Global Guide
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Introduction to EducationUSA

Mission and Structure: EducationUSA is operated by the Bureau of Educational and Cultural Affairs (ECA) and serves as the U.S. Department of State’s network of international student advising centers in nearly every country of the world. ECA’s mission is 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 advisers work in U.S. Embassies and Consulates, and in partner institutions that include Fulbright Commissions, bi-national cultural centers, U.S. non-governmental organizations (NGOs), foreign NGOs, and foreign universities and libraries. Advisers help international students and their families navigate the U.S. college admissions process by providing accurate, comprehensive, and current information about the full range of higher education options offered by accredited U.S. institutions.

Regional Educational Advising Coordinators (REACs)
Regional Educational Advising Coordinators (REACs) guide and support advisers in the EducationUSA network, which is organized into six geographic regions: East Asia and Pacific (EAP), Europe and Eurasia (EUR), Middle East and North Africa (MENA), South and Central Asia (SCA), Sub-Saharan Africa (AF), and the Western Hemisphere (WHA). REACs provide assessment, training, and guidance to advising centers to enable them to maintain and improve the quality of their work. 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 group advising sessions, virtual advising, individual appointments, pre-departure orientations, and information about the breadth of U.S. higher education. The U.S. higher education community looks to the EducationUSA network for advice on developing regional and country-specific recruitment strategies, creating programs and products to connect with student audiences abroad, and obtaining information about application and admission issues. 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 provide outreach 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 upfront costs such as testing fees, application fees, or airfare. Opportunity Funds students engage in one to two years of cohort advising with EducationUSA advising staff and help 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: EdUSAOpportunity@state.gov.

Your 5 Steps to U.S. Study
EducationUSA’s 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 short-term educational opportunities. 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 in understanding national education systems 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.

Mission and Structure:

- EducationUSA is operated by the Bureau of Educational and Cultural Affairs (ECA) and serves as the U.S. Department of State’s network of international student advising centers in nearly every country of the world.
- ECA’s mission is 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 advisers work in U.S. Embassies and Consulates, and in partner institutions.
- Advisers help international students and their families navigate the U.S. college admissions process.
- Advisers provide accurate, comprehensive, and current information about full range of higher education options.
- Advisers also serve as resources for the U.S. higher education community.

Programs and Services:

- EducationUSA Advising Centers offer various services to international students and the U.S. higher education community.
- Services include group advising sessions, virtual advising, individual appointments, pre-departure orientations, and information about U.S. higher education.
- Advisers assist with targeting student audiences abroad and obtaining information about application and admission issues.
- Advisers also help U.S. institutions develop relationships with local universities and schools.
- Advisers provide assessment, training, and guidance to advising centers.

Opportunity Funds Program:

- The Opportunity Funds program assists high achieving students.
- Students are competitive for full financial aid from U.S. colleges and universities.
- Students lack financial resources to cover upfront costs, such as testing fees, application fees, and airfare.
- Students participate in one to two years of cohort advising with EducationUSA advising staff.
- Students help diversify the pool of students applying to U.S. colleges and universities.

Your 5 Steps to U.S. Study:

- Your 5 Steps to U.S. Study guides international students through the application and admission processes.
- The steps provide 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 are experts in understanding national education systems.
- Advisers have good relationships with local universities and schools.
- Advisers can provide support for establishing or expanding study abroad programs.
- Visit the U.S. study abroad website at www.studyabroad.state.gov.
Services for U.S. Higher Education Institutions

The U.S. Department of State promotes the United States as the leading higher education destination for students around the world, and makes maintaining that position a top priority. International students enrich U.S. classrooms, campuses, and communities with unique perspectives and experiences that expand the horizons of American students and make U.S. institutions more competitive in the global economy. 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 Economic Benefits of International Education to the United States of America: A Statistical Analysis (NAFSA) articulates these benefits and suggests ways to promote the value of campus internationalization to the academic community.

In his 2014 statement during International Education Week, Secretary of State John Kerry stated, “At the Department of State, we see international education as a core component of our diplomacy. This is because, in the work we do every day, we see that vital is that young people absorb what true international education teaches: how to think critically, the importance of civility, and a willingness to respond to contrary opinions with hard questions or even better denials or an insistence on dogma.”

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 are used by U.S. embassies, the 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, as well as on the positive economic impact of international students for the states in which they study and the nation as a whole. Also included in the publication are sections on international scholars in the United States and Intensive English Programs.

The Department of State also funds Project Atlas, a publication that tracks migration trends of the millions of students who pursue education outside of their home countries each year. Data are collected on global student mobility patterns, as well as on leading countries involved in international higher education mobility.

Work With EducationUSA Advisers and REACs
• Join U.S. higher education professionals and advisers from key overseas markets at the annual EducationUSA Forum in Washington, D.C.

locations. Calls for campus hosts are publicized on the EducationUSA website and in the monthly newsletter.
• Offer to serve as a subject matter expert at 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 skills, become familiar with the American higher education system and prepare to apply to U.S. colleges and universities.
• Host an EducationUSA Leadership Institute cohort of foreign government officials and/or higher education administrators to deepen global connections within academia and explore pressing themes in the field of international postsecondary education.

Global Recruiting Strategies
• Consult Regional Educational Advising Coordinators (REACs), the first point of contact for advice specific to a region or country.
• Ask REACs about connecting with education ministries and scholarship-granting bodies in the region.

• Participating in EducationUSA Interactive webinars as content experts.
• By making it easy for international students to access your campus and program information.

The U.S. Department of State seeks to develop the next generation of world leaders who work across languages, cultures, and borders to solve shared global challenges.
EducationUSA

By the Numbers

EducationUSA collects statistics to measure outreach to prospective students through center-based and outreach activities and through virtual and social media platforms. In calendar year 2015, EducationUSA made more than 15 million contacts.

<table>
<thead>
<tr>
<th>Number of In-Center Contacts, by Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual advising appointments</td>
<td>111,750</td>
</tr>
<tr>
<td>Advising by phone or SMS (each conversation)</td>
<td>273,752</td>
</tr>
<tr>
<td>Advising by email</td>
<td>624,065</td>
</tr>
<tr>
<td>Group advising attendees</td>
<td>164,513</td>
</tr>
<tr>
<td>Walk-ins/library/computer users</td>
<td>405,336</td>
</tr>
<tr>
<td>U.S. Institution Representatives</td>
<td>9,276</td>
</tr>
<tr>
<td>MOOC Camp Attendees</td>
<td>3,443</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,592,275</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Event Attendees, by Outreach Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education fairs</td>
<td>1,133,885</td>
</tr>
<tr>
<td>American Corners/Centers</td>
<td>40,319</td>
</tr>
<tr>
<td>Local universities/secondary schools</td>
<td>309,396</td>
</tr>
<tr>
<td>Other fairs/conferences/seminars</td>
<td>169,548</td>
</tr>
<tr>
<td>Host government events</td>
<td>11,224</td>
</tr>
<tr>
<td>Embassy/consulate events</td>
<td>25,675</td>
</tr>
<tr>
<td>Public locations</td>
<td>700,420</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,395,267</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Virtual/Social Media Contacts, by Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social networks - pages likes</td>
<td>2,011,184</td>
</tr>
<tr>
<td>Video/Video channels - video views</td>
<td>2,166,191</td>
</tr>
<tr>
<td>Skype Contacts &amp; IM advising calls</td>
<td>17,077</td>
</tr>
<tr>
<td>Blog follows</td>
<td>68,251</td>
</tr>
<tr>
<td>Twitter/macrolog follows</td>
<td>254,235</td>
</tr>
<tr>
<td>Digital Video Conference (DVCs) participants</td>
<td>2,486</td>
</tr>
<tr>
<td>EducationUSA webinar participants</td>
<td>2,568</td>
</tr>
<tr>
<td>“Study in the States” webinar participants</td>
<td>3,557</td>
</tr>
<tr>
<td>Virtual fairs - EdUSA booth &amp; session visitors</td>
<td>124,988</td>
</tr>
<tr>
<td>Mobile app users</td>
<td>2,635</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,653,600</strong></td>
</tr>
</tbody>
</table>

Unique website visitors (Center and flagship websites)

| Total Website visitors | 5,814,052 |
| Total                  | 15,455,824 |

Regional EducationUSA Advising Coordinator (REAC) Map
Levels of Service: EducationUSA advising centers in the EducationUSA network are categorized by the level of service they provide: Comprehensive, Standard, or Reference. To find an advising center, visit www.educationusa.state.gov/find-advising-center.

**Comprehensive**
- Maintains 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 through email, web, social media, instant messaging, etc.
- Maintains computers with internet access for visitors
- Organizes and participates in alumni group activities and college fairs
- Maintains relationships with local high school counselors and university administrators and conducts outreach to local high schools and higher education institutions
- Provides briefings for visiting U.S. representatives on the local education system
- Is able to describe and compare U.S. and host country educational systems
- Facilitates communication with local secondary and tertiary institutions for visiting U.S. representatives

**Standard**
- Maintains up-to-date library of reference books/materials
- Employs, at minimum, one adviser, offering hours sufficient to meet local demand at standard service level
- Offers advising staff proficient in spoken and written English
- Offers individual advising
- Provides information on financial aid
- Is able to describe and compare U.S. and host country educational systems
- Maintains relationships with local high school counselors and university administrators

**Reference**
- Maintains an up-to-date library of reference books/materials
- Employs no adviser or offers only minimal personal assistance to students
- Adheres to the EducationUSA Principles of Good Practice

Collectively, EducationUSA social media channels and webpages reached over 11 million people in 2015. While Facebook, Twitter, and YouTube remain the dominant social media platforms, where available, EducationUSA advising centers 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, while advisers in China connect to students on the popular micro-blogging site Sina Weibo. In parts of the world like Belarus, Iran, and Syria, where an in-person advising presence is not feasible, EducationUSA advising centers operate exclusively on virtual platforms.

**Trends**
EducationUSA continued to expand its online presence and engagement in 2015. On Facebook, EducationUSA Brazil led the way in engagement, with 90,543 interactions, followed by EducationUSA Thailand (77,068), EducationUSA Delhi (51,789) and the USEF-Nepal EducationUSA Advising Center (51,371). The Rapsha EducationUSA Facebook page reached 240,278 Likes, and is followed by StudyUSA-Egypt (314,031) and EducationUSA Indonesia (92,061). However some of the smaller centers generated impressive rates of interaction (Total Interactions per post divided by Page Likes). Noteworthy in this category are EducationUSA Porto Alegre (1,696), EducationUSA Cape Verde (1,24%) and EducationUSA-Liberia (89%).

Social Media
Social media and other virtual communication tools that link the EducationUSA network to students and U.S. higher education institutions continue to be vital to EducationUSA’s goal of promoting U.S. higher education abroad. U.S. institutions can quickly and effectively reach prospective international students through the EducationUSA network’s social and virtual media channels.

Interactions, followed by EducationUSA EducationUSA Social Media EducationUSA and education users, State Department advisers and representatives from 131 U.S. colleges and universities, resulting in almost 65,000 interactions with U.S. institutions. EducationUSA also partnered with CWL on global fairs, attracting an average of 13,000 students. 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.

**Social Media**

EducationUSA Facebook

- Likes: 2 million+
- Pages: 221

EducationUSA Twitter

- Followers: 250,000+
- Pages: 172

EducationUSA YouTube

- Views: 5.8 million+
Sub-Saharan Africa
Regional EducationUSA Profile


Sub-Saharan Africa finds itself in the spotlight in 2016 for all the right reasons: enrollment of African students in the United States is up by a healthy 8 percent, and a broad commitment to higher education across the region by government, higher education institutions, industry, and the non-profit sector is creating innovative new approaches to Africa-based research. Hundreds of U.S. higher education institutions (HEIs) traveled to Africa to recruit this year including more than 860 that participated in the EducationUSA Africa Regional Forum in Accra, Ghana, and the U.S. Department of Commerce’s first Education Trade Mission fairs in Johannesburg, South Africa, Accra, Ghana, and Abidjan, Cote D’Ivoire.

Across the 49 Sub-Saharan African countries, EducationUSA sponsors advising services in 50 centers in 43 countries. Most EducationUSA centers are hosted in U.S. embassies and consulates, occupying excellent facilities, displaying high levels of professionalism, and providing access to the best technology available in these countries. In 2015, Africa proudly announced the opening of the EducationUSA advising center in Libreville, Gabon, located in the American Corner, and the extension of services to Sao Tome & Principe.

In the 2014-2015 academic year, Africa boasted 33,593 students enrolled in the United States, the second-highest total ever. As of March 2016, SEVP reported over 45,000 African students in active F and M visa status. African advisers reached over 840,000 students on outreach visits to schools, and 285,000 through advising centers—in person, by phone or email—and 78,000 virtually, for a total of more than 1.2 million personal contacts with students across the continent. African advisers continue to build on the region’s success and specialize in reaching out to economically disadvantaged students by enrolling them in Opportunity Funds programs in 17 countries and in other cohort advising groups where students can work intensely on academic skills such as research and writing, and support each other throughout the U.S. admissions and financial aid process. In 2015, EducationUSA advisers from the region reported that their services were awarded over $25 million in scholarships and financial aid by U.S. colleges and universities.

Regional Overview
Africa’s higher education renaissance is well underway, as forests combine to reorient the mission of universities. It is well-established that African universities need to continue their rapid expansion because access is still too low, barely rising above 8 percent this decade.

Private university education, a phenomenon of the last two decades in Africa, is reshaping the continent’s higher education landscape. Private universities are generally more oriented toward teaching and the job market, but they also enroll significant numbers of students from neighboring countries—Kenyans in Uganda, Nigerians in Ghana, and Francophones crossing all borders.

Private universities also relieve some of the pressure on public institutions and increase healthy competition for students. In Uganda, the percentage of university students attending private institutions jumped from 9 percent in 1999 to 74 percent in 2018. Ethiopia had two universities 23 years ago; today it has 33 public universities, four private institutions of higher learning, and 59 colleges; bringing the total of its higher education institutions to 96. The African Leadership University, a fascinating concept that can revolutionize higher education in Africa, launched in 2015 in Mauritius, led by a U.S.-educated Ghanaian from Burkina Faso, the International Institute for Water and Environmental Engineering (2iE) is a research and training institute dedicated to innovation and specializing in water, energy, and the environment in partnership with American and European institutions.

According to UNESCO’s Lalla Aïcha Ben Barka in her 2013 paper, Tertiary Education in Africa by and post-2015, “Poverty alleviation will require a robust higher education system capable of greater contribution in knowledge, science and technology. However, higher education has to overcome multiple challenges: challenges of “massification,” financing of higher education, quality of research and private higher education.”

Internationalization is here to stay in Africa’s universities. In the public sector, internationalization focuses on research and offers rich opportunities for U.S. institutions seeking untapped fieldwork destinations. EducationUSA encourages local universities to approach U.S. institutions with a candid assessment of what they have to offer. An example of the cutting-edge imperative for research collaboration comes from former San. Richard Lugar, APU’s president Peter McPherson, and former Agriculture Secretary Dan Glickman: “Why are developing-nation universities so important for food security? First, universities produce engaged citizens and entrepreneurs who will support democracies and become catalysts for vibrant markets and economies. A recent World Bank study estimates that the greatest economic rates of return for investment in education globally are for higher education in Africa, almost twice that for basic and secondary education. Furthermore, the study shows that the poorer the region the greater the return for investment in higher education. This pattern is likely caused by the fact that better educated people in developing countries set better policy, are more effective entrepreneurs, create more jobs, and in general support a more innovative environment. Basic secondary education is important but higher education cannot be neglected.”

Intrepid African students go to all parts of the United States to gain access to the education they so highly value. The region’s almost 33,600 students are enrolled in over 2,860 institutions in all 50 states, Washington D.C., and Puerto Rico. The most popular states for African students are Texas, New York, Massachusetts, Maryland, and California. Fifty-five percent of African students in the United States are undergraduates, with 28 percent, a steadily increasing proportion, enrolled in community colleges. A healthy 29 percent of African students study at the
South-Saharan Africa

graduate level. As is the case elsewhere in the world, in Africa the master's degree is the new bachelor's degree, and students recognize the need for graduate and professional credentials in order to be competitive in job markets at home. The U.S. master’s degree is prized above all others, and African students are returning to the region in unprecedented numbers to make a difference in their communities and take advantage of increased opportunities available in Africa.

Countries with the highest proportion of students at graduate level include: Eritrea (52%), Sudan (49%), Ghana (45%), Uganda (43%), and Malawi (40%). According to the Council on Graduate Study, in the fall of 2015, Sub-Saharan enrollment in the United States was at 56 percent in master’s certificate programs and 44 percent in African countries with more than 1,000 students in the U.S. African students increased by 9 percent, four percentage points ahead of the global rate of increase. According to the Survey of Earned Doctorates, three African countries earned spots in the top 20 countries whose students earned U.S. doctorates in 2014: Nigeria, Kenya, and Ghana. The GRE reported a 23 percent increase in African test takers in 2014, a figure that would be far higher if more students had access to the computer-based test. More African countries send students to the U.S. for study. Enrollment in U.S. Intensive English Language Programs has skyrocketed, increasing by 39 percent; and although this represents only 2,200 students, the trend is encouraging. The accompanying graphic lists countries sending the largest number of Intensive English students to the U.S.

African countries with more than 1,000 students in the U.S.

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Students</th>
<th>2014 % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria</td>
<td>9,494</td>
<td>19.0%</td>
</tr>
<tr>
<td>Kenya</td>
<td>3,072</td>
<td>-4.0%</td>
</tr>
<tr>
<td>Gabon</td>
<td>162,513</td>
<td>19.9%</td>
</tr>
<tr>
<td>Mauritius</td>
<td>104,610</td>
<td>19.9%</td>
</tr>
<tr>
<td>Seychelles</td>
<td>7,435</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Gabon</td>
<td>177</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Malawi</td>
<td>121</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Senegal</td>
<td>113</td>
<td>-1.6%</td>
</tr>
</tbody>
</table>

Fastest-growing countries: 1-year increase

<table>
<thead>
<tr>
<th>Country</th>
<th>2014 Intensive English Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guinea</td>
<td>117,000</td>
</tr>
<tr>
<td>DR Congo</td>
<td>109,000</td>
</tr>
<tr>
<td>Equatorial Guinea</td>
<td>53,000</td>
</tr>
<tr>
<td>Nigeria</td>
<td>42,000</td>
</tr>
<tr>
<td>Mali</td>
<td>23,000</td>
</tr>
<tr>
<td>Cote d’Ivoire</td>
<td>22,000</td>
</tr>
<tr>
<td>Angola</td>
<td>19,000</td>
</tr>
<tr>
<td>Mozambique</td>
<td>17,000</td>
</tr>
<tr>
<td>Botswana</td>
<td>16,000</td>
</tr>
<tr>
<td>Rwanda</td>
<td>15,000</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country</th>
<th>2014 College-Age Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabon</td>
<td>162,513</td>
</tr>
<tr>
<td>Mauritius</td>
<td>104,610</td>
</tr>
<tr>
<td>Seychelles</td>
<td>7,435</td>
</tr>
<tr>
<td>Gabon</td>
<td>162,513</td>
</tr>
<tr>
<td>Malawi</td>
<td>121</td>
</tr>
</tbody>
</table>

Regional Student Totals by Top Five Countries of Origin

<table>
<thead>
<tr>
<th>Country</th>
<th>2014 % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria</td>
<td>19.9%</td>
</tr>
<tr>
<td>Ghana</td>
<td>6.3%</td>
</tr>
<tr>
<td>Kenya</td>
<td>-4.0%</td>
</tr>
<tr>
<td>South Africa</td>
<td>7.3%</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>29.9%</td>
</tr>
</tbody>
</table>
Sub-Saharan Africa

Africans will enter the labor market in the next twenty years than in the rest of the world combined, making this possibly the best of times to invest in recruiting African students.

Countries in the Spotlight

Nigeria increased its domination of African student mobility with a 20 percent increase to 9,500 students, and shows no sign of levelling off. The two EducationUSA advising centers in Nigeria have stepped up their virtual advising and outreach travel, reaching more than 110,000 students last year. West Africa’s most robust Opportunity Funds program identifies and supports academically talented, disadvantaged Nigerian undergraduates and graduate students who enrich Nigeria’s academic reputation in the United States. Recruiters are especially welcome at EducationUSA’s annual college fair, September 26-29, 2016 in Lagos and Abuja.

Eight African countries recording all-time high numbers of students in the United States this year are Angola, Burundi, Cote d’Ivoire, DR Congo, Equatorial Guinea, Mozambique, Rwanda, and South Sudan. Growth in Cote d’Ivoire and Rwanda continues to draw attention as these countries devote special effort to building their education infrastructure.

African countries that have increased their student flows to the U.S. by more than 50 percent over the last five years are Angola, Burundi, Cabo Verde, DR Congo, Equatorial Guinea, Mauritania, and Rwanda. These increases result from economic strength and social motivation, and mark the best environments for recruiting.

What to Expect in the Next Three to Five Years

Implementation of tuition-free high school education results in rapid increases in high school graduates, putting added pressure on already overflowing local universities and pushing students out to the United States.

The spread of cohort group advising in EducationUSA centers produces stronger, more sophisticated, better prepared, and more reliable applicants to U.S. higher education institutions.

Increasing political stability promotes economic growth, and commodity prices stabilize, producing a steadier flow of students to the United States.

The United States remains Africa’s most popular educational destination. UNESCO researchers, quoted in an article in University World News, predicts that “the U.S. will remain a strong magnet for students from Sub-Saharan Africa seeking a high quality education, despite the expansion of higher education in most African countries and competition from other popular destinations for globally mobile students. The study found the United States to be by far the most popular destination among students: it was ranked the first choice for 89 percent of prospective Nigerian and 92 percent of South African students.”

• Massification brings with it the dilution of teaching and divergence from research, which in turn undermines the production of PhDs. At the same time, universities are under pressure to produce ‘job-ready’ graduates, a familiar trend in the West as well.

• The expansion of college fairs and admissions group tours to Africa enables recruiters and students to meet in greater numbers than ever before. More than 25,000 Sub-Saharan students attended EducationUSA-sponsored fairs in Africa this year.

Foreign Government and Private Funding

• Government and oil-sector sponsorship for study in the United States remains limited in Sub-Saharan Africa. Nigeria is reviewing its scholarship policy, committing support primarily to programs that promote national development.

• Funding for Shared Group programs is still suspended, but government scholarships continue in Botswana, Mauritius, Namibia, and Rwanda. Sierra Leone now operates a small scholarship program. Contact EducationUSA advisers for more information.

• The MasterCard Foundation’s commitment to African secondary and higher education is moving into Phase II with greater investment in African higher education and organizations operating at the community level.

• The foundation’s efforts fund high school education for severely disadvantaged students, as well as study at leading universities in Uganda, South Africa, and Ghana. The MasterCard Foundation has committed over $700 million to higher education within Africa, but recruitment of talent discovered and nurtured through these programs still holds promising potential for U.S. higher education institutions.

The most promising potential for funding of higher education initiatives centers on partnerships. African academic leaders, within and outside of government, recognize the importance of research and quality assurance to sustain national development but lack the resources to reach their goals independently. Africa’s higher education institutions must establish partnerships in order to move forward. The African Union’s Pan-African University campuses, the Atlantic Institute of Mathematical Sciences, the World Bank’s African Centre for Excellence and Tertiary Education in Africa programs, and others are examples of regional collaboration offering unprecedented opportunity for U.S. institutions wishing to explore partnerships.

Virtual and Social Media Usage

Sub-Saharan Africans are described as “isophoners” in mobile technology; there are 750 million mobile phones in use in Africa – more than Europe and the United States combined. Twelve percent of adults in Africa – 64 million people – have access to smartphones, a figure that is growing rapidly. In some countries, as many as half of all mobile phone subscribers have data plans. Students applying to U.S. schools are at the forefront of these technologies; the post-email, post-Facebook generation uses WhatsApp (owned by Facebook) to communicate, making it the fastest growing social media platform in Sub-Saharan Africa. Mobile platforms, not computers, are the most effective means of connecting with prospective African students.

Successful Recruiting Strategies

Each of the region’s EducationUSA advising centers has published ‘Recruitment Tips,’ featured during the African Showcase at the EducationUSA Africa Regional Forum. Higher education representatives should ask for copies when contacting EducationUSA advisers from Sub-Saharan Africa.

Novel approaches to engage with African students advocated by advisers include:

• Developing a student ambassador program. Ask students from the region who are studying in the United States to help promote their institution when they come home.

• Engage with your alumni. Local alumni understand the market, and can represent your school at events held in locations to which travel may be impractical.

• Ask students from the region who are studying in the United States to help promote their institution when they come home.

• Add French and Portuguese language sections to your website to help African students (and their parents) speaking those languages feel welcome.

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

• Top public high schools in every country produce highly competitive, hardworking students who are ready for U.S. higher education. An effective recruitment program must be in place to engage these students.

• Students who are members of EducationUSA cohort advising programs (Competitive College Clubs, EducationUSA Clubs, etc.) and Opportunity Funds programs are highly prepared and trustworthy students who make the most of educational opportunities offered to them. Providing scholarship funds for these students is

EducationUSA Regional Reach

2015 EducationUSA in Sub-Saharan Africa made 1,206,052 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>285,261</td>
<td>841,852</td>
</tr>
<tr>
<td>Advising center-based contacts</td>
<td>284,698</td>
<td>62,477</td>
</tr>
<tr>
<td>U.S. institution representative visits</td>
<td>563</td>
<td>162,225</td>
</tr>
<tr>
<td>Local Universities/ Secondary Schools</td>
<td>82,262</td>
<td>9,381</td>
</tr>
<tr>
<td>Other access points</td>
<td>666,169</td>
<td>3,476</td>
</tr>
</tbody>
</table>

| Contacts made through Outreach Activities | 446 |
| Social Media Platforms | 78,393 |
| Webinars, DVCs | 446 |

* Includes social network page likes, profile friends, or group members; video views; Skype contacts; blog and mini-blog followers; digital slides conference participants; and EduUSA webinar participants.

U.S. Study Abroad

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2013/14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Africa</td>
<td>4,968</td>
<td>-6.9%</td>
</tr>
<tr>
<td>Ghana</td>
<td>2,301</td>
<td>10.3%</td>
</tr>
<tr>
<td>Tanzania</td>
<td>1,294</td>
<td>4.5%</td>
</tr>
<tr>
<td>Kenya</td>
<td>1,022</td>
<td>-17.4%</td>
</tr>
<tr>
<td>Uganda</td>
<td>685</td>
<td>11.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2009/10</th>
<th>2013/14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambia</td>
<td>18</td>
<td>118</td>
<td>555.6%</td>
</tr>
<tr>
<td>Rwanda</td>
<td>126</td>
<td>322</td>
<td>158.6%</td>
</tr>
<tr>
<td>Cameroon</td>
<td>70</td>
<td>175</td>
<td>150.4%</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>69</td>
<td>128</td>
<td>85.5%</td>
</tr>
<tr>
<td>Malawi</td>
<td>126</td>
<td>223</td>
<td>77.0%</td>
</tr>
</tbody>
</table>
Sub-Saharan Africa

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

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

**Southern Africa**
- February-May, July-August
- March-June, October-November

### Best Times of Year to Interact with Students

- **Recruiting is a year-round process in Sub-Saharan Africa.**
- **Best Times to plan travel are when schools are in session:**
  - **West Africa and Central Africa:** May to mid-July, October-November, January-March.
  - **Southern Africa:** February-May, July-August, March-June, October-November.

### U.S. Study Abroad in Africa

- The number of U.S. students earning academic credit in African universities remained stable between 2012-2013 and 2013-2014, at 15,266. The slight decline in 2014-2015 is possibly due to the Ebola crisis, but resumption of growth is expected in 2015-2016. Thirty-seven percent of U.S. students studying in Africa choose South Africa, followed by Ghana with 17 percent — meaning that more than half of the U.S. students in Sub-Saharan Africa are concentrated in only two countries. Kenya and Tanzania host more than a thousand students each, leaving many interesting and exciting countries yet to be explored by U.S. exchange students. Many dedicated partnerships and exchanges between U.S. and African students feature creative new programs to introduce students to communities where they share ideas on topics as diverse as education, health, small business development, and the arts.

### EducationUSA advising centers in East Asia and Pacific (EAP) are as varied as this geographic region.

- EducationUSA advising centers, the trusted source of information on higher education in the United States, are located in embassies, consulates, Fulbright Commissions, and American Spaces in many countries, and partner with local universities, libraries, and NGOs in others. Three Regional Educational Advising Coordinators (REACO) and numerous advisors provide guidance in understanding the region’s varied education landscapes.

### Regional Overview

- **Spinning EducationUSA’s largest geographic area, East Asia and Pacific** ranges from the grasslands of Mongolia and the diverse provinces of China to the temples and jungles of Laos and Vietnam to the beaches of Samoa and Australia. The region encompasses a wide range of religions, languages, and cultures, and includes many of the top countries of origin for international students coming to the United States for study. With over 475,000 students, the region accounts for nearly 50 percent of all international students in the United States, and the numbers continue to grow.

- **China remains first among sending countries for the sixth year in a row.** The number of Chinese students enrolled in U.S. higher education institutions (HEIs) in 2014-2015 increased from 274,419 to 304,040, a 10.8 percent increase over the previous year. In addition, the number of students from China pursuing undergraduate degrees surpassed for the first time the number of those pursuing graduate degrees in 2014-2015.

- **The Chinese government is trying to encourage vocational education to fill skills gaps observed in the workforce.** China is also encouraging entrepreneurship and innovation to drive the domestic economy, and increasingly supports private educational institutions. Despite reports that show students returning from the United States earn low wages in China, many Chinese students remain ready and willing to study in the U.S.

- **South Korea is the third leading country of origin for students, with over 68,000 Korean students currently in the United States.** Although overall student numbers have decreased, a historically close relationship with America, rapid economic development in Korea, and a demand for English proficiency continue to drive enrollment in the United States. U.S. higher education offers attractive of a commensurate that support South Korea’s thriving semiconductor, telecommunications, and automotive export industries.

- **Ranking seventh among all countries,** Taiwan sent nearly 21,000 to the United States in 2014-2015. Approximately 45 percent of these students pursued graduate studies, with 29 percent involved in undergraduate study, and another 25 percent choosing OPII or non-degree programs. The Ministry of Education reports that 47 percent of Taiwanese students who study abroad choose U.S. programs, with the UK, Japan, and Australia included among the top popular study destinations for Taiwanese students. Students from Taiwan tend to have very strong English language skills and are interested in study abroad.
programs to enhance their educational experience. Many Taiwanese families are also interested in scholarships to offset the cost of an international higher education, which is high compared to more affordable options at home.

Japan is the eighth leading country of origin with 19,000 students studying in the United States. Although the number of Japanese students on U.S. campuses has shown a general decline since peaking at more than 47,000 students in 1998, the rate of decline has slowed since 2010.

In recent years, the U.S. and Japanese governments have collaborated to increase student mobility through institutional partnerships. Ambassador Kennedy launched the TeamUP website at the 2015 NASA conference to promote student mobility by fostering institutional partnerships between U.S. and Japanese colleges and universities. The website now has a matching feature to allow universities to shop online for potential partners. As more Japanese universities move to quarter systems, South Korea, and for Japanese students to seek short-term summer exchange programs with partner universities in the United States.

Recent Trends

• The past five years saw steady growth in student numbers to the United States, thanks to positive economic indicators and ongoing interest in international education among students in the region and their families. As competition increases and other destinations in East Asia and Pacific expand their presence in the higher education market, U.S. institutions have both a challenge and an opportunity to meet the growing demand for quality higher education for the region’s expanding middle class.
• A promising trend is the number of Japanese students enrolled in U.S. Intensive English programs, doubling in the past three years to a total of 11,000. This places Japan 4th among all countries in the number of students enrolled in intensive English programs across multiple sectors. The U.S. Embassy in Tokyo has increased engagement with the Ministry of Education and Science in recent years, introducing flagship programs such as Fulbright Scholars and English Language Fellows at major universities in Tokyo, Nagoya, Osaka, and Fukuoka.

Countries in the Spotlight

Burma: Following this year’s historic elections, Burma is in a democratic transition period, and reforms are occurring across multiple sectors. The U.S. Embassy in Burma has increased engagement with the Ministry of Education and Science in recent years, introducing flagship programs such as Fulbright Scholars and English Language Fellows at major universities in Rangoon, Mandalay, Naypyidaw, and Mawlamyine. In the past five years there has been a 5.5 percent growth in the number of Burmese students studying in the United States, due in part to the recent reforms in the education and economic sectors.

Hong Kong: Admission to undergraduate programs in Hong Kong continues to be highly competitive, with about 20 percent of high school students entering local universities. Many other graduates choose to study overseas, or find alternative study options. Hong Kong is the 20th leading country of origin for foreign students, with 6,001 students studying in the United States 2014-2015. Students from Hong Kong also look to the United Kingdom, Australia, China, and Canada for higher education opportunities.

Malaysia: The 2014-2015 academic year showed a six percent increase in Malaysian students studying in the United States, coinciding with the increase in Malaysian government scholarships. Malaysia continues to develop as an educational hub in the region with approximately 100,000 international students. Many international students choose to study in Malaysia to strengthen their English language skills before pursuing graduate study in the United States. The American Degree Transfer Program (ADTP) continues to grow in popularity, stimulated by Malaysian currency’s 25 percent drop against the dollar in the last 18 months. The ADTP enables students to pursue their first two years of higher education in Malaysia before transferring to an articulating partner institution in the United States.

Mongolia: A steady increase over the past five years resulted in 1,481 Mongolian students studying in the U.S. in 2014-2015. The main goals of the higher education sector in Mongolia are to strengthen the knowledge-based society, prepare globally competitive professionals, improve quality and effectiveness of research projects, and address critical social development challenges. The Mongolian government has implemented the Higher Education Reform Project funded by the Asian Development Bank. A grant of 3.5 billion MNT (approx. $12.5 billion) for 18 projects aims to improve the quality of higher education institutions and fund 60 research projects. In 2015, the Mongolian government signed agreements with two U.S. universities, Harvard and MIT, to cooperate in promoting entrepreneurship and innovation in the educational and science sectors. Students and professionals in Mongolia tend to study in countries such as Russia, China, and Hungary where there are more opportunities for financial aid than in the United States. In 2015, the Mongolian and Chinese governments signed an agreement to send 1,000 Mongolian students to China within 5 years to pursue academic degrees. The Mongolian government has also agreed to accept 100 students from Mongolia. More Mongolian students will apply for programs in engineering, technology, natural and environmental sciences, preschool and elementary education, and agriculture, as the Mongolian government offers generous scholarships in these disciplines.

Philippines: Restructuring of primary and secondary curricula from K-10 to a K-12 system in the Philippines has stimulated various initiatives and the gap in enrollment of new university students at higher education institutions in the Philippines provides an incentive for academic staff to further their education in preparation for a new level of secondary school graduates.

Singapore: The Singapore government continues to invest heavily in education, maintaining one of the strongest education systems in the region and the world. Last year record numbers of students passed O-level (83.8 percent) and A-level exams (91.4 percent). At the same time, there is growing awareness by the government and Ministry of Education that diverse academic pathways must be offered to meet the diverse needs and abilities of students. Singapore continues to create and expand alternative and non-traditional pathway programs with endeavors such as the School of the Arts, Singapore Sports School, Institute of Technical Education, accelerated Integrated Program curriculum, and International Baccalaureate offerings in public schools.

What to Expect in the Next Three Years

• Competition from regional education hubs in Australia, China, Malaysia, and Singapore coincides with a diversification of low-cost offshore degree offerings, including degree programs offered in English by Chinese universities in Thailand.
• With many students in the region unable to afford tuition at four-year institutions, interest in 2+2 programs continues to grow. China, South Korea, Vietnam, and Japan are the top four senders to community colleges.

• Ongoing economic reforms and the transition to a democratically elected government in Burma in 2016 continues to attract foreign investment. That investment leads to relatively high paying jobs for which competition will be fierce. Students will be motivated to pursue educational opportunities abroad to sharpen their competitive edge. However, universities and colleges interested in recruiting in Burma should still recognize that many Burmese students will require funding support. Foreign investment in Burma is expected to spur economic growth along with a related interest in professional and vocational training programs in business and manufacturing. An increasing number of students look for graduate programs in the areas of public health, social work, urban planning, public policy, and business management.

• The Overseas NGO Management Law (also translated as the Foreign NGO Management Law) recently passed in China affects overseas NGOs carrying out activities within China in fields such as economics, education, science and technology, health, culture, sports, environmental protection, and charity. Overseas NGOs that conduct activities in China will be required to operate in cooperation with a legally registered representative office. The Chinese public security authorities will control the registration and management of overseas NGOs. The ultimate impact on foreign universities operating in China remains unclear.

• The Chinese Ministry of Education continues to grow. China, South Korea, Vietnam, and Japan are the top four senders to community colleges.

Student Mobility (Five-Year Trend)

Source: Institute of International Education, funded by a grant from the U.S. Department of State, Open Doors Report on International Education Exchanges

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>338,555</td>
</tr>
<tr>
<td>2011/12</td>
<td>371,275</td>
</tr>
<tr>
<td>2012/13</td>
<td>410,852</td>
</tr>
<tr>
<td>2013/14</td>
<td>447,501</td>
</tr>
<tr>
<td>2014/15</td>
<td>445,317</td>
</tr>
</tbody>
</table>
Five Countries of Origin with Highest Per Capita College-Age Student Mobility to the United States

<table>
<thead>
<tr>
<th>Country</th>
<th>2009/10</th>
<th>2014/15</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Korea</td>
<td>3,505,427</td>
<td>4,432,285</td>
<td>1.8%</td>
</tr>
<tr>
<td>Palau</td>
<td>1,420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marshall Islands</td>
<td>2,917</td>
<td></td>
<td>0.7%</td>
</tr>
<tr>
<td>Mongolia</td>
<td>272,590</td>
<td>304,040</td>
<td>9.3%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>443,285</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: UNESCO Institute of Statistics. Indicator 2015 Population of the official age for tertiary education, both sexes

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

<table>
<thead>
<tr>
<th>Country</th>
<th>2013 Population</th>
<th>2018 Population</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>1,427,558</td>
<td>1,721,300</td>
<td>20.6%</td>
</tr>
<tr>
<td>Germany</td>
<td>2,544,285</td>
<td>2,794,326</td>
<td>10.2%</td>
</tr>
<tr>
<td>Australia</td>
<td>2,022,784</td>
<td>2,191,039</td>
<td>8.8%</td>
</tr>
<tr>
<td>Japan</td>
<td>1,535,791</td>
<td>1,582,656</td>
<td>3.0%</td>
</tr>
<tr>
<td>United States</td>
<td>2,252,052</td>
<td>2,358,722</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country</th>
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<td>Mongolia</td>
<td>272,590</td>
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</tr>
<tr>
<td>Hong Kong</td>
<td>443,285</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: UNESCO Institute of Statistics. Indicator 2015 Population of the official age for tertiary education, both sexes

by Chinese universities will use independent design and printing. The standardized design and stamp will no longer be used. Verification of documents is conducted by the China Academic Degrees and Graduate Education Development Center (CDGDC) an administrative department directly under the Ministry of Education.

- The number of Indonesian students studying in the United States increased to 1,472 from 690 in 2013-2014, a 3.4 percent increase from the 2013-2014 academic year. According to data from the World Bank, the number of Indonesian students enrolled in higher education institutions around the world will plateau at 9 million in 2025. Indonesia is currently ranked 18th among countries of origin by academic level, and student numbers are projected to increase over the next 10 years.
- Tokyo, Japan hosts the 2020 Summer Olympic Games and the planning committee’s need for private sector employees with high levels of English language proficiency will create opportunities for U.S. providers to establish English programs in Tokyo.
- Papua New Guinea is fast becoming an accessible market for graduate students in areas related to sustainability and oil and gas.
- During the 2014-2015 school year, 1,472 students from New Zealand studied in the United States, an increase of 26 percent over previous five years. One notable trend is the nearly 30 percent increase in the number of New Zealand students choosing Optional Practical Training upon completion of their U.S. degree programs. That number is expected to rise with new regulations that took effect in May of 2014. Each year that allow international students in the STEM fields to remain in the U.S. and work in their academic discipline for up to three years post-graduation.
- Foreign Government and Private Funding
  - Australia: Endeavour Research Fellowships provide financial support to Australian postgraduate and postdoctoral students for short-term research in the Asia-Pacific region, the Americas (including the United States), Europe, and the Middle East.
  - Burma: It remains to be seen whether a “Presidential Scholarship” that sent two students to study in the United States, but was established under the previous administration, will continue under the new government. Two organizations also provide partial financial aid:
    - The Cetana Educational Foundation http://cetana.org/what-we-do/scholarship-program provides a scholarship covering tuition, room and board, travel to and from the university, and associated expenses through the period of study. Scholars from all religious and ethnic groups in Burma are eligible.
    - Prospect Burma www.prospectburma.org runs an annual scholarship competition for one-year awards; students must reapply for subsequent years. The awards target students with good academic records, who demonstrate financial need and intend to return to Burma to support the democratic transition. Prospect Burma does not give full scholarships. Applicants must therefore have reliable access to other financial resources to cover funding gaps.
- China: The China Scholarship Council (CSC) offers hundreds of scholarships for Chinese citizens. Last year CSC supported approximately 10,000 students to study in the U.S. In 2016, CSC plans to fully finance 29,000 Chinese students and scholars to study abroad at all levels. The Chinese government has also established a series of scholarship programs to sponsor international students, teachers, and scholars to study and conduct research at Chinese universities. Examples include the Bilateral, Chinese University, Great Wall, EU, AUN, PIF, and WMG Program.
- Hong Kong: The Sir Edward Youde Memorial Fund ScholarshipSchemes www.wfsfaa.gov.hk/sfo/en/seyjm/ about/about.htm provide financial support to outstanding students from Hong Kong for overseas postgraduate studies. Fellowships are expected to return home after graduating and contribute significantly to Hong Kong’s development. The Institute of International Education (IIE) Hong Kong office also manages a number of scholarships for students in Hong Kong www.iei.org/en/Offices/Hong-Kong/ Scholarships-Programs.
- Indonesia: The Indonesian government awarded approximately 7,000 scholarships to graduate students by the Indonesian government each year. Indonesia’s Ministry of Religious Affairs (MoRA) offers scholarships for students interested in pursuing religious studies majors www.scholarship.kemenag.go.id. A variety of other scholarships are available through organizations such as the Fulbright Commission info@fulbright_indonesia.org.
- Japan: The Ministry of Education (MEXT) has set a goal to send 120,000 Japanese university students and 60,000 Japanese high school students abroad by 2020. These objectives are in line with recommendations of the CULCON Education Task Force. To lessen the financial burden on university students willing to study abroad, MEXT plans to provide additional scholarships for short-term and long-term study abroad. In addition, MEXT plans to bolster Japan’s educational system by increasing the number of International Baccalaureate (IB) schools and supporting the development of “Super Global Universities” to seek additional research-focused partnerships with universities abroad. The point of contact for each university is available on the Japan Society for the Promotion of Science (JSPS) website.
- Malaysia: More than 20 scholarship bodies in Malaysia send approximately 1,200 students per year to the U.S. for undergraduate or 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 undergraduate and graduate study abroad with a focus on the critical fields of medicine, dentistry, pharmacy, veterinary medicine, engineering, and science and technology www.jpa.gov.my.
- Mongolia: The Mongolian Ministry of Education, Culture and Science (MECS) offers scholarships for undergraduate students who successfully participate in International Olympiads in environmental sciences, physics, mathematics, and chemistry. Students may also request funding for undergraduate studies at the World Bank, the United States, and the United Kingdom. MECS offers government loans for undergraduate students who are studying in their sophomore and junior years at U.S. schools. For graduate students, MECS offers government loans for students admitted to one of the world’s top 500 schools (also as indicated by Times Higher Education or the Shanghai Ranking), including higher education institutions in Australia, Japan, the United Kingdom, and the United States. The U.S. Embassy in Mongolia offers scholarships for study in the United States at all levels. Currently 110 Mongolian students are studying in the U.S., Germany, and Great Britain on government scholarships.
- Singapore: There is a history of government agencies and private companies offering scholarships for students to complete overseas studies. These scholarships typically cover the full cost of tuition and fees.
plus living stipend and airfare. Some of the more well-known scholarship programs include the Public Service Commission Scholarship, the A*STAR Scholarship, and the Singapore Industry Scholarship. Comprehensive lists of scholarship providers can be found from the BrightSparks websites at http://brightsparks.com.sg/ and scholarchipguide.com.sp.

South Korea: The Korean Student Aid Foundation offers up to $50,000 for talented students in the sciences for international or domestic study. Fulbright scholarships and grants are available in a number of fields, including up to $40,000 for highly qualified master’s- or doctorate-seeking students. The Korean government, private companies, and other organizations also offer generous scholarships. Government funding for scholarships is greatly affected by economic trends, and although scholarship funding has decreased in recent years, it is expected that funding will return as the economy improves.

Taiwan: Taiwan’s Ministry of Education and other Taiwanese institutions provide study abroad scholarships for master’s and Ph.D. degree-seeking students. For more information, visit www.scholarship.moe.gov.tw/ta/Taiwan’s Ministry of Science and Technology offers scholarships for Ph. D. degree-seeking students.

Virtual and Social Media Usage

- Australia, New Zealand, and the Pacific Islands: Facebook and Twitter users dominate these markets. However, Bobo remains a popular social networking site in this sub-region. Internet usage across the Pacific Island nations remains relatively low. In the Pacific Islands, Fiji and Micronesia lead in internet connectivity at just under 15 percent, while Papua New Guinea, the Marshall Islands, Tonga, and Kiribati hover around five percent.
- Australia and New Zealand: 3G network penetration is now at 58 percent and 44 percent, respectively. Social networking is common with desktop users, but smartphone and mobile technology is growing.

China: Most Chinese citizens have internet access and many use mobile devices, so there is increasing demand for mobile applications. Schools seeking to reach prospective Chinese students should remember that many social media platforms common elsewhere in the world are blocked in China, including Facebook, Twitter, Google, YouTube, and many news or blog sites (see blokedsites.net).

- Vietnam: Government-sponsored training of university faculty and government officials has two sources:
  - Project 165 http://wp.165.vn
  - Project 971 www.virod.vn sponsored 1500 government officials at overseas universities for graduate level training through 2015.

- Hong Kong: The most influential social networking sites in Hong Kong are Facebook, WhatsApp, YouTube, and Instagram. Young people in Hong Kong tend to use social media channels primarily to maintain contact with friends, highlighting the need for personalized attention to reach students.

- Japan and South Korea: Popular platforms in Japan include Mixi, Mobage-town, Gree, LINE, Facebook, and Twitter. Popular platforms in Korea include Facebook, Twitter, LinkedIn, and a highly popular local platform, Naver and Daum. The vast majority of students access social networks via smartphone applications and mobile technology, as South Korea is a world leader in embracing the latest high-speed mobile technology.

EducationUSA Regional Reach

2015 EducationUSA in East Asia and Pacific made 511,466 contacts.

Top Five Recreational Countries in the Region

U.S. Study Abroad

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Asia: The preferred communication medium among youth in the region has dramatically shifted in the last year from e-mail to social media platforms via mobile devices. Platforms such as Facebook are commonly used, but internet access via mobile phone is more prevalent than through a traditional computer. Website content optimized for mobile devices is key when developing a social media strategy for Southeast Asia and may be a better investment for schools than tablet or mobile phone apps. In addition, students are highly engaged in dynamic social media apps like Snapchat and Instagram. Thailand, Vietnam, and Malaysia are experiencing a significant uptick in the engagement of students via messaging platforms from basic SMS to WhatsApp and LINE.

Taiwan: Taiwan’s internet penetration is approximately 75 percent, with 70 percent of mobile users connecting via mobile phones. Facebook is the most popular social media platform in Taiwan with over 14 million active Facebook users per month, about a 60 percent market penetration, with the number of daily users sometimes as high as 10 million.

Successful Recruiting Strategies

- Create strategies with both students and parents in mind. Information presented in the local language can help reach parents and grandparents, who are often highly involved in the school selection process. While developing attractive, easy-to-navigate, mobile-ready websites, links for international students are essential, a physical presence to build trust and name recognition remains very important across the region.

- Connect alumni in the region with nearby EducationUSA advising centers and capitalize on opportunities for them to represent your institution, either in-person or online.

- Develop financial aid programs, proven tools for recruitment that also support longer-term institutional brand building, and publicize available research or teaching assistantships.

- Visits to second or third tier cities may prove more productive than major urban areas and capitals that tend to be dominated by brand-conscious residents. Develop a strategic longer-term vision, and make an investment that will yield future returns.

- Share success stories of international students who currently study at your institution using videos or testimonials.

- Conduct in-person meetings and presentations when possible. Using the local language in presentations helps parents and school staff who may attend better understand your message.

- Participate in EducationUSA High School Counselor Training programs where offered. These programs are a good way to build rapport with influential local high school counselors and help them better share information with students.

- Include the use of Chinese social media platforms in your recruitment, especially among Chinese parents and students. (Facebook and other popular sites are blocked).

- Many universities and schools in Asia are eager to set up exchange programs or develop other relationships with U.S. universities and schools.

- Education counseling and consulting services in China and many parts of Asia are highly lucrative commercial enterprises. Be wary of your partners.
East Asia and Pacific

— you may think you are dealing with a school or student and later realize you are dealing with a third party representative.

Regional EducationUSA Events

Refer to EducationUSA website and Facebook page for up-to-date information about upcoming fairs, webinars, and other events and activities. See a list of EducationUSA centers, or visits to local high schools or colleges. In addition to the many international student recruitment opportunities offered through EducationUSA fairs and conferences, U.S. college recruiters should contact the EducationUSA staff organizing these events to explore options for maximizing their impact.

• EducationUSA East Asia Pacific Regional EducationUSA East Asia Pacific Regional Forum will be held from September 20-22, 2016 in South Korea www.educationusa.state.gov

• New Zealand: Mission New Zealand will be working with Mission Australia to offer a regional fair program from August 31 – September 6, 2016 www.educationusa.state.gov

• Japan: EducationUSA fairs will be held in five cities—September 10 (Tokyo), September 11 (Nagoya), September 12 (Kyoto), September 17 (Fukuoka), and September 19 (Naha).

• The EducationUSA Pavilion at the Asia-Pacific Association for International Education Conference. The 2017 APAIE Conference will be held in March in Kashagawa, on the southern tip of the island of Taiwan. U. S. schools are invited to share the EducationUSA Pavilion. www.apaie.org/conference/2017.

• EducationUSA East Asia Pacific Law School Fair Series - April 2017

• EducationUSA Mongolia College Fair: The 2017 EducationUSA Mongolia College Fair is October 14-15, in Ulaanbaatar. www.educationusa.state.gov

• EducationUSA Southeast Asia Fair Series: The 2017 Southeast Asia Fair Series will take place from February 2 – March 3 and include fairs in nine countries: www.educationusa.state.gov

• South Korea: The EducationUSA Get out of Seoul (GODS) Fair focuses on secondary markets in South Korea. On September 24, 2016, following the EAP Regional Forum in Seoul, EducationUSA holds a fair in the city of Daegu. The U.S. Embassy’s American Center Korea plans an EducationUSA fair in Seoul on September 30, 2016, www.educationusa.state.gov

Best Times of Year to Interact with Students

As a general rule for EAP, March to May and August to November are the best times to engage with students. Check with the local advising center to see whether there are holidays before planning your visit.

Avoid Lunar New Year, usually in January or February, and Buddhist holidays in April as these events impact most of the region. Even with many businesses closed, sometimes for long periods of time.

U.S. Study Abroad in East Asia and Pacific China: China remains the fifth most popular destination for U.S. students studying abroad and the most popular Asian destination. In September 2015, President Obama and President Xi announced the One Million Strong Initiative, with the goal of expanding U.S. Mandarin Language Learning to 1 million American K-12 students by 2020. ENI Program to increase the number and depth of future U.S.-China educational exchanges.

U.S. students face obstacles in pursuing studies in China. Issues range from pollution to internet restrictions, to U.S.- China relations, language acquisition challenges, and cultural differences. Many U.S. institutions are thus developing alternative study programs such as faculty-led tours, short-term programs, in-country programs taught by faculty of the home institution, and direct exchanges with top partner universities to help promote educational exchanges with China.

New Zealand: The number of American students choosing to study abroad in New Zealand increased by 8 percent in 2014. Notably, New Zealand was one of the first countries in the world to officially support Generation Study Abroad® an initiative established by the Institute of International Education to double the number of American students that study abroad by the end of the decade, and timed to coincide with IIE’s 2019 centennial year. The New Zealand government and individual universities are supporting this effort with a range of micro-scholarships as well as more substantial scholarships. New Zealand’s universities are building short courses that complement the U.S. academic calendar in the fields of film, conservation, innovation, and others. Also of note, the U.S. Embassy in New Zealand supports outgoing New Zealand exchange students by participating in professional fairs and providing pre-departure support.

Burma: Local institutions of higher education have little experience in hosting U.S. students, contributing to the tremendous challenges faced by U.S. students seeking to study in Burma. Short-term exchange programs may thus be advisable to build initial capacity and increase exposure to exchange programs among Burma faculty and administrators.

South Korea: The number of U.S. students studying in South Korea has increased steadily over the past few years, riding both the “Korean Wave” of modern Korean pop culture, and increased interest in Korea as a destination for business, industrial research, and tourism. Many Korean universities offer English language degree programs and courses, and students of institutional partners may benefit from government subsidies and private investments which greatly reduce cost of attendance. Korean university campuses are quickly diversifying international student populations, and are greatly interested in receiving students from the United States.

Europe and Eurasia

Regional EducationUSA Profile

Albania, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bermuda, Bosnia & Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Macedonia (The Former Yugoslav Republic of), Malta, Moldova, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom,

• The 111 EducationUSA centers in Europe and Eurasia are located in Fulbright Commissions, local NGOs, universities and high schools, American Councils offices bi-national centers, U.S. Embassies and Consulates, and American Corners. The region hosts 160 knowledgeable advisers who continue to expand the scope and quality of services and demonstrate creative, innovative in programming.

Regional Overview

Students from Europe and Eurasia continue to show remarkable interest in U.S. study at both the graduate and undergraduate levels, despite the availability of opportunities to stay in the region at a significantly lower cost. Students look to the United States for quality, flexibility, and diversity of academic programs not offered in the region. Over the past five years, there has been a 7.5 percent increase in student mobility to the U.S. among European and Eurasian students with significant increases in Spain (41.9 percent), Denmark (39.4 percent), Norway (37.1 percent), Russia (20.7 percent), Georgia (17.6 percent), Greece (14.6 percent), and Italy (12.9 percent). In 2015, many smaller countries saw significant increases from the previous year, including Armenia, Estonia, Kosovo, Montenegro, and Slovenia. As in previous years, many of these countries in the region saw an increase after several years of decline, including Albania, Armenia, Azerbaijan, Belarus, Czech Republic, Ukraine, Hungary, Kosovo, and Portugal.

The U.S. interest in undergraduate students from Europe and Eurasia continues to increase, growing by 16 percent in the past five years. In the 2014-2015 academic year, 72 percent of European students in the United States studied toward degrees, with 40 percent at the undergraduate level, as compared to the global average of 34 percent. Interest in community colleges is also growing. Top sending countries to community colleges include Poland, Portugal, Russia, Sweden, and Ukraine, and there is increased interest in community colleges in Albania, the Czech Republic, France, and Moldova as well.

Thirty-two percent of Europeans studying in the United States are enrolled at the graduate level, compared to the global average of more than 37 percent, according to the Institute of International Education’s 2015 Open Doors report. This represents a decline among European students of more than 11 percent over the past five years. The 2015 Council of Graduate Schools’ International Graduate Admissions Survey on Applications noted a slight decrease in European applications, a one percent decline compared to the average global increase of two percent. Sixty-five percent of European graduate applicants pursue U.S. doctoral degrees. European countries with the highest percentage of students in graduate programs are Malta, Greece, Turkey, Romania, Hungary, Italy, Bulgaria, and Moldova, and Armenia.

Among European countries sending graduate students to the United States, the top five are Germany, the UK, France, and Russia.

Interest in Europe and Eurasia in short-term and non-degree programs continues to rise. Enrollment in such programs has risen 22 percent over the past five years, especially among students from

2016 EducationUSA • GLOBAL GUIDE 25
Student Mobility (Five-Year Trend)

<table>
<thead>
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<th>Year</th>
<th>83,000</th>
<th>85,000</th>
<th>87,000</th>
<th>89,000</th>
<th>91,000</th>
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</thead>
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<td>2010/11</td>
<td>84,296</td>
<td>86,813</td>
<td>88,423</td>
<td>89,065</td>
<td>90,625</td>
</tr>
</tbody>
</table>


Europe and Eurasia

Western and Northern Europe: 49 percent of Danes, 35 percent of Germans, and 31 percent of Austrians in the U.S. now study in programs that do not lead to degrees. France, the Netherlands, Finland, Ireland, and the UK also send impressive numbers of students to the U.S. for short-term and non-degree study. These statistics indicate continued interest by European students in U.S. study as an extension of their degree programs at home, and the value that European students associate with such programs.

Students report that they enroll in short-term programs in the United States to gain practical skills and develop truly global personal and professional networks.

Regional Study Abroad Fairs and Opportunity Funds Programs are critical to improving student mobility. While student populations have increased since the first EducationUSA fair in Germany celebrated its second year, U.S. higher education fairs were also held in Poland and Spain, and the EducationUSA fair in Germany celebrated its second year. Other EducationUSA fairs in the sub-region, such as the EducationUSA Southeastern Europe Tour, have attracted almost $269,000 in scholarship support for students to study in the United States. Now in its fourth year, the EducationUSA Southeastern Europe Tour provides students with opportunities to experience the benefits of U.S. higher education while still earning their degrees locally.

Programs like the Opportunity Funds Program and others that support economically disadvantaged students reach some of the most academically talented candidates from their countries, enabling U.S. schools to enroll students who likely would otherwise find U.S. study impossible, and adding valuable cultural and ethnic diversity to U.S. campuses.

Many opportunities exist for U.S. higher education institutions (HEIs) to engage with students in Europe and Eurasia. EducationUSA fairs provide opportunities to host successful college fairs and tours that attract record numbers of U.S. institutions to the region. For the third consecutive year, U.S. higher education fairs were held in Portugal and Spain, and the EducationUSA fair in Germany celebrated its second year. Other EducationUSA fairs for U.S. schools include the Southeastern Europe Tour through the Balkan States (seven cities in seven countries), the Baltic States (five cities), and the three countries of the region, and the EducationUSA Southeastern Europe Tour.

EducationUSA Séance de Paris

Programs such as the Opportunity Funds Program continue to expand through the introduction of a U.S. liberal arts college and brings a new LL.M tour introduced U.S. law programs to audiences in Belgium, France, the Netherlands, Norway, and Austria. U.S. representatives consistently praise both the quantity and quality of students they meet at EducationUSA college fairs in Europe and Eurasia, and overwhelmingly report that the fairs are reasonably priced and yield an excellent return on investment.

Co-hosted advising programs such as Competitive College Clubs (CCCs) and other similar models that offer intensive advising to select groups of students over a 9-18 month period continue to be a best practice in EducationUSA advising centers throughout much of Europe and Eurasia.

Increasingly, centers also offer cohort programs or regular group advising sessions online to reach students who live outside of major cities. In many locations, regular collaboration takes place between the main advising center and American Corners. American Corner staff members now have access to advising training and help identify and support promising students who cannot travel to an EducationUSA advising center.

The U.S. State Department’s Opportunity Funds Program continues to expand in the region, and provides support for essential English language classes, fees, and transportation to the U.S. following admission. This year, in addition to existing Opportunity Funds Programs in Armenia, Belarus, Bosnia, Macedonia, Russia, Serbia, and Ukraine, new programs have launched in Bulgaria, Romania, Kosovo, and Turkey.

Many countries in Europe and Eurasia have seen an increase in student mobility according to the 2015 Open Door report. EducationUSA is reaching greater numbers of students through expanded online advising and additional in-person events as a means to address challenges. The EducationUSA Eurasia Tour and alumni fairs are the only U.S. Higher Education fairs in the sub-region, and participation levels remain strong.

Countries in the Spotlight

Bosnia and Herzegovina: Advising programs in Bosnia, Herzegovina show interest in STEM fields, with an additional 15 percent interested in business, and the remaining 30 percent focused on humanities and social sciences.

Croatia: The EducationUSA center at the Institute for the Development of Education provides students with opportunities to experience the benefits of U.S. higher education while still earning their degrees locally.

Notable growth in student mobility was seen in Kosovo (31.8 percent), Estonia (35.8 percent), Slovenia (30.3 percent), Spain (14.8 percent), Armenia (11.8 percent), Italy (9.5 percent), Georgia (9.1 percent), Denmark (9.0 percent), the Netherlands (8.8 percent), Norway (8.4 percent), Russia (8.3 percent), the Czech Republic (8.2 percent), Hungary (7.9 percent), Belarus (7.8 percent), and Azerbaijan (6.5 percent).

In past years, EducationUSA advisers report that 55 percent of students in Bosnia who work with the EducationUSA center are interested in STEM fields in the United States. Most Bosnian students who work with the EducationUSA advising center are interested in undergraduate studies. Over 55 percent of students in Bosnia and Herzegovina show interest in STEM fields, with an additional 15 percent interested in business, and the remaining 30 percent focused on humanities and social sciences.

In past years, EducationUSA advisers have reported increases in the ability of students to partially fund higher education abroad. Advisers have also noticed an increased interest in community colleges. The English language level of students is often high, and students generally score over 80 on the TOEFL IBT, with many scoring over 100. This is the result of early introduction of English language classes in an elementary school, as well as a number of international schools offering international business and Cambridge programs. There are also several grammar schools with rigorous curricula, and a United World College in Mostar. These institutions are the main sources of students who attend U.S. and other foreign colleges and universities.

In April 2016 a new advising center was established at the American Corner in Mostar, located on the campus of Gymnasium Spanski (the United World College). The new adviser is an alumna of a U.S. liberal arts college and brings a great deal of knowledge and enthusiasm to the new center. Bosnian and Herzegovina also operates one of the most successful Opportunity Funds Programs in southern Europe. Now in its fourth year, the program has supported 46 students who have attracted almost $269,000 in scholarships to U.S. universities. Sarajevo remains a stop on the annual EducationUSA Southeastern Europe Tour.
Europe and Eurasia

Education (IDE) in Zagreb, Croatia is engaged with the Croatian Ministry of Science, Education and Sports in development of a plan for higher education internationalization, which includes indicators for both outgoing and incoming student mobility. The Croatian government’s goal for is a 10 percent increase in outbound student mobility by 2020, aligned with U.S. goals for improving Croatian student mobility. Increased inbound student mobility is also a contributing factor to growing interest in development of partnerships between Croatian universities and U.S. institutions. The Croatian government, with the assistance of IDE, is planning a Croatian pavilion at the 2017 NAFSA annual conference to help develop student mobility partnerships. Croatian students are academically competitive and often communicate in English at a high level. The average TOEFL iBT score for Croatia is 92, ranking Croatia among the top 20 countries for English proficiency. Many Croatian students are interested in sports such as tennis, volleyball, soccer, and swimming and are candidates for athletic scholarships. The EducationUSA and swimming and are candidates for sports such as tennis, volleyball, soccer, and swimming and are candidates for athletic scholarships.

Germany: Germany is one of the United States’ most important student and education internationalization partners and is a key driver of education mobility in Europe and Eurasia. Germany and its partners, including many who are English-speaking and foreign-educated, as noted in the 2016 edition of the EducationUSA Global Guide, national projects include the introduction of mandatory English-language instruction in schools and credit-based college curricula to facilitate university linkages with Western countries. High-quality English instruction is increasing even in the small towns and villages of Ukraine thanks to support from Peace Corps volunteers and Fulbright English Teaching Assistants.

After several years of declining mobility, Ukraine saw a six percent increase in the number of students enrolled at U.S. institutions in 2014-2015. The country’s student mobility is concentrated in the undergraduate level, indicating that a significant proportion of Ukraine’s students are at U.S. public institutions where financial aid is not as plentiful and have expressed interest in community colleges, with nearly 50 percent of graduate students at U.S. public institutions. Half of Spaniards enrolled in the United States have not yet taken full advantage of Portuguese students’ interest in study abroad experiences so there is considerable potential for growth.

In 2014-2015, after several years of decline, Spain saw its first increase in student mobility (4.3 percent). This modest growth is an indication that efforts of EducationUSA and its partners, including U.S. higher education institutions, have had a positive impact in bringing more Portuguese students to the United States. A review of UNESCO data indicates that Portuguese students have a strong interest in studying abroad, with a 30 percent increase in overall student mobility over the past ten years. The United States has not seen full advantage of Portuguese students’ interest in study abroad experiences so there is considerable potential for growth.

The number of undergraduate students from Portugal enrolling at U.S. universities 1 continues to increase. Students also express interest in community colleges, and mobility by Top Five Countries of Origin

Country 2010/11 2014/15 %Change
Spain 4,330 6,143 41.9%
Kosovo 121 170 40.3%
Denmark 148 166 12.1%
Sweden 5,216 4,507 39.3%
Switzerland 178 245 37.6%

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

Source: UNESCO Institute of Statistics, Indicator 2015 Population of the official age for tertiary education, both sexes

Regional Student Totals by Top Five Countries of Origin

Country 2013/14 % Change 2013/14
United Kingdom 10,743 5.4%
Turkey 10,724 -0.9%
Germany 10,193 0.3%
France 8,743 5.3%
Spain 6,143 14.8%

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

Ireland College-Age Population 23,754 1.7%
Norway College-Age Population 344,095 0.7%
Cyprus College-Age Population 63,411 0.7%
Sweden College-Age Population 688,725 0.7%
Ireland College-Age Population 272,560 0.4%

United States has not yet taken full advantage of Portuguese students’ interest in study abroad experiences so there is considerable potential for growth.

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year, EducationUSA will add Lviv as a stop on the popular Eurausia tour, accompanying the current stop in Kyiv.

United Kingdom: Just as the 2015 EducationUSA Global Guide was sent to the printer, UK citizens voted to leave the European Union. The completion of this departure will take several years and the impact on student mobility is still unknown. Until now, however, interest in U.S. study had increased dramatically in recent years. During the 2014-2015 academic year, 10,743 British students pursued study in the United States, marking the UK the number one European sender of students to U.S. universities.

There has been a 21 percent surge in British students pursuing U.S. study over the past five years, with undergraduate study remaining the driving force for these increases. During the 2014-2015 academic year, over 5,000 U.K. students were enrolled as degree-seeking undergraduates in the United States, marking a 23 percent increase from 2009-2010. These figures make it clear that British students increasingly look to the United States as an educational option, statistics that are confirmed by attendance of over 4,500 attendees at the USA College Day fair held in London last fall. Current sixth-form students may also be inspired to cross the Atlantic by the successful Sutton Trust U.S. Programme. This program, aimed at academically talented state school students interested in U.S. higher education, has garnered national and international press attention since its inception in 2012. The program encourages academically talented, low- and middle-income British students to study at U.S. universities. Over 135 students from across the United Kingdom are studying in the United States, receiving over $33 million in financial aid and scholarships through the Sutton program. Another 43 students were accepted into fall 2015 early admissions rounds and have been offered approximately $10 million in financial aid. Of 43 accepted students, over half are from households that earn less than $25,000 (approx. £15,500) a year and about 86 percent will be the first in their family to attend college. The program is delivered through a unique partnership between the U.S.-UK Fulbright Commission and the Sutton Trust. www.ija.suttontrust.com/

What to Expect in the Next Three to Five Years:
• The Erasmus+ program of the European Commission, now in its third year, provides EU students with more opportunities to participate in short-term programs outside the EU despite the program’s past support for intra-European mobility only. The newest incarnation of this highly successful program aims to involve 2 million students in higher education over the next six years. U.S. and EU universities that have signed inter-institutional agreements can send and receive supported students, doctoral candidates and staff for up to 12-month exchanges. While this initiative provides increased opportunity for U.S. schools, it may also increase competition for EU students.
• Beginning in academic year 2015-2016, the Dutch student grant system transitioned to a lending program. Dutch students are now expected to spend more on their own education, although low-income student loans have been introduced to help students manage costs. This shift could increase Dutch students’ interest in pursuing degrees abroad and the EducationUSA advising center in the Netherlands has noticed an increased interest in American higher education among Dutch students and their parents. The 2015 Open Doors report shows a promising 9 percent increase in the number of Dutch degree-seeking undergraduate students in the United States for study in 2014-2015.
• The United States is the fourth most popular study abroad destination for Polish students, behind Germany, the United Kingdom, and France. According to the 2015 Open Doors report, student mobility from Poland to the U.S. has dropped by two percent over the past year. Limited financing options at U.S. institutions contribute to the decline, mainly at the undergraduate level, as do more affordable study options in EU countries, and demographic changes in Poland. A counter trend driven by tuition increases in Polish institutions may encourage more Polish students to express an interest in U.S. study opportunities. EducationUSA has expanded in Poland with advising centers now located throughout the country and advising services now offered at the U.S. Embassy and Consulate, the Polish Fulbright Commission, and five American Corners at regional universities.
• Demographics continue to be a primary factor affecting student mobility from Europe. For most European countries, the number of students in the United States has increased, or has decreased at a slower rate than the college-age population. Overall, the number of students from Eurausia studying in the United States has risen by 7.5 percent in the past year; student mobility from European countries is up to 10 percent from five years ago, even as the college-age population has decreased, or remained over the same period. The number of Eurausians studying in the United States at the undergraduate level increased by 10 percent from the previous year, and this uptick in undergraduate enrollment corresponds with a steady increase in the number of Eurausians under the age of 14. Because of this demographic trend, higher education institutions should expect increasing undergraduate mobility to the United States over the next decade.

EducationUSA Regional Reach

2015 EducationUSA in Europe and Eurasia made 1,121,929 contacts

Europe and Eurasia

Country Name 2009/10 2013/14 % Change
Albania: The Excellence Fund, sponsored by the Ministry of Education is a financial aid opportunity for Albanian students admitted to top-15 universities listed in the Times Higher Education global rankings. Students may also qualify if they are awarded a 75 percent scholarship to an accredited university in the United States, with a maximum award of $8,000.
• Denmark: The State Educational Scholarship program (Udlandst stipendium) covers full or partial tuition at foreign universities. For U.S. study, the scholarship is awarded only for study recognized by the grantee’s educational institution in Denmark. The maximum duration of the scholarship is two years.
• Netherlands: The Dutch government announced the new Holland Talent scholarship program through which students may qualify for a scholarship of €1,250. Students at Dutch research universities and universities of applied sciences who intend to study at an American university for a semester are eligible. The scholarship is financed by the Ministry of Education and Dutch universities. International students, including Americans seeking degrees in the Netherlands, may qualify for a €5,000 grant. www.studyinholland.nl/ scholarships.
• Germany, Finland, and Norway: In order to remain competitive in the global market, European countries such as Germany, Finland, and Norway have changed or reaffirmed policies to waive or lower obligations for international students.
• Macedonia: The Ministry of Education and Science awards scholarships to students accepted to any of the top-100 ranked universities or the top-200 ranked universities in technical sciences according to the latest Academic Ranking of World Universities (ARWU).
• Norway: Beginning in academic year 2015-16, the Norwegian government extended its generous Lankesset funding, to include the freshman year of a U.S. undergraduate degree. Students may now attend any U.S. regionally accredited university (not just those on a select list as was previously the USA Study Abroad

Top Five Receiving Countries in the Region

Destination 2013/14 % Change
United Kingdom 38,250 5.6%
Italy 31,366 4.4%
Spain 269,49 2.5%
France 173,979 2.2%
Germany 103,377 8.7%

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

Country Name 2009/10 2013/14 % Change
Estonia 52 145 171.8%
Bulgaria 55 117 112.7%
Bosnia and Herzegovina 54 111 105.6%
Romania 140 270 92.9%
Iceland 266 485 82.3%

EducationUSA Regional Reach 2015

Centers 127,366 8,184
Outreach 271,666 8,184
Virtual 56,153 1,342

Contacts made through Advising Centers 233,310
Advising center-based contacts 231,819
U.S. institution representative visits 1,491

Contacts made through Outreach Activities 561,253
Education fairs 271,666
American Corners/ Centers 8,184
Local Universities/ Secondary Schools 34,994
Other fairs/conferences/ seminars 50,558
Host government events 225
Embassy/consulate events 5,092
Public locations 15,031
Other activities 1,816

Contact made through Social Media Platforms 561,253
Social Media Platforms 560,111
Webinars, DVCs 1,342

* Includes social network page likes, profile friends, or group members; videos views; Skype contacts; blog and mini blog followers; digital social conference participants; and EduUSA webinar participants

U.S. Study Abroad

GLOBAL GUIDE 2016
Europe and Eurasia

More than 80 foundations provide scholarships for citizens of specific European and Eurasian countries to study abroad.

- **Armenia:** At least 15 private foundations provide scholarships for Armenians to study in the United States. [www.educationusa.am](http://www.educationusa.am)

- **Baltic States:** Through EducationUSA advising centers in Estonia, Latvia, and Lithuania, the Baltic American Freedom Foundation offers $25,000 scholarships to students to pursue graduate study in the United States. [www.balticamericanfreedomfoundation.org](http://www.balticamericanfreedomfoundation.org)

- **Georgia:** Several Georgian foundations award competitive scholarships for graduate students at target U.S. universities such as Harvard and Georgetown University, among others. [www.reachgeorgia.org/scholarships-for-higher-education](http://www.reachgeorgia.org/scholarships-for-higher-education)

- **Moldova:** The Western NIS Enterprise Fund (WINEF) Seed Grant Program provides financial support to managerial talent from Moldova. Individual must be admitted to a top-50 MBA program and be committed to returning to Moldova to work upon program completion.

- **Spain:** In addition to a generous Fulbright program which funds approximately 100 graduate students per year, several foundations including La Caixa, provide ample funding for U.S. graduate studies and research.

- **Ukraine:** WorldWideStudies grants cover university fees, study materials and health insurance. (60 percent of expenses, up to $50,000) for master’s programs. Priority fields include agriculture, environmental studies, ecology, law and public administration, alternative energy, and aerospace engineering, but other fields are eligible for consideration.

- **United Kingdom:** The Sutton Trust, in partnership with the U.S.-UK Fulbright Commission, is expanding its U.S. program to support highly talented low- and middle-income UK youth interested in learning more about U.S. higher education. UK students attend a one-week summer school in the United States with advising support for those interested in applying for undergraduate study in the United States. [www.fulbright.org.uk](http://www.fulbright.org.uk)

For a complete list of European and Eurasian government and private-funded scholarship programs, visit the REAC portals on the higher education section of the EducationUSA website at [www.educationusa.state.gov](http://www.educationusa.state.gov).

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**Virtual and Social Media Usage**

- **Europe and Asia:** Over 10,000 students and parents now follow the EducationUSA Facebook page in the region. The popularity of the Facebook page has contributed to the large increase in the number of students regularly working with EducationUSA advisers, many of whom connect virtually. Particularly, many have been very motivated to send their children to the U.S. and are often able to contribute toward their education. The center hosts multiple virtual programs, including webinars and regular Skype calls with American Corners throughout the country.

- The Fulbright Belgium YouTube channel created in 2010 currently has over 920,000 views and over 2,000 subscribers. Students find videos with tips on pursuing U.S. higher education, how to apply, and how to obtain scholarships, including Fulbright awards. Advisers enlist students returning from U.S. study to share their experiences and tips with broader virtual audiences. Advisers record videos with students, Fulbright grantees, interns, and participants in exchange programs. Advisers also interview U.S. university representatives recruiting in Belgium to enable them to share tips about the college application process. EducationUSA/Belgium is also active on Facebook, Twitter, and Instagram.

- The EducationUSA advising center in Bulgaria launched a new Opportunity Funds Program to complement the results-based, intensive, virtual advising program that provides students interested in education in the United States with an improved chance of admission to top schools. The program is administered by the EducationUSA Advising Center in partnership with the English language high schools in Bulgaria, the Fulbright English Teaching Assistants, the Fulbright alumni, the U.S. Embassy in Bulgaria, the American Corners/Shelves, the ConsulPlus, the YES Program, and current Bulgarian students in the U.S. Goals are threefold: 1) increase and improve the use of virtual outreach to encourage study in the U.S. 2) provide accurate, up-to-date, and comprehensive information about U.S. study and 3) assist students in college preparation. This past year, 308 students participated in the virtual advising program. Forty-four of these were twelfth grade U.S. students who went through the application process, with twenty-four admitted to U.S. schools and receiving over $2.7 million in financial aid.

- In Russia, social media and virtual tools are essential for reaching students beyond the four advising centers. Since 2014, when EducationUSA Russia consolidated all advising services into new country-wide online platforms, students have been able to receive full programming and advising support across the country’s eight time zones. In July 2015, a new virtual short-term cohort program, “120 Credits,” was launched to better organize programming and provide support for regional students. To-date, 257 Russian students in 35 cities have enrolled in the program, which includes 95 undergraduate and 162 graduate students. Social media engagement in 2015 also expanded access to new audiences with increases on Facebook (165 percent), YouTube (105 percent), Twitter (40 percent), and Vkontakte (46 percent), and an increase of 110 percent in subscriptions to the email newsletter.

- In Turkey, the EducationUSA centers at the Turkish Fulbright Commission in Ankara and Istanbul reach students across the country through an innovative virtual advising platform. Advisers provide online advising sessions three times a week during scheduled online advising hours and through webinars. The schedule for in-center and virtual advising sessions and seminars is shared on the center website and on social media accounts such as Facebook and Twitter.

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Successful Recruiting Strategies

- Connect with EducationUSA centers, particularly in southern Europe, if you are interested in student athletes. High numbers of students in southern Europe continue to win U.S. athletic scholarships. Advising centers in the region are knowledgeable about advising student athletes and some centers offer cohort advising programs specifically for them.

- Promote English language programs, especially in Albania, Bulgaria, Hungary, Spain, and Turkey.

- Highlight summer programs, short term programs and certificate programs in the region. The number of students seeking non-degree programs in Europe and Eurasia is increasing, with over 18 percent of U.S.-bound students in short-term programs.

- High youth unemployment in many countries throughout the region is pushing more students to the United States for study. Programs that directly build job skills are particularly attractive to European and Eurasian students. Focus on providing information on internships, strong OPT placement programs, or offer advice regarding career development and engaging prospective students.

- Many EducationUSA centers host annual alumni fairs featuring returning alumni. Your alumni are an important resource to promote your institution. Cultivate relationships with current international students and international alumni. Bring them with you to EducationUSA Fairs or ask them to represent your institution if travel there isn’t feasible. When American students visit the region for exchange programs, make sure they bring materials and are ready to

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**Follow us on Facebook, Twitter, and Instagram.**
promote your campus. When asked by an EducationUSA center to support an alumni fair, send printed materials if you can, or arrange with a global office services firm to transmit digital files for local printing and delivery.

• Offer webinars or other virtual discussion sessions with students who want to learn more about the United States and U.S. higher education. Most EducationUSA advising centers seek presenters, and this is a great way for your institution to meet prospective students.

• Community colleges should highlight the cost-savings of 2+2 articulation agreements, especially in Eurasia and southern Europe.

• Leverage scholarships—even partial ones. Reducing the cost of attendance even a bit can sometimes make a big impact. Also, look closely at the highly talented students from diverse and underserved regions who receive Opportunity Fund grants. These students often participate in intensive cohort advising programs and are well-prepared for success in U.S. classrooms.

• Set up direct linkage and exchange agreements with European education institutions. Erasmus+ provides opportunities to study in the United States through an articulated partnership agreement for recognition of credit. The Erasmus+ program provides opportunities to establish joint and dual degree programs. The education institutions can be part of this consortia(formerly Erasmus Mundus but now part of Erasmus+).

• Understand differences in university admissions in Europe and Eurasia. The college application process is typically lesscumbersome and less rigid than in the U.S. and in some cases all that is needed for a student to gain admission is a single exam result. Dual degree programs in Europe familiar with this process tend to apply very late in the process. Prepare for last minute questions and rushed deadlines. Clearly state the deadlines and work closely with the applicant to make sure they are on track.

• At the graduate level, a research or teaching assistantship is a major factor in the decision to apply to and attend a U.S. university, as opportunities are sought to develop job skills that stand out in a competitive market.

• Parents, other family members, teachers, and others often need information in their native language. Work with EducationUSA advisers to determine what materials are most effective in their countries.

• REACs help you strategize to focus on the best countries for your school. Contact the appropriate REAC as indicated on the map earlier in this publication to discuss specific recruiting goals.

• Since many European students obtain three-year undergraduate degrees compliant with the Bologna system, it is commonly believed that these degrees are not accepted by U.S. universities. Reassure prospective students by clearly explaining university policies regarding Bologna-compliant degrees.

Regional EducationUSA Events

Fairs and Conferences

• EducationUSA Pavilion at EAIE, Sept. 13-16, 2016, Liverpool, UK: The European Association for International Education Conference in Glasgow, Scotland attracted over 5,000 higher education professionals from over 90 countries in September 2015. The EducationUSA Pavilion led to increases in visibility, student mobility, and income for the 12 U.S. exhibitors present at the booth. One university estimated that $250,000 per year would result from partnership agreements originating directly from participation in the U.S. Pavilion. Accredited U.S. colleges and universities are welcome to join the EducationUSA Pavilion at EAIE 2016, the largest international education conference in Europe. bit.ly/EAIE2016EAIEPavilion or www.eaie. org/home/conferences/EAIE2016pavilion.htm

• USA College Day - London: The EducationUSA Advising Center at the U.S.-UK Fulbright Commission continues the highly successful annual USA College Day in 2016. In 2015, a record 4,700 visitors and 180 exhibitors attended, up from 92 universities in 2009. This year’s fair is September 23-24. E-mail collegeday@fulbright.org.uk or visit www.fulbright.org.uk/news-events/usa-study-events/usa-college-day.

• EducationUSA/CIS College Fairs - Paris (September25), Athens (October 3), and Nice (October 4). www. facebook.com/ EducationUSA/EducationUSA-Higher-Education-Professionals/145285629623528?sk=events&key=events

• The EducationUSA College Night at the Fulbright Commission in Belgium and Luxembourg holds its annual event September 29, 2016. www.brusselscollegenight.be/

• Ivy Circle/EducationUSA Fair: The EducationUSA center at the Fulbright Commission in the Netherlands will co-host the Amsterdam fair Thursday, September 29, 2016. The Ivy Circle will again offer two $1,500 scholarships to Dutch freshmen.

• Europe Tour: The 6th annual tour includes fairs in seven cities and five countries, and is the only U.S. higher education fair in Eurasia. October 17 – October 30, 2016. https://www.surveymonkey.com/r/eurasiatour2016

• Baltic Tours: EducationUSA is planning to hold this event every two years, usually attached to the Eurasia Tour. The next Baltic tour is likely to be in October or November of 2017.

• 12th Annual Higher Education & Scholarships Fair Organized by EducationUSA Croatia, this fair is held in two major Croatian university cities Zagreb (October 11, 2016) and Rijeka (October 12, 2016). Over the two days of the fair in 2015, 10,000 people visited and 96 institutions from 18 countries presented study and scholarship programs. For more information on becoming an exhibitor or participating virtually, view a short video at https://vimeo.com/148992287 or visit www.studentinfo.info/en/fair/exhibitors

• LL.M Tour: EducationUSA Europe and Eurasia hosts the second LL.M. Tour in November, with stops in Amsterdam, Brussels, Paris, Oslo, Vienna, Zagreb, Bucharest, Lisbon, Madrid, and Barcelona. www.surveymonkey.com/r/2016LLMTour

Spring Events 2017

• Russian Winter Tour: Expect stops in Moscow, St. Petersburg, Novosibirsk, Yekaterinburg, and Vladivostok, in February 2017. Dates and locations at www.educationusa.state.gov when plans are final.

• Portugal and Spain Fairs: Lisbon, Madrid, and Barcelona—generally in March. Dates and locations at www.educationusa.state.gov when plans are final.

• EducationUSA Southeastern Europe Tour: Last year’s tour included Slovenia, Croatia, Bosnia, Serbia, Montenegro, Macedonia, and Kosovo. The tour generally takes place in April. www.educationusa.state.gov

• EducationUSA Germany Spring Fairs in Hamburg and Heidelberg planned for April 2017.

• Sofia, Bulgaria: Bucharest, Romania; Bratislava, Slovak Republic; and Budapest, Hungary. EducationUSA plans a new four-city tour in the spring of 2017. www.educationusa.state.gov

Keep abreast of emerging trends in the region and stay informed about planned recruiting events by subscribing to the monthly newsletter for EducationUSA Europe and Eurasia at Europe@ educationusa.info

Best Times of Year to Interact with Students

• September–November, March-May

• U.S. Study Abroad in the Region

Europe continues to attract the majority of U.S. study abroad students, with 53 percent in academic year 2013-14. Six of the top-10 destination countries worldwide are in Europe, led by the UK, attracting 12.6 percent of U.S. study abroad students. For the first time, the number of American students studying in Germany is larger than the number of Germans studying in the U.S.

The popularity of Europe as a study destination continues across the continent, with 24 European countries displaying increases above the global average increase in U.S. study abroad of just over five percent. Many countries are non-traditional destinations—Croatia, Poland, and others in Central and Eastern Europe—reflecting the growing diversity of countries attractive to U.S. students.

Bilateral exchange agreements between U.S. and European universities are increasing the number of internationally mobile students on both sides. As just one example, the EducationUSA advising center in Brussels has attempted to harness and enhance the trend of increasing bilateral exchanges by hosting two study abroad capacity-building workshops for Belgian higher education institutions. The advising center also created an LLM Fair for U.S. law schools and its yearly Brussels College Night in September attracted 100 U.S. college and university representatives and hundreds of Belgian students.

Several European countries offer grants and scholarships for international students, including Americans. For example, the Lithuanian government covers tuition, fees, accommodation, insurance, and travel to incoming sponsored students and has funds for fields in which the country is focusing research & development efforts, including biochemistry, lasers, and IT. www.studentılıinhaua.lt/en/scholarship

European universities increasingly seek to attract American students to degree programs and offer over 4,000 English language master’s degrees. In the five Nordic countries, 61 percent of higher education institutions offer bachelor’s or master’s programs taught entirely in English, up from 32 percent in 2007. The 2015 Open Doors report shows over 160,000 Americans enrolled in degree programs in Europe.

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Opportunities for Participation in European Union Programs

Erasmus+  

After 25 years and 3 million students on the original Erasmus program, the European Commission’s Directorate-General for Education and Culture launched the Erasmus+ program in 2014 to provide more opportunities for short-term student mobility. The goal is 4 million participants over the next seven years, including 3 million in higher education. In the past, Erasmus focused on intra-European mobility. Erasmus+ promotes Europe’s cooperation with the rest of the world, including the United States. www.eacea.ec.europa.eu/erasmus-plus/funding_en

There are a number of additional options for U.S. universities:

• International Credit Mobility: U.S. and EU universities can send and receive students, doctoral candidates, and faculty for programs up to 12 months. Institutions must sign inter-institutional agreements based on the terms and principles of the Erasmus Charter. Last year approximately 800 Americans and Europeans took part. www.ec.europa.eu/educationopportunities/international-cooperation/documents/mobility-faqs_en.pdf

• U.S. universities may join a consortium of EU higher education institutions to award dual or joint master’s degrees. All institutions must have an established relationship with an identical EU institution, but functions through a legal entity. www.eacea.ec.europa.eu/erasmusplus/actions/joint-monet/and/www.ec.wacs.idoeconnect.com/a101753429/b46d0114rk/

• Horizon 2020 is the EU’s framework program supporting research and innovation, with a budget of €80 billion over seven years. U.S. individuals and institutions can participate in the following programs:
  • Marie Skłodowska-Curie Actions  
    Maria Curie Fellowships are awarded to individual researchers regardless of nationality or field of research. There are also opportunities for schools to partner in a consortium organized by European universities under Innovative Training Networks and Research & Innovation Staff Exchanges. www.ec.europa.eu/research/mariecurieactions/
  • European Research Council  
    With a budget of €13 billion through the year 2020, the 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 European Research Council (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 to 3.5 million. See: www.erc.europa.eu/.

  • Bilateral Science and Technology Agreement  
    The United States and the European Union have a cooperation agreement in science and technology that promotes the development of 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. See: www.eacasscienceandtechnology.eu for events and grant opportunities.

• Horizon2020 Websites:  
  European Commission - www.ec.europa.eu/horizon2020  
  Participant Portal - www.ec.europa.eu/research/participants/portal/

• EURAXESS focuses on career development and international mobility of researchers and is a useful networking tool for North American researchers. The portal includes information on job vacancies and funding opportunities in Europe. www.northamerica.euraxess.org

• European Institute of Innovation and Technology (EIT) is not a single chair, but functions through numerous “Knowledge Innovation Clusters” to bring together higher education institutions, research, and business interests to solve societal problems. U.S. institutions may partner in EIT projects as members of consortia led by EU institutions. www.eit.europa.eu/  

EducationUSA advising centers in the Middle East and North Africa (MENA) are located in U.S. Embassies and Consulates, AMIDEAST offices, and American Centers. EducationUSA advising in Iran, Syria, and Yemen is conducted virtually.

EducationUSA advisers are well-versed in knowledge of educational systems and institutions in their respective countries and regions. Each EducationUSA advising center provides students, U.S. institutions of higher education, and governmental partners with programs and activities appropriate for the specific audience. EducationUSA advisers also provide guidance to government scholarship offices in Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates. Advisers efforts include connecting these offices with potential U.S. higher education institution partners and assisting scholarship students in finding study opportunities in the United States.

EducationUSA advisers in the MENA region work in an environment of frequent change and opportunity. An ever-larger number of students rely on EducationUSA for help, and the region and EducationUSA may expand for study in the United States. The 2015 Open Doors report indicates that 20 percent more students from the region studied in the United States during academic year 2013–2014 than in 2012–2013, and the previous year saw a 24 percent increase. An ever-larger number of students rely on EducationUSA for help, and the region and EducationUSA may expand for study in the United States. The 2015 Open Doors report indicates that 20 percent more students from the region studied in the United States during academic year 2013–2014 than in 2012–2013, and the previous year saw a 24 percent increase. The MENA region has created a number of Competitive College Clubs (CCCs) where advisers meet bi-monthly with academically engaged high school students to prepare them for study on U.S. campuses and guide them through the college application and admission process, working with students to find the best institutional fit—academically, socially, and financially. CCC activities include community service projects, book clubs, poetry recitals, spelling bees, speaker engagements, test preparation, and information sessions on the application process. All CCCs foster student leadership skills. More than 120 students from the MENA region have successfully completed a CCC program and are already studying in the United States or admitted for study in the United States.

The MENA region, EducationUSA-Egypt and EducationUSA Lebanon work with Opportunity Funds students, and the program may expand in the future to other countries in the future.

College counselors in the region convene high school counselors to promote best practices in application processes and to cover topics such as applying for student visas, writing school profiles, meeting application timelines, etc.

Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates, West Bank and Gaza, Yemen.
Middle East and North Africa

and selecting institutions that best meet student needs. The EducationUSA network provides college counselor groups with advising resources as well. Advisers’ cooperation with these counselor groups helps ensure that visiting U.S. admissions officers have productive trips and interact with a broad range of students.

Regional Overview

The United States remains the top higher education destination for students from the Middle East and North Africa, as reflected in the 11.5 percent increase in the number of Middle Eastern students enrolled at U.S. colleges and universities in 2014–2015 (Open Doors, 2015). In nearly all 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, in some cases, are expanding generous scholarship programs to send their students abroad to pursue higher education.

According to the Brookings Institution, more than 30 percent of the population of the Middle East is between the ages of 15 and 29. Middle Eastern students, who seek the 21st century economy. In partnership with the Government of Egypt and the private sector, the U.S. Government promotes collaborative research and teaching opportunities for at least two years. EducationUSA offers Jordanian applicants (i.e., Late King Hussein Scholarship recipients) the opportunity to study at the world’s top universities. U.S. products and moms in the region have access to universities in their home countries, there is strong interest in education in the United States, particularly at the graduate level.

Recent Trends

• Many universities in the region seek partnerships with U.S. institutions. The EducationUSA Regional Educational Advising Coordinator (REAC) and advisers provide local institutions with information on identifying appropriate U.S. partners and tips on how to develop effective, reciprocal student and scholar exchange agreements. A significant number of MENA government officials and administrators of higher education institutions joined the EducationUSA Leadership Institute in February 2016, further developing the region’s capacity to establish effective partnerships.

• Due to ongoing political and economic uncertainties, the Libyan government has halted its scholarship program, and scholarship programs in Iraq have either been halted or greatly reduced. This affects Libyan and Iraqi students already in the United States who may need assistance with tuition and living expenses while their government sponsors work through financial and administrative challenges.

• 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.

• U.S. higher education faces competition in attracting MENA students who also look to other countries as destinations for a higher education due to the perception of lower tuition rates, and in the United Kingdom because of geographic proximity. For students from North Africa, France is an attractive alternative due to both geographic proximity and linguistic affinity.

• Over the past year there has been a drop in the number of U.S. students and scholars going to the MENA region for exchange programs due to travel warnings and perceived or actual instability in some places.

Countries in the Spotlight: Egypt

Egypt: In 2015, the U.S.-Egypt Higher Education Initiative was officially launched. This is a $235 million investment in Egypt’s future that provides educational opportunities for high-achieving Egyptians to learn skills that better meet the needs of a 21st century economy. In partnership with the Government of Egypt and the private sector, the U.S. Government promotes collaborative research and teaching opportunities for at least two years. EducationUSA offers Jordanian applicants (i.e., Late King Hussein Scholarship recipients) the opportunity to study at the world’s top universities.

Jordan: While there is no official governmental scholarship program for Jordanian students, there are scholarships for students at U.S. universities offered only to Jordanian applicants (i.e., Late King Hussein Scholarship program for the next several years and revamped the program to better align with the country’s economic goals. The Ministry of Education (MOE) has recently updated their website with “top university” lists. These lists follow a February 2016 announcement made by the Ministry of Education about new institutions. Students must attend one of the world’s 50 top-ranked academic programs or a top 100 university, as determined by the Saudi MOE, to be eligible for financial support.

Student Mobility (Five-Year Trend)

Source: Institute of International Education, funded by grant from the U.S. Department of State, Open Doors Report on International Educational Exchange

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

<table>
<thead>
<tr>
<th>Country</th>
<th>2010/11</th>
<th>2014/15</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oman</td>
<td>313</td>
<td>2,200</td>
<td>602.9%</td>
</tr>
<tr>
<td>Kuwait</td>
<td>2,998</td>
<td>9,034</td>
<td>201.3%</td>
</tr>
<tr>
<td>Iraq</td>
<td>126</td>
<td>1,377</td>
<td>180.4%</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>22,704</td>
<td>59,945</td>
<td>164.0%</td>
</tr>
<tr>
<td>Iran</td>
<td>5,626</td>
<td>11,358</td>
<td>101.5%</td>
</tr>
</tbody>
</table>

Oman has the largest percentage growth in the region over the last five years (with over 100 students)
Gaza: The Supreme Education Council was renamed the Ministry of Education and Higher Education, and in March 2016, the Ministry announced a new scholarship policy for Qatari students for the academic year 2016-17. The policy dictates that scholarships for undergraduate studies be directly tied to local job market requirements, with the goal of developing trained resources in key areas such as medicine and engineering. Scholarships have also been earmarked for students to specialize in fields such as computer science, accounting, economics, finance and investment, and media and culture. Generous scholarships are available for Qatari to pursue bachelor’s degrees in medical science, nursing, and pharmacy in Qatar or overseas.

Syria: Only 6 percent of Syrian youth in the 18-24 age group are now enrolled in universities, compared to 25 percent before war devastated the country, displacing an estimated 100,000 university-aged Syrian refugees. Barriers to pursuing higher education outside of Syria include lack of funding and limited scholarship opportunities, lack of access to standardized testing, limited access to a wide range of documents, and limited access to standardized testing. Of those who remain in Syria, 37 percent of Qatari students who contact EducationUSA are still in Syria and 50 percent are now in other countries.

EducationUSA Regional Reach

2015 EducationUSA in North Africa and Middle East made 913,451 contacts

What to Expect in the Next Three to Five Years

• Given recent domestic economic challenges, some countries are considering policy changes to increase eligibility requirements of government scholarship programs. Government sponsored students from the region, particularly from Saudi Arabia, are being held to stricter standards related to program criteria and areas of study. Lots of U.S. institutions that sponsored students are approved to attend have also been trimmed—in some cases, substantially.

• 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 educational system. Many professors in Morocco are reaching retirement age and there is a very strong interest in Ph.D.s for Moroccans in 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, low tuition cost, a more streamlined application process, similar education structures that reduce degree equivalency obstacles, and French language. However, opportunities to attract Moroccan students, and nearly 1,400 Moroccan students did actually study in the U.S. in the last academic year.

• American institutions of higher education can expect to see particular student interest from countries offering government scholarships, with emphasis on graduate education and professional master’s programs. However, stricter standards may apply to conditions of eligibility and location of study.

• MENA governments look to the United States for educational expertise and are eager to send students abroad to gain the 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 increasingly see their U.S. counterparts as models. Many universities in the region have funding available to send faculty to the United States for teacher training, advanced research, and administration.

• U.S. higher education institutions should expect a greater need for financial support from qualified Syrian students who continue to struggle as a result of the civil war in Syria. Many of these students have fled Syria and will apply to U.S. schools from locations throughout the world.

• Mandatory military service for United Arab Emirates citizens was announced in January 2014, requiring all male citizens to have finished high school or are between the ages of 18 and 30 to undergo 12 months of military training. As a result, students may take a gap year prior to beginning undergraduate study. Military service remains optional for women.

Foreign Government and Private Funding

• Bahrain, Egypt, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates currently fund government scholarship programs. Among the chief barriers for U.S. schools in recruiting funded students is that many governments maintain lists of approved U.S. institutions and will support study only at these approved 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. Students can also call EducationUSA and request a list of 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 students from the region.

• Many oil companies in the region and other private firms offer scholarships for employees. These funds are available for current and future employees working in the science, technology, engineering, and mathematics (STEM) fields. Abu Dhabi National Oil Company (ADNOC), SABIC, and Saudi Aramco have programs for high school students who are on track to become employees at these companies following university study in the United States.

• The drastic increase in the number of Libyan students studying in the U.S. over the past few years is a direct result of the introduction of the Libyan North America Scholarship Program in 2010. The scholarship program is managed by the Canadian Bureau for International Education (CBIE) in Ottawa, Canada and in January 2016 they signed a new 18-month agreement with the Libyan Ministry of Higher Education to continue this program.

• The Abdull Al Ghurair Foundation for Education established the www.ghurairfoundation.org in Dubai, United Arab Emirates launched a program in spring 2016 to invest $13 billion over a 10-year period. The foundation’s goal is to provide high-achieving, underserved Emirati and Arab students with opportunities to study at top universities in STEM-related fields. Currently there are three programs: Young Thinkers, STEM Scholars, and the Open Learning Scholarship Program. The Scholarship for Arab Citizens will be available to students from the 22 Arab League countries.

Virtual and Social Media Usage

• According to Internet World Statistics www.internetworldstats.com, there are 123 million internet users in the MENA region. Internet connectivity is generally sufficient both in homes and cyber cafés in large cities, with few exceptions.

• Over the past year, EducationUSA has seen a record number of Iranian students visiting its website, what we attribute to increased awareness, seminars, webinars, and virtual fairs. The EducationUSA Iran adviser, based in the U.S., provides guidance to students virtually. The adviser also supplies information about the Iranian higher education system to the U.S. higher education community. In 2015, EducationUSA Iran revamped its website and virtual services to better enable it to reach a greater number of students with accurate, comprehensive,
Middle East and North Africa

and current information. The EducationUSA adviser for Iran works with hundreds of students and offers a website in Farsi for Iranian students at www.educationusaian.com.

The EducationUSA Syria adviser continues to work virtually, assisting Syrian students through Skype, email, and Facebook. In 2014, the adviser launched a virtual Competitive College Club for Syrian students seeking admission to undergraduate programs in the United States.

Facebook is the most visited website in most of the region, with more than 49 million active users. YouTube is also widely used by students to view university videos. Even in countries where YouTube is banned, students access it through proxy servers. This year, EducationUSA Saudi Arabia used YouTube to reach almost five million Saudi students and parents with a cartoon video series called Amadea 101 about studying in the United States.

U.S. Study Abroad

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2013/14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel</td>
<td>2,876</td>
<td>2.8%</td>
</tr>
<tr>
<td>Morocco</td>
<td>1,255</td>
<td>6.2%</td>
</tr>
<tr>
<td>Jordan</td>
<td>1,085</td>
<td>16.0%</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>735</td>
<td>5.6%</td>
</tr>
<tr>
<td>Qatar</td>
<td>99</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2009/10</th>
<th>2013/14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi Arabia</td>
<td>14</td>
<td>25</td>
<td>78.6%</td>
</tr>
<tr>
<td>Oman</td>
<td>48</td>
<td>71</td>
<td>47.9%</td>
</tr>
<tr>
<td>Jordan</td>
<td>745</td>
<td>1,085</td>
<td>45.6%</td>
</tr>
<tr>
<td>Qatar</td>
<td>84</td>
<td>99</td>
<td>17.9%</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>634</td>
<td>735</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

Top Five Receiving Countries in the Region

- **Destination**
  - Israel 2,876 2.8%
  - Morocco 1,255 6.2%
  - Jordan 1,085 16.0%
  - United Arab Emirates 735 5.6%
  - Qatar 99 12.5%

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

- **Country Name**
  - Saudi Arabia 14 25 78.6%
  - Oman 48 71 47.9%
  - Jordan 745 1,085 45.6%
  - Qatar 84 99 17.9%
  - United Arab Emirates 634 735 15.9%

Best Times of Year to Interact with Students

Best times: October–December, February, April–May

Worst times: June–October (summer, Ramadan/Eid breaks)

Exam periods and religious holidays can vary since not all countries, or school systems within a country, are on the same academic timetable. Advisers work to accommodate your needs and plans throughout the year.
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 in U.S. embassies or consulates, Fulbright Commissions, American Councils/ACEELs offices, and offices of non-profit organizations. There are 65 advisers in SCA with several countries hosting multiple advising centers with multiple host institutions. India has 30 advisers across seven centers, Pakistan has 11 advisers across three centers, Bangladesh has 7 advisers across three centers, and Kazakhstan has five advisers across five centers. Advisers in SCA function as mentors and local experts in U.S. higher education, engaging with the public by providing counseling sessions to the general public, virtually engaging with students, and participating in outreach activities.

Opportunity Funds are currently available through EducationUSA advising centers in India, Nepal, Pakistan, Sri Lanka, Kazakhstan, Kyrgyzstan, Tajikistan, 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 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. university representatives to advising centers or during a college fair.

Regional Overview

The largest youth populations in the world are found in South and Central Asia and they illustrate the region’s cultural and geographic diversity. People-to-people ties and international exchanges of students continue to be crucially important in this priority region. In addition, the economies in South Asian countries are considered by the World Bank to be among the fastest growing in the world. All these factors combine to 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 some common traits—students seek similar fields of study (STEM, business, and engineering most notably) and look for development of skills leading to jobs. They and their parents are impressed by the perceived prestige of particular academic programs, and view a scholarship award as a sign of prestige. Everywhere, students are eager to obtain job experience through Optional Practical Training (OPT) opportunities. But the differences in the region are more pronounced. Some areas, usually major cities, have easy access to fast and reliable internet service, while other areas have weak connectivity, if any at all. In some countries, educational systems can be polar opposites in terms of programs, especially when local government-supported schools are compared to private English medium schools. In Central Asia, students seek ESL programs, but in India and the rest of South Asia, students are able to master English in their home country.

Challenges to South and Central Asian countries include the urgent need for renewable energy and clean water. Pollution levels of cities in the region are among the world’s worst. The continuing migration of rural populations to urban areas puts emphasis on the disparity between the rich and poor, old and young, or male and female. Trained specialists in fields of sustainability, water management, law, engineering, and social service are required to make the seemingly insurmountable challenges in the region. U.S. higher education is well placed to make an important impact in South and Central Asia, and institutions that can offer programs and train specialists that can address regional challenges are urged to actively recruit for their programs.

Internet is available in SCA, but the average speed is slow (1.7 Mbps). The region experiences frequent disruptions to power, with some countries experiencing up to 18 hours daily without electricity in winter months. This impacts students’ ability 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 use of computers with internet connectivity.

Although reliance on consultants or agents is common among students in the region who aspire to U.S. study, schools are urged to use caution in working with agencies. Prudent, ethical practices should be highlighted as a particular strength of your institution to reassure students of their potential to succeed in pursuit of study in the United States.

Recent Trends

- India and Nepal remained among the top 25 countries in the world sending undergraduate students to the United States for higher education in the academic year 2014-15 according to the annual Open Doors report. Within the region, India ranks first, followed by Nepal, Pakistan, and Bangladesh.
- The 2014-2015 academic year saw a 24.6 percent increase in mobility in the region, with 158,560 students in the U.S.
- 16.3 percent of the total international student population originates from South and Central Asia.
- Notable increases in students pursuing higher education in the U.S. from the region come from India, Bangladesh, Pakistan, and Uzbekistan. While India and Nepal are the top senders for undergraduate students, Uzbekistan showed a notable 17 percent increase in most recent year reported. India, Bangladesh, Nepal, and Pakistan send the highest number of graduate students; there has been a notable increase in graduate students from Bhutan and Kazakhstan.
- Several factors influenced growth in the number of graduate students from the region: lack of opportunity to pursue research locally leads many students to foreign research institutions, especially those in the U.S.; realization that careers are more readily built on a graduate degree leads to pursuit of a local bachelor’s degree with the intent of studying in the U.S. at the graduate level, and a graduate degree is far less expensive than six years of U.S. study to earn both an undergraduate and graduate degree in the U.S.

- In some countries, private English-medium schools are intentionally preparing students for undergraduate study abroad. While such schools hesitate to sacrifice class hours to accommodate in-person 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 either at EducationUSA advising centers or during a college fair.
- Afghanistan: The number of Afghans in the U.S. increased from 450 in 2014 to 471 in 2015, with 201 undergraduate and 227 graduate students enrolled. Numbers are likely to grow, but slowly. Each year more Afghans take advantage of educational opportunities at the secondary level, and are increasingly learning about the opportunities for study in the U.S. The U.S. Embassy in Kabul has an EducationUSA program that provides extensive virtual outreach.

Student Mobility (Five-Year Trend)

Source: Institute of International Education, funded by a grant from the U.S. Department of State, Open Doors Report on International Educational Exchange

<table>
<thead>
<tr>
<th>Year</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
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<td>Value</td>
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<td>135,000</td>
</tr>
<tr>
<td>15,000</td>
<td>145,000</td>
<td>150,000</td>
<td>155,000</td>
<td>160,000</td>
<td>165,000</td>
</tr>
<tr>
<td>20,000</td>
<td>128,876</td>
<td>124,392</td>
<td>121,000</td>
<td>127,301</td>
<td>158,560</td>
</tr>
</tbody>
</table>
throughout the country. The Kabul Educational Advising Center, also an EducationUSA advising center, is building facilities in three Afghan cities to provide advising services as well as access to TOEFL, GRE, and GMAT tests. There are also plans to expand partnerships with higher education institutions in the U.S. Additionally, 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 U.S. to facilitate exchanges.

• Uzbekistan: The number of Uzbek students studying in the U.S. has increased by 6 percent in 2014-2015. Forty-eight percent of undergraduate Uzbek students in the U.S. are pursuing associate’s degrees. In 2013, a presidential resolution was passed on advancing instruction in English in the education sector, generating demand for English instruction. Since then, admission selectivity and limited capacity of Uzbek universities to invest in education in the U.S. Uzbekistan has a population of over 30 million, with almost two-thirds of the population consisting of youth. Students continue to pursue higher education in Russia, other Central Asian countries, and Europe due to ease of access and affordability. Several U.S. Government exchange programs active in Uzbekistan, contributing to the overall increase in student mobility.

**Countries in the Spotlight**

**Bangladesh:** Bangladesh saw a 13.6 percent increase from 2013-2014 to 2014-2015 in the number of students from the country on U.S. campuses. Bangladesh is relatively small country in area, but is the second most densely populated country in the world. The Gross Domestic Product growth averages over six percent per year. Bangladesh has a long tradition of English language education, a booming education sector, and a rising middle class, all of which combine to make Bangladesh a target for recruitment of students to U.S. campuses.

Higher education in Bangladesh has made immense strides, but a foreign degree is still viewed as a significant career asset. At the undergraduate level there is a need for education tied to the labor market, making experience-based bachelor’s degrees and associate’s degrees offering enhanced vocational skills popular. Research opportunities at the graduate level are limited and many Bangladeshi acquire a master’s in Bangladesh before pursuing a second graduate degree abroad.

**India:** India is the 2nd leading place of origin, accounting for nearly one in seven international students in the U.S. The number of students from India increased by 29.4 percent in 2014-2015 to a record high of 132,888. This is the highest rate of growth for Indian students in the history of the Open Doors project, dating back to 1954-1955. 64 percent of Indian students are enrolled in graduate programs, an increase of 40 percent from the previous year. 12 percent of the Indian students are in undergraduate programs with a significant increase of 30 percent compared to the previous year. One-fifth of Indian students in the U.S. are enrolled in Optional Practical Training programs. The increase in the 2014-2015 numbers can be attributed to a more stable Indian rupee and easily available bank loans for studying abroad. The increase can also be attributed to stabilization of 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 local and international options and often considering worldwide macroeconomic trends. Families expect a return on investment through Optional Practical Training. The improved U.S. job market and economy allows Indian students to feel confident that jobs will be available when graduates apply for the Optional Practical Training program. The United States dominates the foreign education market in India. Indians firmly believe that the United States has the highest quality higher education with the widest range of programs and the best research options. For Indian families the question is not “Why study in the United States?” but rather “How to do so.” Although India still may be considered primarily a graduate education market, interest in undergraduate education is rising. This trend is fueled by intense competition for limited seats at respected institutions in India. A number of international schools offering the International Baccalaureate (IB) have opened across India in Mumbai alone there are 27 schools offering the IB curriculum while there are 51 schools offering the CIE (A levels) curriculum. Prep schools that traditionally focused on preparing their students for the entrance exams to the Indian Institutes of Technology and other prestigious colleges in India have begun to offer a parallel track—preparing students for study at foreign, primarily American, institutions. The trend is evident by the growing number of students taking the AP exams, SAT, and ACT. Twinning programs and transfer options are of great interest to Indian students, given the attractive possibility of lowering the overall cost of an education.

**Kazakhstan:** Kazakhstan’s overall 2014-2015 student mobility to the U.S. remained stable. The small 0.2 percent decrease is largely attributable to a drop in undergraduate numbers, as graduate enrollment increased by 15 percent. The number of students in non-degree programs continues to grow, with an 11 percent increase in 2014-2015. The steady growth in the number of Kazakh graduate and non-degree students in the U.S. has largely been due to the Kazakhstan government-funded Bolashak Scholarship program. In 2011, however, the “Bolashak” program stopped sending students for the undergraduate programs, replacing Bolashak with a professional development and technical skill development program to address a shortage of highly qualified specialists in fields where expertise is needed to develop Kazakhstan’s economy. This accounts for decreased numbers of Kazakh students in U.S. degree programs and the increased numbers in non-degree programs. The “Bolashak” program includes arts and mass media industry professionals, along with public servants, academic and medical staff, engineers, and technical workers. The Bolashak Scholarship Program still provides full funding for study in the United States, including stipends for living expenses, roundtrip airfare, textbook allowances and health insurance. Scholarships can be used for general English studies, master’s degree, and Ph.D. programs, as well as short-term scientific training opportunities. http://bolashak.gov.kz/en/o-stipendii/ istoryya-razvitiya.html.

**Kazakhstan students seeking bachelor degrees in English typically first consider Nazarbayev University, the flagship university in Kazakhstan. Nazarbayev has partnerships with many international universities including the University of Wisconsin-Madison, Duke University, the University of Pittsburgh Medical Center, and the University of Pennsylvania. Partnerships entail curriculum and program design, admission agreements, research collaborations, faculty recruitment, and quality assurance criteria. Nazarbayev University’s first cohort graduated in June 2015 with over 400 students receiving bachelor’s degrees.**

The government’s Nazarbayev Intellectual Schools and Nazarbayev University still offer free education to the country’s high performing youth; however, because of limited seats and highly competitive standards of admissions, many elite Kazakh students seek to study abroad. Kazakhstan is a landlocked country with a stable political environment and a population of over 17 million. The recently rapid-growing economy is largely dependent on the country’s oil and gas reserves. due to falling oil prices and the economic downturn in Russia, the Kazakh currency has experienced significant recent fluctuations. While the Kazakh Tenge is predicted to stabilize, the wide and frequent variations in the exchange rate certainly affect families’ decisions about study abroad, with parents and students seeking more affordable
South and Central Asia

educational options. Most consider studying domestically or in the following countries: China, offering full scholarships specifically for Kazakhstani students; South Korea’s Flagship STEM schools, which attract full tuition to Kazakhstan students; and Russia, which generally is seen as more affordable; Germany for its tuition-free higher education; and for (MOE) a popular choice, Russia, for its similarity in education systems and familiar language. Kazakhstan’s new minister of education has announced that the education system will gradually become liberalized in 2019, and schools are expected to be taught in English in all schools across the country. Kazakhstan has over 48,800 students studying abroad, but fewer than five percent choose to study in the United States.

Nepal: Although Open Doors statistics show no increase in students going to the United States for higher education, Nepal still ranks in the top 25 places of origin of new enrollees in U.S. higher education, ranking 19th in 2015. Students in Nepal are attracted to countries where they expect an easy visa application process and/or reduced educational expenses. The Nepal Ministry of Education, Science, and Technology (MOEST) Overseas Studies (MOE) reports that of the total recipients of no objection letters from the MOE, 1,674 Nepali students permission to go abroad for higher education, 11,844 chose Australia, 7,933 chose Japan, and 1,190 chose Malaysia. Only 1,456 Nepalese students opted for education in the United States. To encourage more students to choose U.S. study options, EducationUSA Nepal continues extensive independent outreach efforts as well as collaboration with the U.S. Embassy (Public Affairs and Consular Affairs sections), providing information and encouragement to students outside the Kathmandu urban area. Bi-weekly Facebook chats are especially popular. These efforts are producing results, as there has been a substantial increase in the number of students seeking information and assistance from EducationUSA Nepal, with more than 67,000 students visiting the advising center from January to October 2015. This represents a 13 percent increase over the number recorded in 2014. The increasing interest in U.S. educational opportunities could indicate a possible increase in Nepali students on U.S. campuses in coming years.

Pakistan: The increase of Pakistani students in the U.S. is a testament to the intense collaborative efforts of 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.

Australia is expected lead to more institutions and partnerships with India. The U.S. Department of State launched the “Passport to India” initiative to triple the number of American students in India. In 2016 the initiative launched a massive online course (MOOC) entitled “The Importance of India” to increase awareness and interest among U.S. students.

The Government of India is drafting a new Education Policy that may increase opportunities for foreign universities to collaborate and operate in India, U.S. and Indian higher education institutions are very interested in dual degree and exchange programs, as well as in pursuing hybrid delivery of instruction.

The U.S.-Pakistan University Partnership initiative, funded by the Public Affairs Section of the U.S. Embassy Islamabad, establishes long-term, ongoing relationships between Pakistan-based universities and those in the U.S. 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.

Many governments in South Asia, notably Afghanistan and Pakistan, allocate funding each year for students to pursue higher education abroad, either through public or private scholarships.
their 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
• Across the region, most students lack high-speed internet connections making it difficult to download large files.
• Students in the region increasingly use smartphones and tablets. Facebook, LinkedIn, Twitter, YouTube, and Google+ continue to be very popular.
• Popular apps in South Asia include WhatsApp, Viber, Skype, and Google+.
• In Kazakhstan, social media pages are among of the strongest ways to promote study programs, scholarships, and EducationUSA center events. Kazakhstan advisers extensively use Facebook and Vkontakte (vk.com).
• EducationUSA advisers in the region use New Row and Skype to connect with local students. U.S. institutions collaborate with EducationUSA advisers to create content, share posts, and conduct virtual advising sessions.
• 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 EMK Center in Dhaka, Bangladesh schedules regular Skype sessions for students to interact with U.S. higher education institutions.
• In Afghanistan, few people have regular internet access. Information is shared over SMS. To send information via SMS about a U.S. institution or program, contact the EducationUSA adviser in Kabul for assistance.
• In Pakistan, YouTube, banned since 2012, became available to Pakistanis in 2015. Many Pakistanis continue to use alternative websites like 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 programs or offer insights into specific fields of study that may not be familiar. This subtle promotion of institutions or programs can significantly enhance recruitment efforts.
• Combine multiple partial financial aid awards into one award 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 your 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 security to families anxious about sending children abroad.

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2013/14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>4,583</td>
<td>-4.7%</td>
</tr>
<tr>
<td>Nepal</td>
<td>460</td>
<td>20.3%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>100</td>
<td>14.9%</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>54</td>
<td>-61.4%</td>
</tr>
<tr>
<td>Bhutan</td>
<td>38</td>
<td>46.2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2009/10</th>
<th>2013/14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyrgyzstan</td>
<td>2</td>
<td>27</td>
<td>1250.0%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>25</td>
<td>100</td>
<td>300.0%</td>
</tr>
<tr>
<td>Nepal</td>
<td>145</td>
<td>460</td>
<td>271.2%</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>21</td>
<td>37</td>
<td>76.2%</td>
</tr>
<tr>
<td>India</td>
<td>3,884</td>
<td>4,583</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

Regional EducationUSA Events
Use the EducationUSA website to find country-specific information about upcoming fairs, webinars, and other events and activities. Several EducationUSA Advising Centers plan local events in the coming year.

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 your participation. Visit www.educationusa.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 and 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 through six cities. For details, contact the REAC for Central Asia.

Afghanistan: An annual education expo has been initiated in Kabul. For two consecutive years, the event has attracted large numbers of interested students. If your institution is interested in having information available at the expo, contact the EducationUSA adviser in Afghanistan: islakai@sesafaf.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: jahani@educationusa.info.
EducationUSA Tour in 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 a good time for school visits. October, November, February, and March are fair times. Avoid summer, the first 10 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 mid-September. In 2016, EducationUSA participated in the spring event from March 31st - April 2, 2016, and will participate in the fall event planned for September 25-29. U.S. institutions are invited.

Tashkent-Advising@state.gov.

U.S. Study Abroad in the Region

South and Central Asia overall saw an increase of 5.2 percent in the number of U.S. exchange students, with 5,337 American students traveling to different countries in the region. India continues to attract the largest number of study broad students among countries in South and Central Asia. In 2013-2014 academic year, followed by Nepal with over 400 students in residence. For the 2013-2014 academic year, Tajikistan and Kazakhstan saw a significant rise, with the number of American students more than doubling, along with 50 percent increases in Bhutan and Kyrgyzstan.

Vietnam: October-November. Join education tours in April or during International Education Week in November.

Turkmenistan: August-November, April-June.

Advising centers in the Western Hemisphere (WHA) are located in U.S. embassies and consulates, bi-national centers, Fulbright Commissions, local higher education institutions (HEIs), ministries, and other non-profit organizations. 10 new centers opened within the last year in Brazil (Cuiaba, Maceio and Sao Paulo), Dominican Republic (Santo Domingo), Mexico (Puebla, Veracruz, Leon, Guadalajara, and Tuxtla) and Peru (Piura). Through EducationUSA Competitive College Clubs (CCCs) and other cohort advising models in Brazil, Bolivia, Mexico, Ecuador, El Salvador, and Peru, advisors 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, speaking conversation clubs, support test preparation efforts, establish reading clubs, and conduct mock interviews to help student prepare for the visa process.

The region’s Opportunity Funds program is currently available through EducationUSA centers in Argentina, Barbados, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Paraguay, Peru, Uruguay (new), and Venezuela.

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

EducationUSA advisers are expanding relationships with local high schools to include them in U.S. college and university visits, which has resulted in an increase of undergraduate recruitment, outside the typical international/private schools most often targeted by U.S. higher education. As a result, U.S. higher education institutions have received and accepted invitations to deliver training workshops for high school counselors along with EducationUSA.

EducationUSA Fairs are organized at least once a year in Mexico, Central America, the Caribbean, and South America, and attract massive crowds of qualified students interested in study in the United States. In 2015, EducationUSA in the Western Hemisphere supported Education Trade Missions organized by the U.S. Department of Commerce as well as multiple Regional and State 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 Ministries of Education, develop relationships with local higher education institutions, promote foreign exchange scholarship programs, and help local high schools organize events for students to increase awareness of breadth of academic options available to them. In the past year, Western Hemisphere 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 5-Steps to U.S. Study model and recommend a timeline. Additionally, in coordination with the Bureau of International Information Programs (IIP), EducationUSA promotes interactive web chats on topics related to the 5-Steps to U.S. Study.

For details, contact the EducationUSA center at eac@americancouncils.org.

EducationUSA Advising Centers in the Region

Anguilla, Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Cuba, Dominica, 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.
Advisers use virtual advising to target non-traditional audiences in remote locations like Patagonia, the Galapagos Islands, the Amazon, and the Canadian Arctic. Advisers use virtual platforms such as New Row, Skype, Google+ Hangouts, Facebook, and WhasApp to connect with students who are not able to visit EducationUSA advising centers.

EducationUSA advising centers, promote and facilitate MOOCs as tools to familiarize students with U.S. higher education and promote college readiness. Advisers also organize viewing parties with local students for virtual events in the region, sometimes hosted by U.S. embassies and consulates.

Advisers use social media to disseminate information about U.S. higher education to local students, leveraging Facebook, Twitter, Pinterest, YouTube, and Instagram to promote EducationUSA in-country services. Workshops and interactive web chats, virtual visits to centers by U.S. higher education institution representatives, virtual and in-person education fairs, and the EducationUSA Weekly Social Media Digest expand advisers’ reach to greater numbers of students. Western Hemisphere countries also target less frequently visited cities and provinces to reach new student audiences through social media.

Advising centers in Brazil, Chile, Ecuador, Mexico, Panama, Paraguay, and Peru 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. higher education institutions.

Western Hemisphere REACs and advisors in the region help U.S. Fulbright English Teaching Assistants (ETAs) and U.S. students in local higher education colleges gain advising skills to help these important decision influencers to 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 (NCAC) works with the Peace Corps to expand services to remote locations and non-traditional audiences beyond the traditional reach of EducationUSA advising centers.

As a result of President Obama’s 100,000 Strong initiative, international universities have expressed interest in developing and strengthening partnerships with U.S. higher education institutions to increase academic exchanges between the United States and the Western Hemisphere. EducationUSA advisers in several countries have acted as liaisons, offering workshops on best practices for study abroad and capacity building workshops to strengthen internationalization.

During the summer of 2015, the pilot EducationUSA Academy program targeted students from five countries in the Western Hemisphere (Brazil, Colombia, Ecuador, Mexico, and Peru), in the program’s initial year, 27 students hailing primarily from these countries engaged in a 4-week intensive English language program, complemented by workshops on college preparation and opportunities to experience American culture firsthand. So far, several Academy students from Brazil and Mexico have applied for undergraduate admission to the United States. In 2016, an expanded group of 10 U.S. higher education institutions will host the EducationUSA Academy, and students from around the world will participate.

Regional Overview

Canadians, Latin America and the Caribbean make up the Department of State’s Western Hemisphere region (WHA), a diverse area that spans over 35 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 119,818 students in the United States during the 2014-2015 academic year, Western Hemisphere countries are second only to Asia in terms of international student mobility to the United States. The governments of certain countries (Argentina, Bahamas, Brazil, Canada, Chile, Colombia, Dominican Republic, Ecuador, Mexico, Panama, Peru, Paraguay, and Uruguay) currently provide funding that supports this flow, and growing and stable economies in major sending countries, like Colombia and Mexico, lay the foundation for continued exchange.

Even with lower prices for metals and oil, Peru and Colombia 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 exponentially, strategically targeting cross-border opportunities. As a result, Mexico, Peru and Panama have allocated substantial resources to creatively develop industries while also expanding science, technology and innovation 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 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 community colleges, supported by the private sector. Additionally, 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 higher education institutions continue to maintain and expand partnerships, regardless of Brazil’s postponement of the foreign government scholarships has failed to dissuade Brazilian and U.S. higher education institutions from highly active partnership projects beyond the Brazil Scientific Mobility Program (BSMP). Education is a key priority of U.S. embassies in Latin America.

Recent Trends

• The 100,000 Strong in the Americas Innovation Fund managed through a four-way public-private partnership involving Partners of the Americas, NAFSA, the U.S. Department of State, and the White House, has completed nine grant competitions to support student mobility in the region. To date, the Innovation Fund has supported 70 grants to teams of 153 higher education institutions representing 19 countries, with Mexico-U.S. partnerships leading in winning funding. Join the Innovation Network at www.100kstrongamericas.org, where the latest announcements and information are posted.

EducationUSA centers and U.S. embassies actively work with local and U.S. higher education to encourage partnerships to increase student mobility. Bilingual centers offering Spanish and Portuguese language training are also eligible to submit proposals in partnership with local and U.S. higher education institutions.

• In an effort to retain students within the region, Caribbean Community (CARICOM) countries are offering students tuition support to enroll in local or regional higher education institutions. 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.

• Migratory trends and offers of in-state tuition rates continue to attract region-wide student mobility to Florida and New York. In the cases of Mexico and Canada, due to their proximity to the U.S., student interest is concentrated in California, Arizona, New Mexico, and Texas, in the south, and Massachusetts, Minnesota, and Michigan, in the northern U.S.

• Central American countries continue to report steady northbound mobility with a high-percentage of international students enrolled in two-year institutions. El Salvador surpassed Honduras this year with the largest increase (18 percent) in mobility from this sub-region. In the Andean region, there is more awareness of the benefits of community colleges and 2+2 programs. Both Ecuador and Colombia

Student Mobility (Five-Year Trend)

Source: Institute of International Education, funded by a grant from the U.S. Department of State, Open Doors Report on International Educational Exchange

![Student Mobility Chart](image)
Five Countries of Origin with Highest Percent Per Capita College-Age Student Mobility to the United States

<table>
<thead>
<tr>
<th>Country</th>
<th>2009/10</th>
<th>2013/14</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahamas</td>
<td>33,206</td>
<td>33,206</td>
<td>0.0%</td>
</tr>
<tr>
<td>Saint Kitts and Nevis</td>
<td>4,409</td>
<td>4,409</td>
<td>0.0%</td>
</tr>
<tr>
<td>Dominica</td>
<td>6,668</td>
<td>6,668</td>
<td>0.0%</td>
</tr>
<tr>
<td>Saint Lucia</td>
<td>16,629</td>
<td>16,629</td>
<td>0.0%</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>91,323</td>
<td>91,323</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Source: UNESCO Institute of Statistics; Indicator: College-Age Population.
Western Hemisphere

The EducationUSA center has already identified a small number of talented Cuban students who are good prospects for study in the United States and is working with them to improve their chances for scholarships.

Mexico: With the objective of increasing regional economic development, the U.S., Mexico, and Canada have increased access to academic mobility within the North American region. Based on the Mexico-U.S. Bilateral Forum on Higher Education, Innovation, and Research (FBIRESII), the U.S., Mexican and Canadian Governments, in collaboration with the private and education sectors of each country, respectively, continue to focus on academic mobility, language acquisition, workforce development, research and innovation, and border relations.

Panama: The Panamanian Government successfully launched its Panama Bilingue program. The first 1,400 participants have already enrolled for English immersion and teacher training in a program that includes leadership, methodology, classroom management, assessment, content/language integration training, and practices. Panama Bilingue enjoys a three-year commitment by the Panamanian government. Panama Bilingue seeks to expand the pool of higher education institutions hosting their teachers. Additionally, the National Secretary of Science, Technology, and Innovation (SENACYT) seeks agreements with institutions overseas, with the United States a priority destination.

Peru: Peru is investing heavily in education with the goal of creating a more competitive and highly prepared generation of citizens. Peru can study abroad at any highly ranked university in the world and be fully sponsored by the government of Peru. Lack of well-developed English language skills continue to be an obstacle to student mobility to the U.S. so the Peruvian Government is partnering with U.S.-Peruvian binational centers throughout the country to offer 18 months of intensive English to a cohort of over 5,000 undergraduate students to prepare them to apply to U.S. universities after completion of undergraduate degree. EducationUSA centers in all binational institutions organize cohort advising programs to increase the number of scholarship recipients choosing to study in the U.S.

What to Expect in the Next Three to Five Years

North and Central America and the Caribbean

- EducationUSA Canada continues to encourage traditional and non-traditional audiences’ interest in studying in the U.S. to new immigrants, French-speaking communities, and Aboriginal Canadians constitute part of the EducationUSA Canada portfolio. Increased outreach, supported by U.S. consulates in Canada, continues to be a priority, especially now that Canada is included in the 100,000 Strong in the Americas initiative.
- The Alliance for Prosperity between the U.S. Government and El Salvador, Guatemala, and Honduras is focused on a comprehensive approach to advance good governance, prosperity, and citizen security. Local governments and U.S. embassies are developing strategies to help achieve these goals, making education a priority. Watch for continuing initiatives to promote academic exchanges and workforce development.
- 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.
- As workforce development continues to be a priority for most Central American countries, interest in short-term certificate programs and partnerships between technical universities and community colleges continues to grow. The main objectives of these initiatives are to prepare programs and students to partner with U.S. community colleges and provide vocational education to workers in emerging industries such as renewable energy, tourism, and mining.
- In early 2015, the governments of Mexico and the United States signed a letter of intent to establish a J-1 internship exchange program between the two countries. The agreement represents an opportunity to strengthen the U.S.-Mexico bilateral relationship, and will become one of the strongest ways to support mobility in the North America region.
- 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 strengthening 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 stability. In 2015, 45 students received support to engage in academic exchange in the United States.

South America: Andean Region

- 2016 is a presidential election year in Peru, which could have an impact on current policies. Regardless of the results, government support to help talented students and promote education abroad is expected to continue in the next administration. Although dropping prices in metals have affected Peru’s economy, the country continues to show sustainable growth, with the IMF projecting GDP growth of five percent. Peru is among the number of Peruvian students pursuing higher education in the U.S. is expected to rise. Peruvians are becoming more aware of the array of academic options the U.S. higher education system offers. The image of U.S. higher education continues to be favorable and five of the six most popular presidential candidates are graduates of U.S. universities.
- Bolivia has been affected by lower prices in metals. However, compared to other Andean countries, Bolivia was better prepared for a difficult economic environment. The IMF expects the country to grow at a rate of 4.3 percent, similar to its 2015 growth rate. Bolivia will continue to show increased interest in studying abroad as a solid middle class continues to grow. Low English levels are an obstacle, but more students from non-international schools continue to receive English language training.
- Ecuador’s development goals faced challenges in 2015 and will continue to do so in the next several years due to an economic recession. A massive earthquake in April 2016 imposed an additional burden on the country’s economy. Despite these economic and political forecasts, the Ecuadorian Government continues to invest in education and this focus will continue in 2017, because current reforms have paved the way for students to seek better quality higher education options and to focus on research and innovation. Interest in study in the U.S. at both undergraduate and graduate levels remains high. English skills are expected to improve due to the impact of a new cohort of more qualified U.S.-trained teachers resulting from the government scholarship program.
- As Colombia’s Peace Accord process moves forward, U.S. institutions’ interest in Colombia is expected to expand. A peace agreement is expected to result in more U.S. academic collaboration, with professors and students researching and working in Colombia. The peace accord will not only attract more student mobility to Colombia, but should also lead to more economic and political stability and prosperity, increasing the number of Colombian students able to study abroad. A high-level partnership dialogue between the U.S. and Colombian governments continues, and more opportunities are expected for co-funded educational programs.
- Venezuela’s economy is facing inflation approaching 100 percent and progress has been slow. Regardless of the current economic situation, Venezuelans continue to pursue study in the United States, reflected by a 12.4 percent growth of investing in human capital and building long-term institutional stability. In 2015, 60 students received support to engage in academic exchange in the United States.

U.S. Study Abroad

Top Five Receiving Countries in the Region

<table>
<thead>
<tr>
<th>Destination</th>
<th>2013/14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>8,578</td>
<td>1.0%</td>
</tr>
<tr>
<td>Mexico</td>
<td>4,445</td>
<td>19.2%</td>
</tr>
<tr>
<td>Argentina</td>
<td>4,301</td>
<td>-5.5%</td>
</tr>
<tr>
<td>Brazil</td>
<td>4,226</td>
<td>0.1%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>3,699</td>
<td>76.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country Name</th>
<th>2009/10</th>
<th>2013/14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haiti</td>
<td>85</td>
<td>740</td>
<td>770.6%</td>
</tr>
<tr>
<td>Colombia</td>
<td>180</td>
<td>439</td>
<td>143.9%</td>
</tr>
<tr>
<td>Guyana</td>
<td>51</td>
<td>114</td>
<td>123.5%</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>1,058</td>
<td>1,884</td>
<td>78.1%</td>
</tr>
<tr>
<td>Belize</td>
<td>1,541</td>
<td>2,667</td>
<td>71.3%</td>
</tr>
</tbody>
</table>

EducationUSA Regional Reach

2015 EducationUSA in Western Hemisphere made 1,231,246 contacts

Centers

| Contacts made through Advising centers | 609,129 |
| Contacts made through Outreach Activities | 123,051 |
| Contacts made through Virtual Activities | 299,066 |

Outreach

| Education fairs | 557,708 |
| American Centers | 5,039 |
| Local Universities/Secondary Schools | 670,029 |
| Other fairs/conferences/seminars | 62,582 |
| Host government events | 3,194 |
| Embassy/consulate events | 6,397 |
| Public locations | 10,858 |
| Other activities | 10,324 |

Virtual*

| Social Media Platforms | 295,651 |
| Webinars, DCVs | 3,415 |

* Includes social network page likes, profile friends, or group members; video views; Skype contacts; blog and mini blog discussions; digital slides; conference participants; and EduUSA participant contacts.

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increase in enrollment. Economic challenges have forced Venezuelans to find alternative sources of funding to cover studies abroad.

South America: Southern Cone
Even though a government fund created in 2011 has been impressive, political instability in the country has contributed to a hold on enrollment growth. Brazil, a government supported scholarship programs. The economic crisis and local university strikes, however, are motivating Brazilian students to pursue education abroad. EducationUSA’s recent Brazil Roadshow received more than 6,000 students seeking information about U.S. study. Idioms without Borders, a Brazilian Government agency for scholarship programs, provides free intensive English classes to students at federal universities in Brazil, forming a substantial pool of prospective students for future study abroad.

• Although Argentina is already the leading English-speaking country in South America for U.S. students, the country remains focused on expanding the number of students it recruits. Many Argentine universities begin to recruit U.S. students, capitalizing on the large presence of U.S. citizens attending Argentine universities. Many Argentine universities have expressed interest in forming partnerships with U.S. universities to teach Spanish and Latin American Studies to visiting U.S. students in order to solidify Argentina’s position as a top U.S. study abroad destination.

• Chile, now an OECD (Organization for Economic Co-operation and Development) member country, hopes to see a steady growth in the number of students pursuing higher education in the United States. The Chilean government’s efforts to increase in undergraduate study over the prior year. Chile’s new education reform focuses on creating long-lasting effects on the Chilean education system, with efforts underway to guarantee the right to a free education to all students in the poorest 50 percent of the population. The government has increased funding by students with the Chilean higher education system continues to make studying in the United States a more appealing option. For example, a government-supported scholarship program, has awarded over 5,500 scholarships since 2008 at the undergraduate and doctoral levels.

• Canada: The Killam Fellowships Program, administered by the Fulbright Commission, provides an opportunity for exceptional students and scholars from universities in Canada to spend one semester or a full academic year as an exchange student in the United States. The Killam Fellowships Program provides a cash award of $5,000, in addition to $10,000 for the full academic year.

• Bahrain: Bahamian students to the United States, with a 3.3 percent increase in the number of students studying in the United States. Group Education USA administers a loan program allowing Bahamian students to $10,000 per year. Approximately 25 percent of applicants ultimately receive these loans.

• Barbados: The Barbados Scholarships and Externships are merit-based undergraduate scholarships awarded to approximately 30 students with high scores on the CAPEx examinations or in an associate degree program at the Barbados Community College. The scholarship pays for tuition, airfare, and a small stipend of about $3,500 per year. Students can study at home or abroad. Additionally, the National Development scholarships provide approximately 10 scholarships each year in various disciplines based on training needs of the country’s public and private sectors.

• Bolivia: In 2014, the Bolivian Ministry of Education launched the “Becas de Estudios para la Soberanía Científica y Tecnológica” scholarships—100 scholarships aimed at professionals who graduated from Bolivian public universities and interested in the graduate study in STEM disciplines. EducationUSA advisers continue to advise students who have won the scholarship to offer guidance through the process.

• Brazil: The Brazil Scientific Mobility Program (BSMP), which has awarded more than 32,000 scholarships to Brazilian students to attend U.S. universities, is on hold. Despite expectations after the political instability of this year is resolved.

• Colombia: The Colombian Foundation for Higher Education, Science, and Technology (CONICET), has increased the number of students studying in the United States. Approximately, 55 Colombian scholarships have been offered since 2008 at the graduate level, with the United States the second most popular destination with 1,263 scholarships (479 PhDs and 784 masters’) awarded. Thanks to EducationUSA and the U.S. Mission in Chile, progress has been made toward including U.S. colleges and universities among the study options for the “Tecnicians for Chile” program.

• Costa Rica: The Costa Rica-USA Foundation (CRUSA) fellowship program provides scholarships to qualified Colombian graduate students to study abroad: 1,509 students benefited from a loan scholarship in 2015, and 22 percent of those chose to study in the United States. 294 students study at the master’s degree each year. Students can study at home or abroad. Additionally, the National Development scholarships provide approximately 10 scholarships each year in various disciplines based on training needs of the country’s public and private sectors.

• Cuba: The Bolivarian Republic of Venezuela has a total of 5,500 scholarships offered by the Venezuelan government for students to study in the United States. The Bolivarian Scholarship Program (BSMP), which has awarded more than 32,000 scholarships to Brazilian students to attend U.S. universities, is on hold. Despite expectations after the political instability of this year is resolved.

• Dominican Republic: The Ministry of Higher Education, Science, and Technology (MESCYT) continues to support the study abroad. 2015, and 22 percent of those chose to study in the United States. 294 students study at the master’s degree each year. Students can study at home or abroad. Additionally, the National Development scholarships provide approximately 10 scholarships each year in various disciplines based on training needs of the country’s public and private sectors.

• Chile: Becas Chile, a government scholarship now administered by the National Commission for Scientific and Technological Research (CONICYT), has increased the number of students studying in the United States. The Ministry seeks to develop partnerships with U.S. research-focused universities to establish articulation agreements. Additionally, MESCYT co-sponsors 10 Fulbright-MESCYT scholarships each year for the fields of technology, basic sciences, engineering, economics, film, fine art, public administration, education, TESOL, agriculture, and animal sciences.

• Ecuador: The National Secretariat for Higher Education, Science, and Technology continues to provide opportunities for study abroad for both graduate and undergraduate students. The scholarship covers master’s and doctoral studies and is awarded to the best student in each of the areas of study. The scholarship is valued at up to $30,000 per academic year.

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Western Hemisphere

- EducationUSA Colombia has developed an electronic virtual adviser, “EID,” available 24 hours a day for consultations.
- EducationUSA Mexico’s episodic animated series “Vamos a Estudiar en USA” is designed to connect with a younger audience and provide useful information on studying in the U.S. with Latin America and the Caribbean.
- EducationUSA Mexico City has developed a blog that highlights all U.S. financial aid, as well as local sources of funding in Mexico.
- EducationUSA Brazil has developed an online curl advising program with a set schedule for sessions that is being reproduced in several cities to support virtual discussions.
- Venezuelans rely heavily on social media for information on U.S. universities. Security concerns in the country make it hard for students to attend events in person, making virtual events such as EducationUSA’s CollegeWeekLive fairs very popular.

Successful Recruiting Strategies
- Attend regional college fair tours in Mexico (August/March), South America (August/September), Central America (March), and the Caribbean (October/November).
- Interact with students through EducationUSA webinars and in-person presentations at advising centers.
- 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 involve prominent national schools to their recruitment list with great success.
- Stay abreast of faculty-led study abroad programs at your institution and 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 professor exchanges, research/internship programs, and group study abroad for both-in-bound and out-bound students.

Regional EducationUSA Events
Rely on the EducationUSA website and country Facebook pages to find current country-specific information about upcoming fairs, webinars, and other events and activities. Contact the appropriate REAC for the area in which you are interested to participate in beginner adviser training thematic sub-regional workshops, and capacity building workshops for local higher education institutions. See the REAC map earlier in this publication to identify REACs assigned within the region.

Fairs and Conferences
- Brazil: EducationUSA organizes the Brazil Roadshow to six cities before or after Brazil’s premier international education conference FAUBAI. This is a great opportunity to recruit student and faculty key leaders in internationalization, or to establish partnerships.
- Caribbean: Aside from traditional independent sponsored Caribbean College Fairs, EducationUSA Antigua, Bahamas, Barbados, Nevis, Trinidad and Tobago, and Jamaica host fairs featuring large public and research institutions, small liberal arts colleges, historically-black colleges and universities, and community colleges. Fall 2016. To register contact ncac@educationusa.info.
- Mexico: EducationUSA and COMEXUS continue to host the U.S.-Mexico Academic Mobility Fair in fall (Southern and Central Mexico) of 2016 in spring of 2017 (Northern and Central Mexico). These multi-city circuits attract approximately 4,000 students each. To register contact mexicofair@educationusa.info.
- South America: The 2015 South American EducationUSA Fair Circuit attracts over universities with more than 215 representatives traveling through 13 cities and with 35,000 students attending the fairs. With full support of the U.S. Mission in all countries, the 2016 South America EducationUSA Fair Tour takes place August 31st - September 26th, 2016. http://educationusafair.org/university.
- Central America, Dominican Republic, and Haiti: The Next Central America, Dominican Republic, and Haiti fair circuit is planned for spring of 2017. To register, contact centralamerica@educationusa.info.

Center Events
- Venezuela organizes presentations on U.S. study geared to the deaf community. EducationUSA Chile and Ecuador organize training workshops for high school counselors on U.S. higher education.
- EducationUSA Costa Rica hosts its annual EducationUSA camp supported by the U.S. Embassy. The program trains students on writing essays, testing practices, and searching for colleges that fit their needs. Contact: costarica@educationusa.info.
- EducationUSA Honduras hosts its first Capacity Building Workshop for higher education institutions on the topic of internationalization. The Embassy will invite U.S. higher education institutions as virtual trainers. Contact: ncac@educationusa.info.
- EducationUSA Canada organizes its monthly webinar series, highlighting the application process. Contact: ottawa@educationusa.info.

U.S. Study Abroad in the Region
Costa Rica continues to be the region’s top receiving country with 8,379 U.S. students studying abroad, making it the eighth most popular study abroad destination for U.S. students. Argentina is the 14th world leading destination of U.S. students, and number one in South America. Brazil, Ecuador, Peru, and Chile are also leading host destinations in the region, ranked 15th, 16th, 19th, and 20th, respectively. Other rapidly growing destinations for American students studying abroad include, Chile, with a 96 percent increase from the previous year and Peru, which is rapidly becoming a leading destination with a 15 percent increase last year.

EducationUSA advising centers in Brazil, Colombia, and Mexico are seeing very high levels of interest among university and public and research universities interested in increasing exchange programs, encouraged by the 100,000 Strong in the Americas Initiative. The number of U.S. students in Colombia increased by 293 percent. Despite the travel warning which remains a barrier to some institutions, there has been an increase in faculty-led programs to Colombia.

Currently ranked 13th in the world, Mexico is regaining its regional lead as reflected by the 19 percent increase in the number of U.S. students traveling to study there. Similar to education consortia that promote study in a particular state in the United States, several Mexican states have launched initiatives attempting to counteract the negative images of travel in Mexico. Mexico is the only country with a single large public and research institution, 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 U.S. to the Caribbean (7.8 percent) is the result of faculty-led programs as well as functional established exchanges, focusing on health-related fields, as well as on gender and social issues. The leading receiving countries include the Dominican Republic, Cuba, Bahamas, Jamaica, and Haiti.

EducationUSA advising centers in the region work closely with U.S. Fulbright grantees and Gilman scholars to provide volunteer opportunities and create support networks as a way to enrich students’ study abroad experiences in the region.

Best Times of Year to Interact with Students

Canada .............................................. September–November, January–early March, May
Mexico ............................................. August–October, February–May
Central America .................................. January–March, September–October
Caribbean ........................................... September–November, January–early March
South America (Andes and Southern Cone) ................. March–June, August–November

Avoid the two weeks surrounding Easter for all of Latin America and the Caribbean. Carnival in Latin America and the Caribbean should be avoided, as well as independence anniversaries celebrated throughout the region.