and Opportunity Funds cohorts. In recent years, they have also seen positive developments for more-in-person engagement. The EducationUSA team regularly organizes presentations for students at the U.S. Embassy in Minsk and at select locations around the country, and representatives from U.S. HEIs are welcome to join in this programming. The EducationUSA team also conducts outreach and provides support to local universities that actively seek to develop partnerships with U.S. HEIs for student and faculty exchanges, dual-degree programs, and study abroad programs for Americans. U.S. institutions are encouraged to collaborate on projects with EducationUSA and local institutions in Belarus.

Beginning in early 2017, U.S. citizens and those from 79 other countries can now travel to Belarus for five days without a visa, making it significantly easier for U.S. university representatives to travel to the country for recruitment purposes. This is expected to help U.S. HEIs further promote themselves and provide greater opportunities for students to meet with admissions professionals.

Even with the factors that adversely affect student mobility from Belarus to the United States, such as the ongoing democratic shift resulting in a much smaller student-age population, the number of students seeking a higher education in the United States has remained relatively stable. The largest growth over the past five years has been among graduate students, though the number of undergraduate applicants increased slightly over the past year. Business and technology fields are among the most popular for students from Belarus, but international relations, law, marketing, and the arts are also gaining in popularity for U.S. HEIs.

France. Over the past five years, the number of French students studying in the United States has grown by 6.5 percent (to 16,764 in AY 2015–2016), and the number of U.S. students studying in France has grown by 3.4 percent over the same period (to 18,198 in AY 2015–2016). French students mainly study abroad through exchange programs; either those established by institutional partnerships or through the Erasmus+ Program. Interest among U.S. students in study abroad programs in France continues to grow, and increasingly, a study abroad component is required for many degree programs, including engineering and business. The United States remains one of the top international education partners for France and, outside of European exchanges, is the second leading destination for French students after Canada. In the past five years, there has been an increase in the number of French students in the United States at the undergraduate level (+8 percent), as well as in graduate-degree programs (+6 percent). There is also a rapidly growing awareness of and interest in OPT opportunities. The number of French students participating in this program has increased 45 percent over the past five years. The EducationUSA advising center in Paris has reported an uptick in the number of requests for information about OPT.

Five Countries of Origin in the Region with Highest Per Capita College-Age Student Mobility to the United States

<table>
<thead>
<tr>
<th>Country</th>
<th>College-Age Population</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iceland</td>
<td>23,754</td>
<td>1.6%</td>
</tr>
<tr>
<td>Norway</td>
<td>344,095</td>
<td>0.7%</td>
</tr>
<tr>
<td>Cyprus</td>
<td>63,411</td>
<td>0.6%</td>
</tr>
<tr>
<td>Sweden</td>
<td>688,725</td>
<td>0.6%</td>
</tr>
<tr>
<td>Ireland</td>
<td>272,560</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Source: UNESCO Institute of Statistics; Indicator: 2014 Population of the official age for tertiary education, both sexes

Kosovo has the largest percentage growth in the region over the last five years (with over 100 students)

Five Countries of Origin (with over 100 students) with Highest Percentage Growth, International Students in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country</th>
<th>2011/12</th>
<th>2015/16</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kosovo</td>
<td>114</td>
<td>268</td>
<td>135.1%</td>
</tr>
<tr>
<td>Slovenia</td>
<td>171</td>
<td>256</td>
<td>49.7%</td>
</tr>
<tr>
<td>Belarus</td>
<td>647</td>
<td>1,156</td>
<td>84.9%</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>68</td>
<td>86</td>
<td>26.5%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>9,186</td>
<td>11,599</td>
<td>26.3%</td>
</tr>
</tbody>
</table>

Kosovo has the largest percentage growth in the region over the last five years (with over 100 students)

Regional Student Totals by Top Five Countries of Origin

<table>
<thead>
<tr>
<th>Country</th>
<th>2015/16</th>
<th>%Change 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td>11,599</td>
<td>8.0%</td>
</tr>
<tr>
<td>Turkey</td>
<td>10,691</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Germany</td>
<td>10,145</td>
<td>-0.4%</td>
</tr>
<tr>
<td>France</td>
<td>8,764</td>
<td>0.2%</td>
</tr>
<tr>
<td>Spain</td>
<td>6,640</td>
<td>8.1%</td>
</tr>
</tbody>
</table>
Europe and Eurasia

high level of English proficiency; they rarely need to participate in Intensive English-language programs; and they possess the ability to quickly adapt to U.S. university life. Many have extensive international travel experience and might have taken a gap year to work and travel prior to enrolling. The most popular subjects for Norwegian students are business/ economics, political science/international affairs, journalism, psychology, and engineering. Since 2011–2012, the number of American students studying in Norway has increased by an impressive 36 percent to 631.

Poland. The EducationUSA team in Poland continues to work on innovative programming to reach new audiences and fully use their in-country networks to promote U.S. higher education throughout the country. In 2016, the EducationUSA team at the Polish-U.S. Fulbright Commission, along with the U.S. Embassy in Warsaw, launched a country-wide Geo Scholar cohort program for high school students and current university students. The program received 170 applications and 80 percent of whom were high school students) from all regions of Poland were selected to participate. The students were matched with 19 alumni from U.S. colleges and universities, most of whom are Polish and U.S. Fulbright grantees, based on their intended field of study, program, or institution. After the training, students and alumni continued to work together throughout the school year. More than 60 percent of the participating students have received admissions offers to U.S. institutions. As a result of sustained interest, the EducationUSA team at the Fulbright Commission and the U.S. Embassy intend to launch a new mentoring cohort in 2018 that will focus solely on high school students who want to pursue undergraduate degrees in the United States.

United Kingdom. As fees for UK higher education have risen sharply over the past decade, the United Kingdom has become increasingly attractive to students from the United Kingdom, especially in cases where financial aid is available. The United Kingdom’s high school qualifications, “A levels”, have gone through significant changes recently that will affect how U.S. admission officers assess academic progress. In addition, with further modifications underway for the General Certificate of Secondary Education (GCSEs), it is critical that institutions stay abreast of related changes and be prepared for the potential implications.

The United Kingdom is now the number one source of students from Europe to U.S. institutions, with 16,600 British students enrolled in American higher education in 2015–2016. In the past year, there was an 8 percent increase in UK students studying in the United States. This increase is the largest year-over-year increase in students from the United Kingdom in more than 30 years. Undergraduate study remains the driving force for these increases.

There remains a significant level of uncertainty about the possible effects of “Brexit” on student mobility between the two countries as the United Kingdom negotiates its exit from the EU. The United Kingdom is also considering significant immigration policy reform, including how international students will be categorized, as immigrants or as a separate category. Related decisions will also have a significant impact on international student mobility to the United Kingdom. EducationUSA and its partners in Europe will track these developments and U.S. HEIs are encouraged to stay in regular contact with the EducationUSA UK advising team.

What to Expect in the Next Three to Five Years

Student mobility to and from the United Kingdom might undergo significant changes over the next few years. The main drivers behind those changes include “Brexit” and the prospect of revised immigration laws. Those decisions might have significant impacts in regard to student mobility to the United Kingdom as students from the EU and other countries might not be able to study there as easily as they do today. U.S. students, especially those from England, might increasingly consider study abroad options as tuition at its HEIs continues to increase.

U.S. HEIs will encounter increased competition from many countries in the region as they continue to offer more programs in English and offer low-cost or no-cost options. Germany in particular is making ambitious steps in this regard and is attracting a growing number of international and non-EU students to its institutions.

A number of countries in the region continue to be impacted by recent economic crises, and youth unemployment rates remain high. Countries in southern Europe in particular face challenges related to youth employment, and their college-age students are seeking new study opportunities that will allow them to take part in the OPT program. U.S. HEIs will find students in Europe and Eurasia that are eager to study abroad to improve the quality of their education and enhance their career opportunities.

Foreign Government and Private Funding Governments in ‘18 European and Eurasian countries offer scholarship programs for their citizens to study abroad. Albania, Austria, Cyprus, Czech Republic, Denmark, Estonia, France, Georgia, Macedonia, Netherlands, Norway, Romania, Russia, Slovak Republic, Slovenia, Sweden, Switzerland, and Turkey.

Albania. “The Excellence” Fund for Albanian Students, supported by the Ministry of Education, is a financial aid opportunity for Albanian students admitted to one of the “top 15 universities,” according to the global Times Higher Education ranking. Students are also able to qualify if they have earned a scholarship of 75 percent or more to any accredited university in the United States. The maximum amount that can be awarded to a scholarship recipient is $8,000 euros.

Macedonia. The Ministry of Education and Science awards academic scholarships to students accepted to either one of the top-200 ranked universities or the top 200-ranked universities in the field of technical sciences according to the latest Academic Ranking of World Universities published by the Center for World-Class Universities at Shanghai’s Jiao Tong University.

Russia. The “Global Education Program,” funded by the Russian government, offers scholarships to students for graduate studies in high-tech (engineering), public administration, medicine and health administration, and social services fields (particularly public health and health administration). The program was recently extended until 2025 and includes 79 U.S.-eligible institutions. More information is available on the program’s official site www.educationglobalru/en/.

Slovenia. The Slovenian government continues to offer various scholarships for study abroad. The most generous among these is the Ad Futura scholarship. Students receive as much as $35,000 annually for the duration of their academic program. This scholarship program funds both graduate and undergraduate students. For the 2016–2017 AY, approximately $210,000 was awarded to 56 students out of almost 200 candidates. In subsequent years, the number of awards will depend on the amount of funding available and the financial need of the selected students. For more information, please visit www.sklad-kodi.si.

Norway. Norwegian students enjoy one of the most generous public financial aid schemes in the world. The Norwegian government, through the State Educational Loan Fund (Lånekassen), provides non-merit-based financial aid for Norwegian students studying in the United States through a loan/grant package. Most of the funding is offered as a loan that is partially converted into grant money upon completion of the degree. Most Norwegians who are eligible to enter university are also eligible to receive “Lånekassen support,” as it is called. A student that qualifies for all forms of assistance and decides to accept the full package will receive a total of $53,575.00 per year as of April 2017.

U.S. Study Abroad

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td>38,189</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Italy</td>
<td>33,768</td>
<td>8.4%</td>
</tr>
<tr>
<td>Spain</td>
<td>28,325</td>
<td>5.1%</td>
</tr>
<tr>
<td>France</td>
<td>18,198</td>
<td>3.4%</td>
</tr>
<tr>
<td>Germany</td>
<td>11,010</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Five Countries (with over 100 students) with Highest Percentage Growth, U.S. Students in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2010/11</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lithuania</td>
<td>32</td>
<td>110</td>
<td>243.8%</td>
</tr>
<tr>
<td>Iceland</td>
<td>218</td>
<td>513</td>
<td>135.3%</td>
</tr>
<tr>
<td>France</td>
<td>144</td>
<td>278</td>
<td>93.1%</td>
</tr>
<tr>
<td>Denmark</td>
<td>2,478</td>
<td>4,054</td>
<td>62.8%</td>
</tr>
<tr>
<td>Ireland</td>
<td>7,007</td>
<td>10,230</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

EducationUSA Regional Reach

2016 EducationUSA in Europe and Eurasia made 1,372,845 contacts
European and Eurasian Scholarships

Spain. In Spain, the following private foundations provide scholarships for graduate study in the United States:

- **Eduardo Justo Foundation.** The foundation provides scholarships for graduate study in the United States for the following academic years: 2015-16, 2016-17; it awards scholarships to students from Andalusia.

- **Fundación Ramon Areces.** The foundation sponsors scholarships for graduate students abroad. They provide generous support to economically disadvantaged students with outstanding academic qualifications.

- **Talenta Scholarships.** Talenta Scholarships for Master’s and Ph.D. programs are awarded to promising students.

- **United Kingdom.** The Sutton Trust Program in the United Kingdom welcomed its sixth cohort of students in April 2017. The program provides substantial funding for economically disadvantaged students.

The combination of CCCs that are open to, and accessed by, students throughout the country. With the EducationUSA center, EducationUSA is able to reach students beyond the capital city. The adviser will launch live chat sessions to reach students beyond the capital city. The adviser will also coordinate a series of monthly webinars that are open to, and accessed by, students throughout the country. The CCC cohort programming and created sessions that provide skills development on essay writing, funding opportunities.

In addition to webinars, EducationUSA also offers a series of digital courses in which students can learn about the U.S. and develop their skills. These courses are available online for audiences throughout Armenia by the end of 2017. 

**Armenia.** The EducationUSA Armenia advising center consists of just one adviser who serves the entire country of three million people. To effectively serve the local population, the adviser has expanded access to students through virtual platforms. The online programming currently includes monthly webinars with U.S. higher education representatives who are open to, and accessed by, students in all of Armenia’s ten regions, and also runs an annual online competition that is regularly shared with new students. The CCC program also takes advantage of online programming for members in Yerevan and three other regions in Armenia. The most popular topics on the webinars have been those that provide skills development on essay writing, finding opportunities.
Sweden primarily uses its website and Facebook to communicate externally with students. A new initiative this year has been to use the Snapchat platform as well. This social media application, developed by EducationUSA’s “student corps” of volunteers, is particularly popular with students and allows EducationUSA to reach new and broader audiences. EducationUSA in Sweden uses Instagram to successfully connect to students in this country.

Students in southern Europe continue to win athletic scholarships in the regions where they are located. Many students in southern Europe are very interested in the “return on investment” that they can expect from a given institution in the United States. Programs that directly build job skills are particularly attractive to students from Europe and Eurasia. Focus on providing information on internships, strong OPT placement programs, or other advice regarding career development to engage prospective students and provide more information to their parents.

EducationUSA office at the Fulbright Commission in Belgium and Luxembourg will host its annual USA College Fair in Amsterdam in conjunction with Icyle Circle on September 28, 2017. The Ivy Circle network has 19 member alumni clubs representing a few thousand alumni living in the Netherlands.

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Spring Events, 2017

The 5th Annual EducationUSA Croatia Fair, organized by EducationUSA Croatia is the largest fair of its kind in Croatia or any other country in Southeastern Europe. It is a unique event that will take place in major Croatian university cities: Zagreb (October 17, 2017) and the Adriatic coastal city Rijeka (October 19, 2017). More than 10,000 Croatian students, pupils, parents, adult learners, and higher education professionals are expected to attend.

The fair is now widely known both in Croatia and Southeastern Europe. For the coming year, we will view a short video at https://vimeo.com/20714638, or contact EducationUSA Croatia.

Best Times of the Year to Interact with Students

In general, the best time to interact with students is September to November and March to May. As always, institutions should check with the EducationUSA adviser in the respective country they want to visit before making any travel plans. Advisers in each country know about national holidays and other factors that might affect students’ ability to attend events.

U.S. Study Abroad in the Region

Europe continues to attract the majority of U.S. study abroad students and received 54.5 percent of all study abroad students from the United States in the 2014–2015 academic year. This majority represents an increase of more than 8,000 students, or 5.3 percent, from the previous year. Six of the top 10 destination countries (and ten of the top 25) are in Europe, led by the United Kingdom, which received 12.2 percent of all U.S. study abroad students. The increased numbers of American students studying abroad in Europe between 2015 and 2016 (nearly 6 percent) far outpaces the more modest 2.9 percent growth of American students studying in other world regions.

Over the past five years, U.S. study abroad participation has increased by 4.2 percent. During that period, the number of students studying in the United Kingdom grew by 15.1 percent. In Italy, the number two destination, saw an 11.2 percent increase, and the number of students from the United States in Germany, the fifth largest study abroad destination, grew by 22.1 percent. Increases have occurred in many other countries in the region as well. During the same five-year period, for example, study abroad to the Czech Republic increased by an impressive 24 percent. Bilateral exchange agreements between the United States and European universities are increasing the number of students who are studying internationally from both sides of the Atlantic. These agreements are aided by the Erasmus+ Program that is supported by the European Commission (see section entitled “Opportunities for Participation in EU Programs”). The U.S. Department of State has studied capacity-building grants. Competitions for this program are nationally announced and available to all accredited U.S. HEIs, including community colleges (https://www.noram.no).

Examples of ambitious initiatives to increase the number of international students in Europe include Germany, where public institutions are free of charge to all students, including Americans. In 2015, there were 4,728 U.S. students enrolled at German HEIs, of which 9.4 percent were degree seeking. Similarly, U.S. students in Norway study tuition-free and they can apply for funding through the Norway America Association at www.noram.no.

European and Eurasian universities are increasingly looking to attract international students, who are expected to attend more than 4,000 English language master’s degrees. The Netherlands, for example, offers 2,000 programs taught in English, and the number continues to grow across the region as they become increasingly popular.

Opportunities for Participation in EU Programs

The majority of students participated in the original Erasmus Program over the past 30 years (www.ec.europa.eu/programmes/erasmus/index_en.htm). In 2014, the European Commission’s Directorate-General for Education and Culture launched the Erasmus+ Program to provide more opportunities in all fields of short-term and long-term mobility. The goal for the new program is to engage four million participants in study abroad over the next seven years, including two million in higher education. In the United States, Erasmus+ has focused mostly on intra-European mobility, but Erasmus+ now promotes Europe’s cooperation with the rest of the world, including the United States, so new opportunities are available to explore.

An effective way for U.S. HEIs to participate in an Erasmus+ Program is to collaborate in a long-term association, also known as an “Erasmus Mundus Joint Master-degree.”

• The Fulbright-Schuman Program, administered by the Commission for Educational Exchange between the United States and Belgium, is jointly financed by the U.S. Department of State and the Directorate General for Education and Culture of the European Commission. The program funds graduate and postgraduate study and research opportunities in the field of U.S.-EU relations, EU policy, and EU institutions for interested American and EU citizens (www.fulbrightschuman.eu).

Jean Monnet Activities promote worldwide teaching and research on European integration among academics, learners, and citizens through the creation of Jean Monnet Chairs and academic activities that support academic institutions or associations active in European integration studies. HEIs can propose

Best Times of Year to Interact with Students in the Region

Generally speaking, September to November and March to May.

Times to avoid travel: Please check with the EducationUSA adviser in the respective country(ies) before making any travel plans.

Adicional Erasmus+ options for U.S. universities include:

• U.S. and EU universities can send and receive students, double candidates, and faculty for programs as long as 12 months. Institutions must sign institutional agreements, based on the terms and principles of the Erasmus Charter (https://ec.europa.eu/programmes/erasmus-plus/actions/jean-monnets_chairs). Jean Monnet-funded modules, chairs, and Centers of Excellence (https://ec.europa.eu/research/erc/index_en.htm) and/or European competition. Excellence

With a budget of 13 billion euros through the year 2020, the European Research Council (ERC) supports excellence in frontier research through a bottom up, individual-based, pan-European competition. Excellence is the sole criterion for selection. Researchers from anywhere in the world can apply for ERC grants, provided the research they undertake will be carried out in an EU member state or associated country for at least 50 percent of the time. ERC grants range from 2 million to 3.5 million euros (http://ec.europa.eu/programmes/horizon2020/en/h2020-section/european-research-council).

Through the Bilateral Science and Technology Agreement, the United States and EU have a cooperation agreement in science and technology that provides a framework to enhance and develop science, technology, and innovation partnerships and offers scope for institutional and individual cooperation. The BILAT 2.0 framework has closed, and has been succeeded by the BILAT 4.0 framework, which will run through 2019 (http://ec.europa.eu/research/bilat/index_en.htm). BILAT 4.0 provides information on job vacancies and funding opportunities in Europe (https://ec.europa.eu/research/bilat/jobs-worldwide-north-america).

European Institute of Innovation and Technology (EIT) is not a single research institute but functions through numerous “Knowledge Innovation Clusters” to bring together higher education, research, and industry to address common issues and solve societal problems. U.S. institutions may partner in EIT projects and European programs through EIT Resources (https://eit.europa.eu/).
Regional EducationUSA Profile

Middle East and North Africa

The regional EducationUSA advising centers in the Middle East and North Africa (MENA) are located at U.S. embassies and consulates, America-Mideast Educational and Training Services, Inc. (AMIDEAST) offices, and American Centers. EducationUSA advising activities in Iran, Syria, and Libya are conducted virtually.

EducationUSA advisers are well-versed in local knowledge of their respective countries and regions. Each center provides students, U.S. higher education institutions (HEIs), and governmental partners with tailored programs and activities. EducationUSA advisers also provide guidance to government scholarship offices in Iraq, Kuwait, Libya, Oman, Qatar, Saudi Arabia, and UAE. Their efforts include connecting these offices with potential U.S. HEI partners and assisting scholarship students in finding appropriate study opportunities in the United States.

EducationUSA advisers in the MENA region conduct their work in an environment of frequent change and opportunity. An ever-increasing number of students use the EducationUSA network for help, and the region continues to show strong increases in students studying in the United States from year to year. The 2016 Open Doors report indicates 4.8 percent more students from the region studied in the United States in the 2015-2016 academic year than in the region studied in the United States in the previous year. The 2016 Open Doors report also indicates 4.8 percent more students from MENA countries, the number of students studying in the United States is steadily increasing, with notable increases coming from Gulf countries whose governments support and are, in some cases, revamping scholarship programs to send their students abroad to pursue higher education.

The Opportunity Funds program supports talented, economically disadvantaged undergraduate and graduate students by providing the upfront costs of applying to U.S. institutions, which might include testing and application fees. In the MENA region, EducationUSA Egypt, EducationUSA Tunisia, and EducationUSA Lebanon support Opportunity Funds students.

High school guidance counselors meet frequently to share best practices in the admissions application process and to discuss topics such as applying for student visas, writing school profiles, meeting application deadlines, and guiding students in selecting the institutions that best meet their needs. The EducationUSA network provides counselor groups with college advising resources as well. The relationships that advisers share with these counselors ensure that visiting U.S. admissions officers have productive trips that allow them to interact with a broad range of students.

Regional Overview

The United States remains one of the top higher education destinations for students from the Middle East and North Africa. The region leaves some students without all the necessary skills to enter a competitive labor market. Countries such as Lebanon, the Palestinian Territories, and Tunisia remain interested in exploring the benefits of community colleges and at times have included two-year institutions on their lists of approved institutions for scholarship recipients. Many universities in the region have engaged the U.S. government and U.S. colleges and universities to expand higher education capacity through institutional linkages.

Universities in the Gulf are interested in hosting American-educated professors to develop the capacity of their own universities, and are eager to connect with faculty at U.S. institutions for collaborative research and teaching opportunities. Although students in the Gulf region have access to universities in their home countries, they have a strong interest in pursuing education in the United States, particularly at the graduate level.

Recent Trends

• Many universities in the region seek linkages with U.S. institutions. The EducationUSA REACs and advisers provide local institutions with information about how to identify appropriate U.S. partners and tips on how to develop effective, reciprocal student and scholar exchange agreements. MENA government officials and HEI administrators from Egypt, Israel, Iraq, Jordan, Kuwait, Morocco, the Palestinian Territories, Saudi Arabia, Tunisia, and UAE participated in the EducationUSA Leadership Institutes between 2015-2017. These Institutes were hosted by a variety of U.S. institutions on topics in internationalization, further developing their capacity to establish effective partnerships.

• Many countries in the region want their workforces to include U.S.-trained professionals. Governments support this goal through scholarship programs, short-term grants for faculty, and short-term training programs for government officials and administrators. This support is often in response to the demographic boom and rapid urbanization across the Arab world.

• MENA students also study in destinations other than the United States; some choose Canada due to a perception that study there offers lower tuition rates; and the United Kingdom because of geographic proximity. For students from North Africa, France is an attractive alternative as a result of both geographic proximity and linguistic affinity.

• Intensive English Programs (IEPs) have seen a decrease in students from the Middle East and North Africa, with numbers dropping from Saudi Arabia, Kuwait, and UAE. Students often transition from IEPs into degree programs, and this decline might also lead to a drop in degree program enrollments, specifically in MENA countries that offer government scholarships.

• Over the past year, factors that have influenced a decline in the number of U.S. students and scholars going to the MENA region include travel warnings, safety concerns, visa restrictions, changes to scholarship programs, currency devaluation, and in-country instability in some places. Advisers report increased concern among Arab students over their ability to establish effective partnerships.
Middle East and North Africa

their reception in the United States. The #YouAreWelcomeHere campaign is one way that institutions are sharing messages and videos with their prospective student community about the importance of having a diverse student population on campus and their welcome for international students.

Countries in the Spotlight

Lebanon. Lebanon is made up of diverse socioeconomic and political backgrounds, with 18 official sects in the country. The current crisis in Syria has created urgent economic and financial pressures on the country. With a population of about 4.5 million, Lebanon is now hosting 15 million Syrian refugees, pushing it to become the highest per capita host of refugees in the world. The EducationUSA Lebanon office currently serves very diverse students: Lebanese, Palestinian refugees, and Syrian refugees. Lebanese advisers use the CCC alumni network to reach out to various secondary schools and promote educational advising. The EducationUSA offices in Lebanon work closely with high school counselors, and depend heavily on different social media platforms. The Lebanese government does not organize education fairs. Recently, EducationUSA offices have seen an increasing number of students expressing interest in attending U.S. institutions in the middle of their degree programs. More students are looking to study abroad, and the cost of education in Lebanon has increased drastically. Many are applying for financial aid or merit scholarships.

Jordan. Although there is no official governmental scholarship program for Jordanian students, several scholarships are available at U.S. institutions that are only offered to Jordanian applicants (i.e., King Hussein Scholarship at Elon University, Queen Rania Al Abdullah Scholarship at Marymount University). Universities in Jordan offer a wide range of scholarships and fellowships to students interested in pursuing graduate degrees abroad. Students have to commit to return to Jordan to teach at the university level for a number of years following the period of study. EducationUSA Jordan promotes graduate programs that are aimed to contribute to Jordan’s economic growth through GradJobs Jordan, a series of interactive opportunity fairs that connects students with U.S. HEIs.

Kuwait. In 2014, the government of Kuwait increased the number of scholarships awarded to undergraduate students for U.S. study. Each year the government continues to expand the scholarship program, which led to an 8.2 percent increase in students coming from Kuwait in AY 2015-2016. With more than 9,000 students in the United States, Kuwait is now the 18th leading place of origin of international students, after joining the top 25 list only three years ago.

Saudi Arabia. Saudi Arabia, the largest sender of students from the region, saw an 11.2 percent increase in the number of students in the United States in AY 2015-2016, many of whom benefit from the Custodian of the Two Holy Mosques Scholarship Program (formerly known as King Abdullah Scholarship Program), now approaching its 12th year. Under the ascension of King Salman, the government of Saudi Arabia recommitted funding to the scholarship program for the next several years and revamped the program to better align with the country’s economic goals. Over the past year, the Ministry of Education (MOE) implemented new eligibility requirements for students applying for scholarship funding after enrolling in institutions abroad. Students must be in one of the world’s top 200 ranked universities, as determined by the Saudi MOE. Under the new selection process, students must apply for the scholarship through the MOE and indicate their job preference from the available vacancies in the partner organizations.

Syria. According to United Nations High Commissioner for Refugees, there are more than five million Syrian refugees and more than six million internally displaced people within Syria. The Institute for International Education (IE) estimates that the education of approximately 200,000 university-age Syrian students has been disrupted. Barriers to accessing higher education outside of Syria include lack of funding and insufficient scholarship opportunities, language barriers, and limited access to official documents and standardized testing. In March, IE launched the Platform for Education in Emergencies Response (PEER) www.iepeer.org. PEER is an online database of educational opportunities and additional resources that are available to Syrian students. Although PEER initially focuses on Syria, it will include opportunities for all displaced students in the long term. Universities and organizations can connect with PEER to have scholarships and resources featured. With EducationUSA Syria has been successfully advising Syrian students and refugees virtually since 2011 through email and social media platforms, including Facebook, Twitter, Skype, and Google Hangouts.

Iraq. The government of Iraq’s Ministry of Higher Education and Scientific Research (MOHESR) will open 500 scholarships for students with Bachelor’s degrees to earn doctorate degrees at universities abroad, including the United States, with a focus on science, technology, engineering, and mathematics (STEM) and a variety of medical sciences. This is the first time that the modern scholarship program has funded students to earn a combined Master’s/Doctorate degree abroad. Working with a U.S. partner, MOHESR would like to open an English language center at the Ministry to provide scholarship recipients with English language instruction before they apply to U.S. institutions. The Ministry has taken steps to grant accreditation to private, not-for-profit, American-style universities in Iraq. The American University of Iraq—Sulaimani received accreditation from MOHESR in February 2017, and the American University of Kurdistan—Duhok has entered the accreditation process. Recognizing the benefits of an American-style education and the value of offering more choices to students, MOHESR would like to open another American-style university in Baghdad. Education officials in the Iraqi Kurdistan region are also considering steps to accredit the American-style K-12 education offered at several private schools in the region.

What to Expect in the Next Three to Five Years

American higher education institutions (HEIs) will see increased interest from students in countries offering government scholarships, particularly in graduate education and professional Master’s degree programs. However, stricter standards might apply to conditions of eligibility and location of study. Given recent domestic economic challenges, some countries are considering policy changes to the conditions of their government scholarship programs. Scholarship recipients are held to strict standards in adhering to program criteria, approved areas of study, and the universities that are approved by foreign governments. In the future, these conditions could have a significant impact on how many students receive scholarships, where they study, and their programs of study. It might also affect English language institutes given that many recipients need to receive English language training prior to the start of their degree programs.

MENA governments look to the United States for educational expertise and are eager to send students abroad to gain knowledge and skills they need to contribute to higher education reform at home. American institutions should expect more calls for partnerships, linkages, and U.S. faculty visits to the region as local institutions see U.S. counterparts as models. Many universities in the region have the fund to send students to the United States for teacher training, advanced research, and administration.

The Moroccan Ministry of Higher Education (MOHE) has a national strategy in place that prioritizes efforts to improve the quality of education, bolster scientific research, foster competitiveness in the global economy, and improve the governance of the national education system. Many professors in Morocco are reaching retirement age, and there is strong interest in Ph.D.s for Moroccans in the STEM and English language fields. Morocco is striving to become the hub for higher education in North Africa. Many students from across North Africa choose to study abroad in Europe rather than the United States given proximity, the low tuition cost, the simpler application processes, the similar education structures, and instruction in the French language. However, there are still opportunities to attract Moroccan students, and nearly 1,400 Moroccan students studied in the United States in academic year (AY) 2015-2016.

The eight universities in areas liberated from Daesh (or ISIS) in Iraq will require significant restoration and rebuilding to fully reopen and provide adequate services to students and faculty. Affected campuses were severely damaged and many buildings were destroyed in the conflict. Affected universities are eager for partnerships with U.S. institutions that can provide virtual lectures, training, and other forms of program rebuilding. Rebuilding will require a significant financial investment by the government of Iraq and the international community.
Middle East and North Africa

Community. After the defeat of ISIS and the return of more peaceful conditions to Iraq, the higher education system in Iraq is expected to expand its engagement with U.S. universities. It is anticipated that scholarship awards will gradually increase, though changes to the programs should be expected. There is interest expanding in the teaching of English in Iraq, in partnership with U.S. providers. Reinventing the Iraqi university system will require building the confidence of young graduates will be a priority, so career centers at universities and connections to industry, both local and international companies, will be also important. This situation will create opportunities for U.S. institutions to provide short-term certificate programs that prepare students for the workforce at both the university and vocational/technical levels. The Iraq Ministry of Higher Education recently provided official recognition to the first American-style university in Iraq, signaling an increased openness to U.S. higher education systems.

Syrians will struggle to afford U.S. higher education as a result of the conflicts. Although many students interested in recruiting these students will need to offer financial support. Many of these students have fled Syria and will be applying from other locations throughout the world.

As part of the overall development of UAE’s education system, the Minister of Education developed and implemented a new exam, “EmSAT,” for grade-12 students in government schools or private schools that offer the Ministry of Education curriculum; the “EmSAT” replaces the Common Educational Proficiency Assessment (CEPA) as an accredited admissions test at public postsecondary schools in UAE. The “EmSAT” will initially cover English, Arabic, mathematics, and physics. The test aims to provide decision-makers with accurate and important information to enable them to take the necessary decisions to improve the education system. In the future, this standardized assessment can serve as a metric to aid in admissions to foreign institutions.

Foreign Government and Private Funding

Bahrain, Egypt, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and UAE currently fund government scholarship programs. Among the chief barriers to recruiting funded students is that many governments maintain lists of approved U.S. institutions and will only support study at these colleges and universities. One strategy to raise awareness of U.S. institutions and increase the chances of inclusion on these lists is to visit the cultural missions of these countries in Washington, D.C., or to reach out to them directly by email or phone. A visit or phone call gives U.S. institutions the opportunity to inform these countries about their programs of study, express interest in hosting students from the region, and explain how U.S. institutions are prepared to be effective and qualified hosts for their international students.

Many governments sponsor their own college and university fairs and appreciate the attendance of U.S. institutions. EducationUSA advisers can provide guidance on participating in these events and facilitate communication with ministries of higher education. Countries that regularly sponsor these events include Oman, Qatar, Saudi Arabia, and UAE. U.S. institutions of higher education can also send faculty to EducationUSA-sponsored events where staff can arrange faculty-to-faculty dialogues, and provide U.S. higher education representatives with a focused approach toward collaborative research projects. Alumni of U.S. institutions are often welcome to attend and represent their alma mater as well; most events will indicate on the website if alumni may register.

Many oil companies in the region and other private firms offer scholarships to their employees. These funds are available for current and future students to return. The EducationUSA adviser for Libya who provides virtual services to better enable students with accurate, comprehensive, and current information. The EducationUSA virtual adviser for Libya works with hundreds of students and has a dedicated website in Farsi that can be found at www.educationusaarab.com.

The EducationUSA advisers in Libya, Syria, and Yemen continue to work virtually, assisting students through Skype and other online communication tools. In March 2017, EducationUSA hosted the first two-week massive open online course (MOOC) camp in Yemen, based on “Searching and Researching Online.” The course featured ten intensive workshops, and two advising sessions, to enable students and young professionals to build the online research skills they need to identify appropriate universities and potential scholarship opportunities, and to initiate the application process. EducationUSA virtual centers depend on these useful platforms to reach students.

Facebook is the most visited website in most of the region, with more than 49 million active users. YouTube is widely used by students to view videos posted by colleges and universities.

EducationUSA Middle East and North Africa

2016 EducationUSA in the Middle East and North Africa made 1,040,231 contacts.

EducationUSA Middle East and North Africa

Regional Student Totals by Five Countries of Origin

Country 2015/16 % Change 2014/15

Saudi Arabia 61,287 2.2% 60,223

Iran 12,269 8.2% 11,344

Kuwait 9,772 8.2% 9,007

Egypt 3,442 25.7% 2,736

United Arab Emirates 2,930 1.5% 2,887


Five Countries of Origin in the Region with Highest Per Capita College-Age Student Mobility to the United States

Kuwait College-Age Population 267,631

Saudi Arabia College-Age Population 2,449,158

Qatar College-Age Population 159,525

Bahrain College-Age Population 103,462

United Arab Emirates College-Age Population 649,120

EducationUSA.state.gov
Even in countries where the site is banned, students are able to access it through proxy servers. Snapchat, WhatsApp, and Instagram also have a large following in the Middle East and North Africa. This year, EducationUSA Saudi Arabia used YouTube to reach almost 5.4 million Saudi students and parents with an eight-episode cartoon video series called Amreeka101.net (amreeka101.net) about studying in the United States.

• Given the value of face-to-face communication, education and admission officers often go to educational missions, such as the EducationUSA webinars, to offer opportunities to engage families and students in the United States.

Successful Recruiting Strategies

• Translate websites into Arabic, Persian, and Kurdish, as well as into other languages comprehensible to the region's population.

• Leverage the power of “word of mouth,” which is particularly important in the region. Many students and admission officers from their alma maters.

Regional EducationUSA Events

Across the Middle East and North Africa, EducationUSA centers plan several in-person events throughout the year. Check the EducationUSA website and Facebook pages to find information about webinars, fairs, and workshops in specific countries. Also engage in ongoing virtual outreach opportunities in challenging recruitment environments like Syria, Iraq, and Yemen, as well as in Egypt, where the majority of outreach is accomplished through online platforms. Go online and attend a MENA monthly EducationUSA webinar where the REAC is advertised in the EducationUSA monthly HEI newsletter and across various listservs and social media platforms. To find more information, contact an REAC or an adviser.

Five Countries (with over 25 students) with Highest Percentage Growth, U.S. Students in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2010/11</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oman</td>
<td>36</td>
<td>92</td>
<td>155.6%</td>
</tr>
<tr>
<td>Qatar</td>
<td>67</td>
<td>138</td>
<td>106.0%</td>
</tr>
<tr>
<td>Palestine Territories</td>
<td>15</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>Morocco</td>
<td>1,038</td>
<td>1,413</td>
<td>36.1%</td>
</tr>
<tr>
<td>Jordan</td>
<td>731</td>
<td>965</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel</td>
<td>3,117</td>
<td>15.3%</td>
</tr>
<tr>
<td>Morocco</td>
<td>1,413</td>
<td>12.6%</td>
</tr>
<tr>
<td>Jordan</td>
<td>985</td>
<td>9.2%</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>619</td>
<td>-15.8%</td>
</tr>
<tr>
<td>Qatar</td>
<td>138</td>
<td>39.4%</td>
</tr>
</tbody>
</table>

Best Times of Year to Interface with Students in the Region

October–December, February, April–May

Please note that the Muslim calendar is lunar-based, and dates vary from year to year.

Times to avoid travel: Mid-May–September (summer, Ramadan/Eid breaks), Exam periods, and religious holidays can vary since not all countries, or all school systems, have the same calendar. Advisers should contact an adviser or plan to attend the next meeting.
South and Central Asia

Regional EducationUSA Profile

Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Maldives, Nepal, Pakistan, Sri Lanka, Tajikistan, Turkmenistan, Uzbekistan

Advising centers in South and Central Asia (SCA) are located at U.S. embassies or consulates, Fulbright Commissions, American Councils/American Councils for Collaboration in Education and Language Studies (ACCELS) offices, and offices of local non-profit organizations. There are 72 advisers in South and Central Asia, with several countries hosting multiple advising centers with multiple host institutions. The largest concentration of centers is in India, Pakistan, Bangladesh, and Kazakhstan. India has 32 advisers across seven centers, Pakistan has 11 advisers across three centers, Bangladesh has seven advisers across three centers, and Kazakhstan has five advisers across five centers. Advisers in South and Central Asia function as mentors and local experts in U.S. higher education, engaging with the public by providing advising sessions at the center, virtually engaging with students, and participating in outreach activities. Opportunity Funds are currently available through EducationUSA advising centers in Nepal, Pakistan, Sri Lanka, and Turkmenistan.

EducationUSA advising centers in South and Central Asia conduct strategic outreach in close collaboration with Public Affairs and Consular sections of embassies and consulates. Representatives from U.S. higher education institutions (HEIs) assist advising centers in conducting outreach by providing invaluable webinars to audiences of advisers, students, high school counselors, and graduate departments within local institutions. In addition, in-person visits by U.S. college and university representatives to advising centers allow EducationUSA to highlight local HEIs and facilitate personal interaction by U.S. institution representatives with students, parents, and local educational institutions.

Regional Overview

The largest youth populations in the world are found in South and Central Asia, a region of vast cultural and geographic diversity. People-to-people ties and international exchanges of students continue to be crucially important in this priority region. South Asian economies are among the fastest growing in the world. These factors make the region a tremendous market for recruiting highly qualified students.

Countries of the region, stretching from Kazakhstan in the north to Sri Lanka in the south, share common traits: students seek similar fields of study (notably, STEM and business) and look for the development of skills that translates into jobs. They and their parents are impressed by the perceived prestige of particular academic programs, and view the award of a scholarship similarly. Everywhere, students are eager to obtain job experience through practical training opportunities. But the region’s differences are also pronounced. Some areas, usually major cities, have easy access to fast and reliable internet service, while other areas experience frequent disruptions to power, with some countries experiencing as many as 18 hours a day without electricity in the winter months. This situation affects students’ abilities to access online applications, conduct research, take tests, and interact virtually. U.S. schools work with EducationUSA centers in the region to enable students to have alternative options to individual virtual contact. EducationUSA advising centers are well-positioned to provide students with access to computers with internet connectivity.

Although reliance on consultants or agents is common among prospective students in the region, U.S. institutions are urged to use caution when working with agencies. Institutional representatives should highlight institutional recruitment standards and ethics as a particular strength when speaking with parents and students.

Recent Trends

• India and Nepal remained among the top 25 countries in the world sending undergraduate students to the United States in the academic year (AY) 2015-2016 according to the Open Doors report. Within the region, India ranks first, followed by Nepal, Bangladesh, and Pakistan.

• The 2015–2016 AY saw a 23-percent increase in mobility in the region, with 195,335 students in the United States.

• 18 percent of the total international student population originates from South and Central Asia.

• Notable regional increases in students pursuing higher education in the United States come from India, Bangladesh, Nepal, and Pakistan. Although India and Nepal are the top senders of undergraduate students, Bangladesh showed a notable 19 percent increase in AY 2015-2016. There has been a notable increase in undergraduate students from Bhutan and Nepal, while graduate student mobility increased in India and Kazakhstan.

• Several factors influenced growth in the number of graduate students from the region. A lack of opportunity to pursue research locally leads many students to foreign research institutions, especially in the United States. It is widely understood in the region that careers are built on connections made during graduate studies, which leads students to pursue a local bachelor’s degree with the intent of studying in the United States at the graduate level. The cost of an undergraduate education in the United States is also an important factor in this approach.

In some countries, private English-medium schools are intentionally preparing students for undergraduate study abroad. Although such schools hesitate to sacrifice class sizes, they are well-positioned to provide students with access to computers with internet connectivity.

Resources and clean water production, Pollution levels in the region’s cities are critical. The continuing migration of rural populations to urban areas creates demands at all levels of society and administration. Trained specialists in fields of sustainability, water management, law, engineering, and social services are required to meet these challenges. U.S. higher education is well placed to make an important impact in South and Central Asia, and institutions that offer programs to train specialists to address these regional areas face good prospects for recruitment for their programs.

Internet is available in South and Central Asia, but the average speed is slow (17 Mbps). The region experiences frequent disruptions to power, with some countries experiencing as many as 18 hours a day without electricity in the winter months. This situation affects students’ abilities to access online applications, conduct research, take tests, and interact virtually. U.S. schools work with EducationUSA centers in the region to enable students to have alternative options to individual virtual contact. EducationUSA advising centers are well-positioned to provide students with access to computers with internet connectivity.

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hours to accommodate visiting university representatives, success is more likely when working through EducationUSA, whose advisers are well-placed, well-connected, and able to invite appropriate students to meet representatives from EducationUSA advising centers or during a college fair.

Countries in the Spotlight

Afghanistan. The number of Afghans studying in the United States increased from 471 in 2015 to 498 in 2016, with 214 undergraduate and 284 graduate students enrolled. Each year, more Afghans take advantage of educational opportunities at the local community college level, and they are increasingly learning about the opportunities to study in the United States. The U.S. Embassy in Kabul has an EducationUSA program that provides extensive virtual outreach throughout the country. The Kabul Educational Advising Center, also an EducationUSA advising center, provides advising services as well as access to the TOEFL iBT and Graduate Record Examination (GRE) in Kabul and Mazar-Sharif. There are now 35 public universities in Afghanistan and four private universities. Private institutions are eager to establish partnerships with HEIs in the United States. In addition, many technical and vocational institutions controlled by the Ministry of Education seek to build partnerships and articulation agreements with four-year degree programs in the United States to facilitate exchanges.

Uzbekistan. Uzbekistan is Central Asia’s most populous country with over 30 million people, many very young, with more than 64 percent younger than age 30. The number of Uzbek students studying in the United States has increased by 8 percent in 2015–2016. Forty-nine percent of Uzbek students in the United States are pursuing an undergraduate degree, including students at community colleges. The most popular fields of study include business administration, information technology/computer science, and economics/finance. The Islam Karimov Foundation was established in 2016 in honor of the late president. It announced a competition to select gifted young people to study in American and European Master’s programs. The grant is open for the following fields of study: natural sciences (renewable energy and chemistry), water and land resources management, engineering technology, food technology, food safety, food production and marketing, architecture (urban development and protection and restoration of architectural monuments), design (product design, industrial and architectural design), as well as painting. The fund covers tuition and living costs in foreign countries for up to two years. Uzbek students, generally, can afford as much as $10,000 per year to study abroad. Community college students attract interest and attention along with short-term or ESL courses. Given the option to continue to pursue higher education in Russia, China, and the United Kingdom due to ease of access, residency opportunities, and perceived affordability, Bangladesh is a relatively small country in area but is the second most densely populated country in the world, with 53 percent of the population younger than age 30. Higher education in Bangladesh has made immense strides, but a foreign degree is still seen as a significant career asset. At the undergraduate level, there is a need to connect education to the labor market, making experience-based bachelor’s degree programs and associate’s degrees offering enhanced vocational skills popular. Research opportunities at the graduate level are limited and many Bangladeshis acquire a Master’s degree in Bangladesh before pursuing a second graduate degree in the United States.

India. India is the second leading source of origin, accounting for nearly one in seven international students studying in the United States. The number of students from India increased by 25 percent in 2015–2016, to a record high of 163,918. Of these, 61 percent are enrolled in graduate programs, an increase of 20 percent from the previous year. Twelve percent of Indian students are in undergraduate programs, an increase of 17 percent compared with the previous year. OPT program participation accounts for 25.5 percent of Indian students in the United States. Some of these increases can be attributed to more readily available bank loans for study abroad. Mobility trends from India are often connected to the U.S. economy and job market. Students and their families are savvy consumers, making decisions about higher education destinations only after cautious scrutiny of the market. They place a high value on the quality of training and often considering worldwide macroeconomic trends. Families expect a return on investment through OPT. The improved U.S. job market and economy allows Indian students to feel confident that the available options will ensure the shift from undergraduate to graduate student mobility. Although undergraduate numbers increased by nine percent, graduate student numbers increased by 29 percent. Since 2007, the government’s “Bolashak” Scholarship program has funded professional development and technical skills training to address a shortage of specialists in fields related to economic development. The “Bolashak” program includes funding for arts and mass media industry professionals, along with public servants, academic and medical staff, engineers, and technical workers. The program provides full tuition, a monthly stipend for living expenses, roundtrip airfare, textbook allowances, and health insurance. Scholarships can be used for general English studies, Master’s and Ph.D. programs, as well as short-term scientific training opportunities.

Kazakhstan students seeking Bachelor’s degrees in English typically first consider Nazarbayev University, the flagship institution in Kazakhstan, attended by many of the country’s best and brightest. However, Nazarbayev University is not the only free education to the country’s high performance. Kazakhstan has signed agreements with a large segment of limited seats and highly competitive standards of admissions, many elite Kazakh students seek to study abroad.

Kazakhstan is a landlocked country with a population of more than 17 million. The rapidly growing economy is largely dependent on the country’s oil and gas reserves. Exchange rate issues affect families’ decisions about study abroad, with parents and students seeking more affordable educational options. Most consider studying domestically or in China, South Korea, Malaysia, Germany, or Russia. Kazakhstan’s new minister of education announced that the education system would gradually become trilingual in 2018, and the sciences are expected to be taught in English in all schools across the country. Kazakhstan has more than 66,000 students studying abroad, but this number has not increased significantly for schools that continue to offer the OPT program in the United States.

Nepal. Nepal has seen a huge surge in interest in studying abroad. The 2016 Open Door report indicates an 18 percent increase in students who develop the system of high school in Nepal. The number of high schools offering the International Baccalaureate has increased by nine percent, graduate student numbers increased by 29 percent. Since 2007, the government’s “Bolashak” Scholarship program has funded professional development and technical skills training to address a shortage of specialists in fields related to economic development. The “Bolashak” program includes funding for arts and mass media industry professionals, along with public servants, academic and medical staff, engineers, and technical workers. The program provides full tuition, a monthly stipend for living expenses, roundtrip airfare, textbook allowances, and health insurance. Scholarships can be used for general English studies, Master’s and Ph.D. programs, as well as short-term scientific training opportunities.

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Pakistan 4,600 6,141 33.5%
Afghanistan 371 498 34.2%

54

Students in the Region (with over 100 students)

cities like Faisalabad, Sialkot, Gujrat, Rawalpindi have large populations of students, with an increase of 21 percent increase was among undergraduate students in the United States, to 6,141, of Karachi, Lahore, and Islamabad/

South and Central Asia

EducationUSA Nepal.

Several U.S. government exchange programs for college study in the United States are administered by the U.S. Educational Foundation in Pakistan, which also hosts three of Pakistan’s four EducationUSA advising centers. Through these exchange programs, hundreds of students from Pakistani universities have studied at U.S. campuses for a semester or more since 2010. Upon returning to Pakistan, these students share positive experiences with their peers, influencing opinions and shaping mobility trends among Pakistani students toward U.S. academic programs. Pakistani youth are academically strong and globally aware as a result of the widespread internet use and exposure to 20 television news channels now available in the country. These well-informed young Pakistanis are increasingly interested in U.S. study options, and able to make discerning choices when comparing international study options.

Sri Lanka. The number of Sri Lankan students in the United States increased by seven percent in the 2015–2016 AY. The largest increase was in the undergraduate population, with an increase of 12 percent. Demand in Sri Lanka for higher education cannot be met by the limited higher education opportunities that exist locally. Students are therefore keen on pursuing degree programs abroad. Decreased numbers of Sri Lankan on U.S. campuses are most probably the result of people turning more frequently to academic opportunities that exist within the region. Study destinations in India, China, Malaysia, and Singapore especially attract students due to lower costs, and their proximity to Sri Lanka. Many Sri Lankan students are attracted to Australia due to proximity and possible employment and residency opportunities upon completion of a degree program there.

What to Expect in the Next Three to Five Years

- Indicators point to a continuing increase of students from Bangladesh. The rapidly rising number of students from Bangladesh on U.S. campuses (an increase of 19 percent in the 2015–2016 AY) is anticipated to continue in 2017 and beyond. HEIs should note this trend and related recruiting opportunities.

- Across the region, competition for limited seats at respected local undergraduate institutions, particularly for engineering and business, may result in an increase in undergraduate applicants to the United States. Targeted recruitment efforts should yield measurable results.

- The United States and India are interested in strengthening higher education cooperation in student and faculty mobility, institutional partnerships, credit recognition and transfer, and philanthropic support for India-focused programs. India is already the second highest sender of students to the United States, with significant growth in recent years.

- The government of India is drafting a new Education Policy that could increase opportunities for foreign universities to collaborate and operate in India. U.S. and Indian HEIs are very interested in participating in these programs, as well as in pursuing hybrid delivery of instruction.

- The U.S.-Pakistan University Partnership initiative, funded by the Public Affairs Australia, Australia, and U.S. Embassy Islamabad, establishes long-term, ongoing partnerships between Pakistan institutions of higher learning with HEIs in the United States. These three-year partnerships promote professional development for faculty, curriculum reform, joint research, and increased mutual understanding between Pakistan and the United States through sustainable peer-to-peer relationships. Eighteen partnerships have been established, and their success is expected lead to more institutions seeking comparable programs.

Foreign Government and Private Funding

Kazakhstan. The Ministry of National Education Scholarships provides full funding for study in the United States, including a monthly stipend for living expenses, a return plane ticket, and health insurance. The scholarships can be used for general English studies, Master’s and Ph.D. programs, as well as for short-term scientific training opportunities (www.bolashak.gov.kz/en/).

Uzbekistan. In honor of President Islam Karimov, a scholarship foundation was created for gifted young people to study in Master’s programs of HEIs in Europe and the United States. The grant is open to the following fields of study: nature science (renewable energy and chemistry), water and land resources management, engineering technology, food technology, food safety, food production and marketing, architecture (urban development and protection and restoration of architectural monuments), design (product design, industrial and architectural design), as well as painting. The fund fully covers tuition and living costs in foreign countries (for as many as two years; http://fondkarimov.uz/en.html).

Bhutan. The Scholarship and Student Division at the Department of Adult and Higher Education, Ministry of Education, Royal Government of Bhutan, hosts and manages scholarships offered by American institutions specifically for Bhutanese students. If interested in designing a scholarship for Bhutanese students, please contact the New Delhi-based REAC to facilitate meetings with the Ministry of Education. An example is the University of Texas El Paso (UTEP)/Bhutan scholarship program (http://admin.utep.edu/Default.aspx?tabid=53263). For more information, visit http://www.education.gov.bt/ scholarship.

Many governments in South Asia, notably Afghanistan, are funding each year for students to pursue higher education overseas. Because of lower tuition, proximity, and similar cultural traditions, however, students with government funding often attend schools closer to home in countries such as the United Kingdom, Turkey, and India. Many students desire to study in the United States, and universities able to offer competitive tuition or discounts have a recruiting advantage.

Virtual and Social Media Usage

trends in the region, internet access is widely available but varies greatly in speed and accessibility outside of big cities. Internet is easily a possible and most commonly used through mobile devices:

- Instagram, Snapchat, WhatsApp, and Twitter are popular throughout the region.

- Facebook, Twitter, WhatsApp, and Instagram are popular in South Asia.
Central Asians most commonly use Facebook, Instagram, Odnoklassniki, Vikitakte, Telegram, and Msy Mir.

In Central Asia, social media platforms are among the strongest ways to promote study programs, scholarships, and EducationUSA center events.

Internet connections cannot always sustain successful webinars and remote sessions. Messaging tools and announcements through social media and messaging are highly effective. Messages about success stories, as well as short, engaging bits of information are most popular.

EducationUSA advisers in India and Nepal host virtual advising through weekly live chats on Facebook and live sessions via Skype and New Row.

EducationUSA in Sri Lanka hosts a weekly Facebook chat enabling students to get immediate replies to their questions.

EducationUSA at the Edward M. Kennedy Center in Islamabad schedules regular Skype sessions for students to interact with U.S. HEIs.

In Afghanistan, few people have regular internet access. Information is shared over SMS text messages. To send information via SMS about a U.S. institution or program, contact the EducationUSA advisers in Kabul for assistance.

In Pakistan, YouTube, banned since 2012, became available to Pakistanis in 2015. Many Pakistanis continue to use alternative websites such as Vimeo and Daily Motion.

Successful Recruiting Strategies

• Connect with students through EducationUSA college and university fairs. Graduate and undergraduate applicants appreciate the opportunity to meet university representatives, discuss available options, and have questions answered to feel well informed when making decisions about where to apply.

• Initiate summer programs for high school students. A positive experience at a summer program encourages students to continue toward a degree program with that institution.

• Connect and meet the EducationUSA advisers at centers in the region. Provide informational seminars that showcase the breadth of U.S. higher education and highlight the strengths of educational institutions or offer insights into specific fields of study that might not be familiar. This subtle promotion of institutions or programs can significantly enhance recruitment efforts.

• Combine multiple partial financial aid awards into larger awards for fewer students. Providing larger awards serves as a magnet to attract good students who in turn share their positive experiences with peers, encouraging them to apply. Word of mouth is the most effective recruiting tool in the region.

• Encourage alumni to become engaged and represent the college or university at EducationUSA fairs, and visit the EducationUSA centers to meet students and conduct information sessions.

• Provide opportunities for parents of enrolled students to meet parents of prospective students to provide a sense of family to families anxious about sending children abroad.

• Clearly inform prospective students of options for internship possibilities and other practical training experiences. Career prospects greatly influence and pique the interest of applicants in the region.

• Talk to applicants and their parents via Skype and take advantage of multimedia capabilities and webinar options at advising centers. Students appreciate the opportunity to speak directly to a U.S. university representative or student.

• Expand the list of cities considered for recruitment destinations. EducationUSA can advise on how to effectively go beyond populations in capital cities to reach increasing numbers of young people with aspirations for the upward social mobility enabled by higher education abroad.

• Institutions should showcase success stories. Emphasize the value of a degree from a particular institution, options for affordable financing and scholarships, as well as the successful career trajectories of alumni. Publicize the successes of international students through the EducationUSA centers in their home country. Interest is piqued when such highlights are posted on Facebook or other social media.

• In India, American universities should target overlooked, growing cities such as Coimbatore, Pune, Vishakhapatnam, Kochi, Vijayawada, and Guntur to maximize reach and establish recognition.

Regional EducationUSA Events

Use the EducationUSA website to find country-specific information about upcoming fairs, webinars, and other events and activities.

Fairs and Conferences

In addition to the many in-person student recruitment opportunities offered through participation in EducationUSA fairs and conferences, representatives of U.S. institutions often capitalize on these events to receive a country briefing from EducationUSA advisers, meet with U.S. Embassy Public Affairs and Consular Affairs staff (subject to scheduling availability), make a presentation at an EducationUSA advising center, or visit a local high school or college. Contact the EducationUSA staff organizing the event to explore options for maximizing the impact of participation. Visit www.edusa.state.gov and select “Find an Event” to see the latest upcoming fairs, conferences, center events, and more.

South Asia Tour. Join the tour through Bangladesh, Nepal, Pakistan, and Sri Lanka. The South Asia Tour includes university fairs, school visits, visits to universities relevant for graduate-level recruiters, and cultural activities. The costs on this tour are deliberately kept as low as possible to offer an affordable recruitment opportunity. The tour takes place in the spring and in the fall each year, traveling five countries (with over 25 students) with highest percentage growth, U.S. students in the region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2010/11</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyrgyzstan</td>
<td>9</td>
<td>50</td>
<td>213.1%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>69</td>
<td>121</td>
<td>75.4%</td>
</tr>
<tr>
<td>Nepal</td>
<td>210</td>
<td>368</td>
<td>75.2%</td>
</tr>
<tr>
<td>Bhutan</td>
<td>24</td>
<td>41</td>
<td>70.8%</td>
</tr>
<tr>
<td>India</td>
<td>4,345</td>
<td>4,428</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>4,438</td>
<td>-1.2%</td>
</tr>
<tr>
<td>Nepal</td>
<td>368</td>
<td>-20.0%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>121</td>
<td>21.0%</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>81</td>
<td>50.0%</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>55</td>
<td>48.7%</td>
</tr>
</tbody>
</table>

EducationUSA Regional Reach

2016 EducationUSA in South and Central Asia made 1,459,155 contacts

<table>
<thead>
<tr>
<th>Centers</th>
<th>Outreach</th>
<th>Virtual*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts made through Advising Centers</td>
<td>330,558</td>
<td>Advising center-based contacts</td>
</tr>
<tr>
<td>U.S. institution representative visits</td>
<td>903</td>
<td>Social Media Platforms</td>
</tr>
<tr>
<td>Education USA fairs</td>
<td>120,009</td>
<td>Social Media Platforms</td>
</tr>
<tr>
<td>American Centers/ Centers</td>
<td>11,765</td>
<td>Webinars, DVCs</td>
</tr>
<tr>
<td>Local Universities/ Secondary Schools</td>
<td>64,653</td>
<td></td>
</tr>
<tr>
<td>Other fairs/conferences/ seminars</td>
<td>25,632</td>
<td></td>
</tr>
<tr>
<td>Host government events</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>Embassy/consulate events</td>
<td>3,302</td>
<td></td>
</tr>
<tr>
<td>Public locations</td>
<td>9,881</td>
<td></td>
</tr>
<tr>
<td>Other activities</td>
<td>5,856</td>
<td></td>
</tr>
</tbody>
</table>

*Includes social network page likes; video views; Skype contacts; blog and microblog followers; digital video conference participants; and EducationUSA webinar participants.
South and Central Asia

through six cities. For details, email scai@americancouncils.org.

• Afghanistan. An annual education expo has been initiated in Kabul. For two consecutive years, the event has attracted large numbers of interested students. To share information at the expo, contact the EducationUSA adviser in Afghanistan at aaf@americancouncils.org.

• Bhutan. The Bhutan Chamber of Commerce and Industry organizes an annual International Education Fair in Thimphu in March. For details, please contact REAC Ishrat Jahan at ijahan@educationusa.info.

• India. The EducationUSA Tour in India is hosted in partnership with EducationUSA host institutions. The tour takes place in the fall and travels through many as eight cities. EducationUSA India also hosts Alumni Fairs in December/January. For details, contact the New Delhi-based REAC at jihan@educationusa.info.

• Kazakhstan. Along with the U.S. university fairs organized by the U.S. Embassies in Astana and the Consulate in Almaty, EducationUSA centers participate in spring and fall International Student Fairs, the Regional Group spring and fall International Education Fairs, and the Globus Education Fair (winter). The next EducationUSA Tour takes place in October, traveling through the student-populated cities of Almaty, Astana, Aktobe, and Shymkent. For details, contact EducationUSA in Kazakhstan at edusak@americancouns-kz.com.

• Pakistan. The annual Dawn Education Expo in Pakistan runs for one week in April and travels from Islamabad to Lahore and Karachi. The event attracts more than 10,000 participants. For information, contact Umar Khan, EducationUSA Islamabad, at umar@americancouncils.org.

• Turkmenistan. The government sponsors an annual International Exhibition and Scientific Conference titled “Education, Sport and Tourism in the Region: Development and Prosperity in Ashgabat in November.” The EducationUSA advising center in Ashgabat reaches thousands of high school- and university-level students, parents, teachers, professors, and various organizations at this event. For details, contact the EducationUSA center at eac@americancounsltism.org.

• Uzbekistan. The Expoconcept Ltd. Company under the Chamber of Commerce and Industry of the Republic of Uzbekistan organizes an annual Education and Career Fair with support from the Ministry of Higher and Secondary Specialized Education of Uzbekistan. More than 30,000 high school students, university students, and faculty attend. This fair is organized twice a year, usually in early April and mid-September. U.S. institutions are invited to contact EducationUSA for more information.


U.S. Study Abroad in the Region

South Central Asia overall saw a decrease of three percent in the number of U.S. exchange students in 2014-2015 compared to the previous year, with 5,162 American students traveling to various countries in the region. India continues to attract the largest number of study abroad students among countries in the region with more than 4,000 American students in the 2014-2015 AY, followed by Nepal with more than 1,000 students. For the 2014-2015 AY, Pakistan and Bangladesh saw a significant increase, with the number of American students more than doubling, and along with increases in Kazakhstan and Sri Lanka.

Best Times of Year to Interact with Students in the Region

Afghanistan: April-June and August-October, except in the southern provinces of Kandahar and Nangarhar where the best times are September-December and February-April.

Bangladesh: February-March.

India: April-December and also in January-February. School and college examinations normally take place between February and April.

Kazakhstan: September-May is generally a good time, October November, February, and March are fair times. Avoid summer, the first ten days of January, and the last week of March, as all coincide with school breaks.

Kyrgyzstan: September-November and February-April. Exams take place in December and January, May, and June.

Nepal: Avoid the largest Nepali festival period, which typically falls in October.

Pakistan: September-January.

Sri Lanka: Avoid April and August. Best times to engage are July and October, after exams.

Tajikistan: February-April and October-November.

Turkmenistan: August-November, April-June.

Times to avoid travel: In Muslim majority countries, avoid the month of Ramadan and Eid.

Advising centers in the Western Hemisphere (WHA) are located at U.S. embassies and consulates, bi-national centers, American Spaces, Fulbright Commissions, local education institutions (HEIs), ministries, and other non-profit organizations. Six new centers opened within the past year: two in Brazil (Sao Luis do Maranhao and Cuiaba), three in Mexico (Ciudad Juarez, Queretaro, and Guadalajara), and one in Barbados (Bridgeport).

Through EducationUSA Competitive Colloquiums (CCCs) and other cohort advising models in Argentina, Bolivia, Brazil, Chile, Cuba, the Dominican Republic, Ecuador, El Salvador, Mexico, and Peru, advisers meet on a regular basis with students to guide them through the application process and help them find the best institutional fit to meet their needs. Advisers prepare specialized workshops on writing personal statements and essays, sponsor conversation clubs, support preparation efforts, establish reading clubs, and conduct mock interviews to help students prepare for the visa process.

The Opportunity Funds program is currently available through EducationUSA centers in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Paraguay, Peru, Uruguay (new), and Venezuela. During the last year, 42 students from across the WHA region were offered admission to U.S. colleges and universities and accepted more than $2.6 million in scholarship offers.

EducationUSA advising centers in the region offer at least one pre-departure orientation open to the public either in person or virtually. Centers in countries with foreign government initiatives, such as Brazil, Mexico, and Peru, organize pre-departure orientations tailored to the needs of those programs.

EducationUSA fairs are organized at least once a year in Mexico, Central America, the Caribbean, and South America, which attract massive crowds of qualified students interested in study in the United States. In 2014, EducationUSA in the Western Hemisphere supported EducationUSA Fairs organized by the U.S. Department of Commerce as well as multiple U.S. regional and state education consortia visits to promote the diversity of options for higher education in the United States.

EducationUSA advisers in the region also participate in countless local fairs, engage with ministries of education, develop relationships with local HEIs, promote foreign government scholarship programs, and help local high schools organize events for students to increase awareness about the breadth of academic options available to them.

In the past year, WHA EducationUSA advisers hosted more than 400 webinars to link U.S. college and university representatives with local students to inform them about U.S. higher education, using EducationUSA’s Your Steps to U.S. Study model and recommended timelines. In addition, in coordination with the Bureau of International Information Programs (IIP), EducationUSA promotes via social media interactive web chats on topics related to Your Steps to U.S. Study. Advisers host viewing parties at their centers as well as at local high schools and HEIs, and they

Regional EducationUSA Profile

Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Cuba, Dominica, the Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, Uruguay, Venezuela
frequently organize follow-up discussions with students after the presentations. Many of these sessions are integrated into cohort advising curricula, which are also offered virtually.

Advisors use virtual advising to target non-traditional audiences in remote locations like Patagonia, the Galapagos Islands, the Amazon, and the Canadian Arctic as well as throughout Venezuela, where because of the current political environment, it is difficult to organize in-person presentations. Advisors use virtual platforms like Skype, Google+ Hangouts, Facebook, and WhatsApp to connect with students who are not living in or near EducationUSA advising centers.

EducationUSA advising centers promote and facilitate MOOCs as tools to familiarize students with U.S. higher education and promote college readiness. Advisors also organize viewing parties with local students for virtual events in the region, sometimes hosted by U.S. embassies and consulates. Advisors use social media and other forms of communication about U.S. higher education to local students, leveraging Facebook, Twitter, Pinterest, and Instagram to promote EducationUSA in-center and virtual services.

Advising centers in the region rely heavily on alumni and the collaboration of current international students in the United States for advising and outreach purposes. Student’s personal experiences are a powerful tool for a new generation of potential applicants. EducationUSA works closely with U.S. Department of State alumni programs as well as with U.S. universities interested in reaching out to current students and alumni. In addition, EducationUSA advising centers reach out to U.S. alumni in-country to support activities such as alumni fairs, cohort advising, and outreach.

Advising centers in Argentina, Bahamas, Barbados, Chile, the Dominican Republic, Jamaica, Mexico, Panama, Paraguay, Peru, and Trinidad and Tobago partner with local governments to advertise undergraduate and graduate foreign government study abroad scholarships. Centers promote these opportunities, encouraging more students in these countries to apply to U.S. HEIs.

WHA REACs and advisors in the region help U.S. Fulbright English Teaching Assistants (ETAs) and U.S. students at local higher education institutions gain advising skills to help promote the United States as the leading destination for study abroad. Some ETAs volunteer as mentors in cohort advising programs. EducationUSA in North and Central America and the Caribbean and in Paraguay works with Peace Corps Volunteers to expand services to remote locations and audiences beyond the traditional reach of EducationUSA advising centers.

International universities continue to express great interest in developing and strengthening partnerships with U.S. HEIs to increase academic exchanges between the United States and the Western Hemisphere. To strengthen internationalization efforts, EducationUSA advisors in several countries act as liaisons to local universities, offering capacity-building workshops, funded by the Bureau of Educational and Cultural Affairs’ U.S. Study Abroad Branch, on best practices for study abroad.

Regional Overview

Canada, Latin America, and the Caribbean make up the Department of State’s WHA region, a diverse area that spreads across 25 countries and boasts a combined total population of approximately 900 million. With five countries among the top 25 sending countries of international students to the United States (Canada, Mexico, Brazil, Colombia, and Venezuela), and 10,000 students in the United States during the 2015-2016 AY, WHA countries are second only to Asia in terms of international student mobility to the United States. With steady growth in the numbers of undergraduate and graduate students, the Western Hemisphere represents 10.7 percent of the global figure of international students in the United States.

The governments of countries such as Argentina, Bahamas, Bolivia, Brazil, Canada, Chile, Colombia, the Dominican Republic, Ecuador, Mexico, Panama, Paraguay, Peru, and Uruguay currently provide funding that supports this flow.

Even with lower prices for metals and oil, the economies of Bolivia, Chile, Colombia, and Peru continue to grow. Panama’s economy is growing steadily through IT and Canal-related industries. Mexico’s energy, automotive, aeronautical, and manufacturing industries continue to grow quickly, taking advantage of cross-border opportunities.

As a result, several countries in the region have allocated substantial resources to expand science, technology, and innovation-promoting initiatives through international exchange. The Caribbean’s tourism-driven economy continues to benefit from highly trained professionals.

The region’s focus on education continues to spur the internationalization of local universities and research centers. In Mexico, investment in industry is bringing together academia and industry through international university partnerships. In Mexico and Central America, workforce development has become a priority in bilateral dialogues, with a resulting focus on partnerships between non-traditional institutions such as technical universities and U.S. community colleges, supported by the private sector. In addition, several initiatives and programs bring public and private sectors together to support education abroad through non-profit organizations operating under the loan/scholarship model, mainly to support graduate studies. U.S. and Brazilian HEIs continue to maintain and expand partnerships. The government of Brazil announced at Brazil’s premiere international education conference, FAUBAI, that the flow of funds toward international education will continue through partnerships established directly with Brazilian HEIs. Education is a key priority of U.S. embassies in Latin America.

Recent Trends

The leading education initiative for the WHA region is the 100,000 Strong in the Americas Innovation Fund—the dynamic ongoing public-private sector collaboration between the U.S. Department of State, Partners of the Americas, and NAFSA—leveraged by contributions from private sector entities, foundations, regional education partners, and universities. The Innovation Fund grant competitions inspire U.S. universities and community colleges to team up with other universities in the Americas to create partnerships that provide new student exchange and training programs for students to and from the region. The Innovation Fund stimulates collaboration between HEIs to increase student mobility in the Americas and promote regional competitiveness for the global workforce. Since its inception in January 2014, a total of 93 Innovation Fund grants have been awarded to teams of 210 HEIs from 20 countries—from Vancouver, Canada, to Tierra del Fuego, Argentina. EducationUSA centers and U.S. embassies are actively engaged with the 100,000 Strong in the Americas Innovation Fund and work with HEIs to encourage partnerships using these grants to increase student mobility. Bi-national centers are eligible to submit Innovation Fund grant proposals in partnerships with WHA HEIs and U.S. universities/colleges. More than 140 HEIs have joined the Innovation Fund network. To stay informed about 100K Innovation Fund grant competitions, workshops, and special events, please visit www.100KStrongAmericas.org.

EducationUSA advisors have addressed an increased number of questions regarding students’ perceptions surrounding their welcome in the United States, security concerns on U.S. campuses, as well as concerns about perceived obstacles in obtaining a student visa. EducationUSA advisors are working hard to demystify issues, explaining to students the actual current environment in the United States and why they should choose to study there. Advisors have been pointing to the “YouviewWorld” campaign’s message to reach out to students, and the campaign is perceived by students in the region and their parents as sending a welcome message that has a real effect in assuaging and addressing concerns.

In an effort to retain students within the region, Caribbean Community countries are offering students tuition support to enroll in local or regional HEIs. Although there continues to be a strong interest in U.S. study, this initiative affects student mobility from countries such as Jamaica and Trinidad and Tobago. Nevertheless, interest in the United States as the top study destination for students in the region remains strong.

Migratory trends and offers of in-state tuition rates continue to attract students from across the region to Florida and West Virginia.
### Five Countries of Origin with Highest Percentage Growth, International Students in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country</th>
<th>2011/12</th>
<th>2015/16</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuba</td>
<td>57</td>
<td>153</td>
<td>168.4%</td>
</tr>
<tr>
<td>Brazil</td>
<td>9,029</td>
<td>19,370</td>
<td>114.5%</td>
</tr>
<tr>
<td>Panama</td>
<td>564</td>
<td>1,362</td>
<td>144.9%</td>
</tr>
<tr>
<td>El Salvador</td>
<td>1,351</td>
<td>1,632</td>
<td>41.8%</td>
</tr>
<tr>
<td>Honduras</td>
<td>1,407</td>
<td>1,985</td>
<td>41.3%</td>
</tr>
</tbody>
</table>

Cuba has the largest percentage growth in the region over the last five years (with over 100 students).

### Five Countries of Origin in the Region with Highest Per Capita College-Age Student Mobility to the United States

<table>
<thead>
<tr>
<th>Country</th>
<th>College-Age Population</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahamas</td>
<td>33,446</td>
<td>6.1%</td>
</tr>
<tr>
<td>Saint Kitts and Nevis</td>
<td>4,312</td>
<td>5.2%</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>7,046</td>
<td>3.4%</td>
</tr>
<tr>
<td>Antigua and Barbuda</td>
<td>7,878</td>
<td>2.9%</td>
</tr>
<tr>
<td>Grenada</td>
<td>10,396</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

program now under the coordination of the National Commission of Scientific and Technological Research (CONICYT), has helped to significantly increase the number of students studying in the United States. Since 2008, slightly over six million Becas Chile scholarships at the graduate (Master’s and Doctoral) level have been awarded to Chilean students and residents to study abroad. Chile is still in the process of educational system reform, with efforts at all levels to guarantee the right to a free and high-quality education. At the postsecondary level, some aspects of the reform that have passed into law include increased access to university and postsecondary education and the creation of 15 public postsecondary vocational training centers. In 2017, its second year of implementation, it is estimated that more than 350,000 students will benefit from these provisions.

Colombia. With the official signing of the Peace Accord, Colombia has become the focal point of much of the world’s attention, in the international education sector and beyond. There is a great level of optimism about what is to come and many institutions who have not been previously involved in academic collaborations in Colombia are now actively looking for opportunities for collaboration. The Colombian government has positioned education as a main engine for post-conflict resolution.

Colombia is also investing more and more in helping local universities to internationalize their campuses and bring more scientific and technological innovation opportunities to the country, especially to the areas most affected by the conflict. The country is offering ample opportunities for institutional collaboration as well as easier international recruitment opportunities. Traveling inside Colombia for recruitment is a lot easier now than it has been for many years. U.S. institutions that explore cities outside of Bogotá have shared positive feedback about successfully reaching talented and interested students in smaller markets.

Cuba. The EducationUSA advising center for Cuba is currently located within the Public Diplomacy section of the U.S. Embassy in Havana. Between January 2016 to the present, the center has focused on providing advice and information to Cuban students looking for opportunities to study in the United States. Eleven EducationUSA Cuban advisories were admitted to U.S. colleges and universities in the fall semester of 2016, most of them at the graduate level. The total estimated amount of financial aid received was nearly $500,000. Financial aid availability was of critical importance because the majority of Cuban students require full funding to study in the United States. With U.S. HEIs expressing interest in collaboration with Cuban universities, the EducationUSA advisor and other embassy staff have stayed busy providing information and guidance. Although U.S. universities can establish independent pathways to Cuba, EducationUSA’s participation in college fairs, meetings, and other events aimed at engaging with Cuban students and institutions requires the approval of the Cuban Ministry of Foreign Affairs and the Ministries of Education or Higher Education, as appropriate. The EducationUSA advisor manages the only TOEFLiBT and GRE testing centers currently available in Cuba. The Educational Testing Service (ETS)-approved testing space is at the U.S. Embassy’s Information Resource Center (IRC). The International School of Havana is the only place that Cuban citizens may sit for the SAT exams.

Mexico. Based on the Mexico-U.S. bilateral Forum on Higher Education, Innovation, and Research (FOBESII), the United States, Mexican, and Canadian governments, in collaboration with the private and education sectors of each country, respectively, continue to support academic mobility. Some of the accomplishments reported in a recent high-level meeting in Washington, DC, highlighted 500 student and faculty mobility programs, 40 Teaching Collaborations, 32 research partnerships, and a variety of other forms of higher education engagement between the United States and Mexico. FOBESII’s efforts have heightened the significance of educational relations as a part of U.S.-Mexico relations. For a full report on 2017 FOBESII accomplishments, please visit https://www.usembassy-mexico.com/content/uploads/sites/25/2017/03/FOBESII-Achievements-March-2017.pdf.

Panama. The Panamanian government announced the “Panama Bilingue” initiative in 2014, with the goal of supporting 10,000 English-language teachers through two-month teacher training programs by 2019 in an effort to increase the quality of English teaching in public schools. To date, 1,450 Panamanian English teachers have traveled to the United States to participate in the program, and 4,000 have benefited from similar programs in Panama. In addition, the National Secretariat of Science Technology and Innovation (SENACYT) continues to administer several scholarship programs at the undergraduate and graduate levels in a wide range of fields, including a Fulbright-SENACYT scholarship.

Peru. Peruvian interest in studying in the United States has grown exponentially in the past few years. According to the 2016 Open Doors report, Peru experienced a significant increase (15 percent) in the number of international students in the United States since the previous year. The growth is partly driven by Peruvian government scholarship initiatives. Current economic growth has also had a positive impact. EducationUSA advisors have seen a great increase in demand for advising services and interest in the yearly EducationUSA fair. English-language skills continue to be an obstacle for students to pursue academic programs in the United States. In 2015–2016, the Peruvian government invested funds in English training of top high school and undergraduate students, helping prepare a strong cohort of students ready to study abroad through the Peruvian government scholarship initiatives. Another important government initiative is the development of the “Colegios de Alto Rendimiento” program, Peru built elite public high schools across the country to educate the best students in the country with intensive English training and international baccalaureate curriculum. These students will be excellent candidates for studying in the United States.

What to Expect in the Next Three to Five Years

Although students in the region have increasingly held questions surrounding their welcome in the United States, security concerns on U.S. campuses, as well as concerns about perceived obstacles in obtaining a student visa, these issues should not have a great impact on the number of students from the Western Hemisphere studying in the United States. Instead, local economic factors will ultimately drive student mobility numbers over the next five years. To avoid a significant decrease in numbers, it is important that U.S. higher education representatives visit the region as often as possible to meet with prospective students and parents to reassure them that the United States is a viable destination to study abroad. If traveling to the region is not possible, universities should engage virtually through local EducationUSA centers.

U.S. Study Abroad

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>9,305</td>
<td>8.5%</td>
</tr>
<tr>
<td>Mexico</td>
<td>4,712</td>
<td>6.0%</td>
</tr>
<tr>
<td>Brazil</td>
<td>3,836</td>
<td>-9.2%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>3,746</td>
<td>1.3%</td>
</tr>
<tr>
<td>Argentina</td>
<td>3,708</td>
<td>-15.8%</td>
</tr>
</tbody>
</table>

Five Countries (with over 100 students) with Highest Percentage Growth, U.S. Students in the Region (Five-Year Trend)

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2010/11</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuba</td>
<td>375</td>
<td>2,384</td>
<td>535.7%</td>
</tr>
<tr>
<td>Colombia</td>
<td>200</td>
<td>664</td>
<td>232.0%</td>
</tr>
<tr>
<td>Haiti</td>
<td>213</td>
<td>532</td>
<td>149.8%</td>
</tr>
<tr>
<td>Dominica</td>
<td>72</td>
<td>147</td>
<td>104.2%</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>1,064</td>
<td>1,550</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

North and Central America and the Caribbean

• EducationUSA Canada continues to encourage traditional and non-traditional audiences’ interest in studying in the United States. Increased outreach engagements with local partners, supported by the U.S. Embassy and Consulates in Canada, aims to across the Canadian model approach to transfer agreements from colleges in Canada to HEIs in the United States and vice versa; public-private partnerships in support of workforce development; and engagement with governments, in support of the 100,000 Strong in the Americas initiative.

• Panamanian and Dominican students continue to express interest in studying in the United States and in options for fully funded undergraduate and graduate scholarships through their governments’ ministries of science, technology, and education; Institutional partnerships and agreements with
Western Hemisphere

local government institutions are key to increasing the pool of options students can consider.

- As workforce development continues to be a priority for most Central American countries, interest in short-term certificate programs and partnerships between local technical universities and U.S. universities continues to grow with the objective of providing vocational education to workers in emerging industries such as renewable energy, tourism, and mining.

- The Netherlands Antilles, traditionally Eurocentric, continues to demonstrate interest in the United States as a study destination, as a result of financial support, accessibility, and proximity, resulting in significant increases in mobility in the past year. U.S. universities are seen as offering welcome personalized attention to students and are focused on their students’ success.

- In early 2015, the governments of Mexico and the United States signed a letter of intent to expand the student exchange program between the two countries. The agreement represents an opportunity to strengthen the U.S.-Mexico bilateral relationship. According to the agreement, 100 Mexicans participated in professional internship programs in 2016 under the U.S.-Mexico bilaterial FOBESi-inspired Memorandum of Understanding. Currently, 15 Mexican teams are lending their talents to Silicon Valley companies. Internships will become one of the strongest ways to support student mobility in North America.

- Public-private partnerships in Mexico and Central America continue to be pursued as models for sustainability of regional academic exchange initiatives. In El Salvador, the U.S. Embassy has established the 100,000 Strong Scholarship Fund to increase resources for exchanges, public awareness of cost-effective options for overseas study, and the strengthening of Salvadoran educational institutions. The fund complements the goals of El Salvador’s Partnership for Growth of investing in human capital and building long-term institutional strength in education.

South America: Andean Region

- Governments in Colombia, Ecuador, and Peru have invested heavily in English-language training for local students and young professionals. In the upcoming years, these initiatives will bear fruit with a group of prospective students that are better prepared to study in the United States.

- The new government in Peru which is focused on student opportunities to Peruvian students interested in studying abroad over the next couple of years. The government has indicated its support for educational opportunities including for U.S. higher education and is therefore likely to encourage Peruvian students to study in the United States as a study destination. The number of students studying in the United States is expected to continue to rise given increased economic means to study abroad.

- There will be an increase in Bolivian students studying abroad given the country’s stable economy. The challenge will be to help students choose the United States as a destination for these programs. Some Bolivians have tended to prefer Europe and other Latin American countries. This preference is the result of the language barrier and perceptions that these regions are more affordable for study. EducaUSO is focusing its efforts in building more local knowledge of the U.S. higher education system so that in the next few years Bolivian students will be better prepared to apply to U.S. institutions.

- Ecuador is currently undergoing an economic recession, which will negatively affect the number of students studying in the United States over the next few years. The government is predicted to decrease funding for studying abroad, which will impact the number of students studying in the United States. Online options will become a popular cost-effective approach. The flow of undergraduate students will likely continue, as Ecuadorian students from private schools who wish to study in the United States. Local higher education restructuring is expected to continue, especially at the university level. Funding for study abroad is expected to continue to increase as more Argentine universities have already been accepted at institutions in the country. The scholarship pays all costs, including, in some cases, local costs of living.

- Although Argentina is no longer the leading receiving country in South America for U.S. students, the country remains focused on expanding the number of U.S. students at Argentine universities. The government of Argentina has increased scholarship funds for students studying in the United States. The scholarship pays all costs, including, in some cases, local costs of living. The scholarship covers all costs, including, in some cases, local costs of living.

- As Colombia enters a period of greater stability with the signing of the peace agreement, there will be an increase in institutional partnerships between the two countries. The government will continue to invest in education, especially at the university level, pushing for more internationalization opportunities. Though the country’s economy is doing well, the devaluation of the peso may have an impact on the number of students considering study in the United States. Some heightened anxiety among Colombians following the peace accord is causing more Colombian parents to contemplate sending their children to study abroad.

- Unfortunately, the next three to five years will continue to be challenging for Venezuela. The financial situation is expected to continue to rise given increased economic means to study abroad.

- The number of Venezuelan students in the United States might decrease or stagnate as it is a more affordable option for Venezuelans to migrate to other countries in the region.

South America: Southern Cone

- For Brazil, political uncertainty in the country has contributed to a hold on funds at the federal level for almost one year. The government has just announced that funds will be given directly to Brazilian HEIs, which will select U.S. HEI partners. U.S. institutions of higher education can expect to receive more Brazilian students through partnerships already established with Brazilian HEIs for the next two years. There will be a shift of government in 2019. Languages Without Borders, a Brazilian government program, provides free intensive English-language classes to students at federal universities in Brazil, forming a substantial pool of prospective students for future study abroad.

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- Chile is still in the process of educational reform, with efforts at all levels to guarantee the right to a free and high-quality education at all levels. Some aspects of the reform that have passed into law include increased access to the number of careers and postgraduate education and the creation of 15 public postsecondary vocational training centers. In coming years, if the implementation is successful, it is estimated that more than 250,000 Chileans will benefit from these provisions.

- The REAC and the U.S. Embassy in Paraguay met with officials from the Ministry of Education who asked for help to expand the number of students for graduate testing in the country so that more students could apply for graduate admissions at U.S. HEIs. As a result, ETS offered a Propellor workshop on teaching trainers how to teach for the GRE to major universities and centers in the country. More students will be coming to the United States under the government’s graduate scholarship program in the next year.

- The REAC and the U.S. Embassy in Uruguay are investing in capacity-building workshops for Uruguayan universities that will attend international conferences this year. AASCU is offering workshops to help Uruguayan HEIs connect with U.S. HEIs on future partnerships for student mobility.

Foreign Government and Private Funding

- Antigua and Barbuda offers a government-funded grant of approximately $5,000 annually as well as low-interest loans to students in students to study in the United States. The Killam Fellowships Program no longer exists. However, the government of Brazil, through CAPES, just announced that funds will be given directly to Brazilian universities for student mobility with their partner HEIs. To become involved, U.S. HEIs should visit Brazil and connect with HEIs in the country.

- Canada. The Killam Fellowships Program, administered by the Fulbright Commission, provides an opportunity for exceptional undergraduate students from universities in Canada to spend one semester or a full academic year (AY) as an exchange student in the United States. The Killam Fellowships Program provides a cash award of $5,000 to $10,000 for the full AY. The Killam Fellowships Program provides a cash award of $5,000 to $10,000 for the full AY.
Western Hemisphere

• Chile. Becas Chile, a government scholarship now administered by CONICYT, has increased the number of students studying in the United States. Since 2008, more than 6,000,500 Becas Chile scholarships have been awarded to Chilean students and residents at the graduate and Doctoral level to study abroad. In 2016, 30 (of 3600) students selected under Becas Chile scholarship pursued Doctoral studies in the United States, and 77 (of 377) residents at the graduate and Doctoral level to study abroad. In 2016, 50 (of 300) of these students studying in the United States. CONICYT, has increased the number of scholarships to qualified Colombian students and residents at the graduate and Doctoral level to study abroad. In 2016, 50 (of 300) of these students studying in the United States. The Colombian government awards one Island Scholarship each year to the student who has earned the highest score on CAPE. In addition, the Dominica government awards approximately five scholarships annually to the best student in each of the five faculties of the Dominica State College.

• The Dominican Republic. The Ministry of Higher Education, Science, and Technology (MESCyT) continues to support study abroad at the graduate education level, with seven percent of all applicants choosing the United States as their study destination. Priority fields for the MESCyT are Master's and Doctoral degrees in the following areas: engineering, basic sciences, public health, education, agriculture, food, and animal sciences. The ministry seeks to develop partnerships to establish articulation agreements with U.S. research-focused universities that offer in-state tuition for their scholars.

• Costa Rica. The Costa Rica-USA Foundation continues to support a series of programs to support exchanges, mainly at the graduate level (www.becal.gov.py/). This scholarship funds as many as 1,500 scholarships for Master's and Doctoral degrees in science, technology, and engineering. The Panamanian government announced its “Panama Bilingue” initiative in 2014, with the goal of supporting 10,000 English-language teachers in six-month teacher training programs in an effort to increase the quality of English teaching in public schools by 2019. To date, 1,400 Panamanian English teachers have traveled to the United States to participate in the program, and 2,000 have benefited from similar programs in Panama. In addition, the National Secretariat of Education of Panama continues to provide additional ten percent discount if, upon returning to the country, they engage in employment for one year in public or private universities. Those pursuing Master's degrees in management or Master's of Business Administration (MBA) programs are awarded only 25 percent of the loan amount as a scholarship.

• Guatemala. GuateFuturo offers loans of as much as $50,000. Students may be awarded scholarships for 50 percent of the loan amount, provided they comply with three requirements: 1) be awarded their postgraduate degree, 2) return to Guatemala, and 3) remain in the country for three to five years. Students can also obtain an additional ten percent discount if, upon returning to the country, they engage in employment for one year in the public sector or as teachers or researchers in public or private universities. Those pursuing Master's degrees in management or Master's of Business Administration (MBA) programs are awarded only 25 percent of the loan amount as a scholarship.

• Honduras. HONDUFUTURO offers loans of up to $50,000. Students may be awarded scholarships for 50 percent of the loan amount, provided they meet the following requirements: 1) be awarded their postgraduate degree, 2) return to Honduras, and 3) remain and work in the country for three to five years. Students can also obtain an additional ten percent discount if, upon returning to the country, they engage in employment for one consecutive year as teachers in public or private universities. Those pursuing Master's degrees in management or MBA programs are awarded only 25 percent of the loan amount as a scholarship.

• Peru. PRONABEC, Peru’s government agency for scholarship programs, has sent hundreds of English teachers for Intensive English-language and teaching methodology training. With the change in government in Peru, there is new leadership at the Ministry of Education. The new government has re- emphasized dissemination of the PRONABEC scholarships, though the administration will likely make small changes to the requirements in this upcoming year.

• Organization of American States. Students from member countries are eligible for Rowe Fellowships. These interest-free loans are available at the graduate level throughout the region and for undergraduate as well as for graduate study in English-speaking Caribbean countries. The Rowe Fund is offering EducationUSA Opportunity Funds students from Argentina, Barbados, Bolivia, Chile, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay, Uruguay, and Venezuela the opportunity to apply for this loan without the need for a cosigner, which will ease the process for acquiring this funding.

Virtual and Social Media Usage

EducationUSA advisers actively employ social media such as Facebook, Twitter, and blogs.

• WhatsApp use continues to grow in the region. Advisers use this messaging platform to disseminate information about upcoming events and as a tool for cohort advising.

• Skype is one of the main platforms used for advising and providing new virtual office hours through Skype.

• Instagram is growing in popularity across the region.

• Event ads on Facebook and through U.S. Embassy Facebook pages have proven to be very effective for program promotion. Facebook Live has also become an effective tool for outreach in the region.

• EducationUSA Colombia has developed an electronic virtual advisor, “ED,” available 24 hours a day for consultations. ED now has a smartphone application where students can interact with ED and begin to plan their studies using

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• The EducationUSA center in La Paz offers virtual advising services to its sister city El Alto. El Alto is the second-largest city in Bolivia, adjacent to La Paz and it is one of Bolivia’s fastest growing urban centers.

**Successful Recruiting Strategies**

• Interact with students through EducationUSA webinars and social media, including Facebook Live events, and gather feedback on student needs.

• Make an effort to reach out to EducationUSA advisers from off-the-beaten track locations that are not often visited by representatives of U.S. institutions but are still home to numerous students interested in studying in the United States.

• Highlight anecdotes of institutional partners, programs, and services which may be of interest to students from the region, especially related to culture, history, politics, sports, food, and arts.

• Request an HEI login to the EducationUSA website and nd out about special conferences in the region that can increase student interest in studying in the United States.

• Use local-language websites to attract students from government scholarship programs.

• Traditionally, international schools were the focus of recruitment efforts, but U.S. universities have begun to include prominent national schools on their recruitment lists, with great success.

• Stay abreast of faculty-led study abroad programs at your institution. Ask professors and students to stop by EducationUSA advising centers to meet local students and talk about the experience of being a student at your institution.

• Familiarize yourself with existing institutional agreements between your institution and those of the countries in which you are interested in recruiting.

• Promoting short-term programs is a great way to motivate students to return for full degree programs.

• Explore institution-wide partnerships that go beyond recruiting students, Colombian, Brazilian, and Mexican institutions are advancing rapidly in internationalization, and many are ready to enter into broader partnerships, such as faculty exchange, research or internship programs, and group study abroad for both inbound and outbound students.

Regional EducationUSA Events

Rely on the EducationUSA website and country Facebook pages to find special country-specific information about upcoming fairs, webinars, and other events and activities. Contact the appropriate REAC for the area in which you are interested in participating, such as beginner adviser trainings, thematic sub-regional workshops, and capacity-building workshops for local HEIs.

**Fairs and Conferences**

• Brazil. EducationUSA organizes the Brazil Roadshow to six cities every spring, immediately before or after FAUBAL Brazil’s premiere international education conference. This tour is a great opportunity to recruit students and identify key leaders in internationalization and to establish partnerships. FAUBAL will be held in Rio de Janeiro in 2018.

• Caribbean. Aside from traditional independently organized Caribbean College Fairs, Panama hosts fair featuring large public and research institution, historically black colleges and universities, and community colleges. The next fair will take place in fall 2017. To register, contact nca@educationusa.info.

• EducationUSA Costa Rica hosts its annual EducationUSA CAPA tour will take place August 20th–September 14th, 2017 (http://educationusafair.org/university).

• Central America and the Dominican Republic. The next fair circuit is planned for fall 2017. To register, contact caribbeanamerica@educationusa.info.

• In spring 2017, EducationUSA Colombia organized its first fair circuit, “EducationUSA STEM tour,” which was very successful. This new circuit will be offered every spring. The tour includes five cities in Colombia. For more information, please contact educocolombiatour@gmail.com.

• Center Events

• EducationUSA Canada, Chile, Ecuador, Honduras, and Mexico organize training workshops on U.S. higher education for high school counselors.

• EducationUSA Costa Rica hosts its EducationUSA Costa Rica Fair on September 28th, 2017, in San Jose. For more information, please contact panamacity@educationusa.info.

• EducationUSA Panama welcomes special guests for these media appearances. For more information, please contact panamacity@educationusa.info.

• In addition, EducationUSA Nicaragua has re-launched its Opportunity Funds program, which provides opportunities for exchange visits for TV stations. HEIs who have hosted Opportunity Grants are welcome to join these when they visit Nicaragua. Please contact management@educationusana.info for more information.

• EducationUSA Peru is collaborating with the U.S. Embassy in Lima to offer nationwide webinars about the Your 5 Steps to U.S. Study.

• EducationUSA Santa Cruz, Bolivia, offers two successful cohort advising modules per year for graduate and undergraduate students.

**U.S. Study Abroad in the Region**

With an 8.5-percent increase in 2015, Costa Rica continues to be the region’s top receiving country with 9,305 U.S. students studying abroad, making it the eighth most popular study abroad destination for U.S. students. Mexico, Brazil, Ecuador, and Argentina are also leading host destinations in the region, ranked globally 12th, 17th, 18th, and 19th, respectively. Other rapidly growing countries for study abroad are Colombia, Paraguay, and Peru in South America; El Salvador in Central America; and Panama in Central America. The public and private sectors, along with academia, support diverse short-term study programs, including summer programs, service learning opportunities, and internships.

**Best Times of Year to Interact with Students in the Region**

<table>
<thead>
<tr>
<th>Country</th>
<th>First Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
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<td>Costa Rica</td>
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<td>El Salvador</td>
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<td>Peru</td>
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</table>

• Mexico, EducationUSA and COMEXUS will continue to host the U.S.-Mexico Academic Mobility Fair in fall 2017 to southern and central Mexico. These multi-city circuits attract approximately 4,000 students each. To register, contact mexicofair@educationusa.info.

- **Steps to U.S. Study**
  - **U.S. Study Abroad**
    - **With an 8.5% increase in 2015, Costa Rica continues to be the region’s top receiving country with 9,305 U.S. students studying abroad, making it the eighth most popular study abroad destination for U.S. students. Mexico, Brazil, Ecuador, and Argentina are also leading host destinations in the region, ranked globally 12th, 17th, 18th, and 19th, respectively. Other rapidly growing countries for study abroad include Colombia, Paraguay, and Peru in South America; El Salvador in Central America; and Panama in Central America. The public and private sectors, along with academia, support diverse short-term study programs, including summer programs, service learning opportunities, and internships.**
  - **Increased mobility from the United States to the Caribbean (13.5%) is the result of new initiatives as well as established exchanges, many focusing on health-related fields, as well as on gender and security.**
  - **The leading receiving countries include the Bahamas, Cuba, the Dominican Republic, and Jamaica.**
  - **EducationUSA advising centers in the region work closely with U.S. Fulbright grantees and Gilman scholars to provide valuable on-the-ground and online support networks as a way to enrich students’ study abroad experiences in the region.**