



Global Guide 2016



2016 GLOBAL GUIDE

The Global Guide is a joint publication of IIE and the U.S. Department of State's Bureau of Educational and Cultural Affairs. Unless otherwise noted, student mobility statistics are drawn from the 2015 *Open Doors* Report on International Educational Exchange, produced by the Institute of International Education (IIE) and sponsored by the U.S. Department of State.

CONTENTS

Introduction2

Services for U.S. Higher Education Institutions3

EducationUSA: By the Numbers6

Regional Educational Advising Coordinator (REAC) Map6

EducationUSA Advising Center Levels of Service8

Social Media9

Sub-Saharan Africa10

East Asia and Pacific.....17

Europe and Eurasia25

Middle East and North Africa.....37

South and Central Asia44

Western Hemisphere53

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 about 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: EdUSAOppportunity@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 at U.S. colleges and universities. The steps give students a timeline and practical tips to navigate the American higher education sector. Your 5 Steps to U.S. Study is available online at www.educationusa.state.gov.

U.S. Study Abroad

EducationUSA advisers around the world are experts 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.



2 million+

Social Media "likes"

8,100+

Subscribers to the Higher Education eNewsletter

5,814,682

2015 Website Unique Visitors

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 how vital it 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 -- not bitter 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.

- Participate in EducationUSA Regional Fora held overseas to convene representatives of the U.S. higher education community and members of the EducationUSA network as they examine regional recruitment strategies and explore opportunities for collaboration.

- Host EducationUSA advisers for visits and training programs on your campus. Ensuring that advisers have access to current information and skills-based training is essential to the success of the EducationUSA network. The following opportunities are available:

- **EducationUSA Training Institute:** Each two-week EducationUSA Training Institute is comprised of a Washington, D.C.-based workshop, with sessions at the U.S. Department of State and campus-based training. Further information, including the application to host on-campus training for EducationUSA advisers, is available online at www.educationusa.state.gov.

- **Campus Visits/Higher Education Association Conferences:** Experienced advisers represent EducationUSA at a variety of U.S. higher education association conferences each year. During their time in the United States, advisers have the opportunity to visit colleges and universities accessible from conference

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.

- Encourage prospective students to connect with EducationUSA advisers early in the college search and application process to access guidance and ensure accurate information.

- Demystify the U.S. application and admissions process by directing international students to *Your 5 Steps to U.S. Study* at www.educationusa.state.gov.

- Conduct market research to identify audiences of prospective students in regions or countries that fit your institution’s recruitment priorities. In addition to the regional information contained in this guide, take advantage of *The Open Doors Report on International Educational Exchange*, and the EducationUSA Center and/or Country Fact Sheets available on the EducationUSA website.

- Visit EducationUSA Advising Centers to engage student audiences and gain exposure for your school or program. REACs and advisers can help you make the most of your international recruiting trips. Contact local centers in advance to arrange meetings or school visits, schedule presentations with students, or attend a college fair.

- Encourage your international alumni to get involved with EducationUSA advising centers. Word-of-mouth is an important factor in building institutional

name recognition overseas, and alumni can be excellent ambassadors. EducationUSA advisers can assist in setting up alumni presentations.

- Leverage state and regional consortia relationships with the EducationUSA network to promote your institution to students abroad. EducationUSA works with 30 state and regional consortia that promote U.S. cities, states, and regions as destinations for international students.

Increase Reach

In addition to resources such as PowerPoint presentations and country reports, EducationUSA offers a variety of services for U.S. higher education including:

- Enabling U.S. higher education professionals to access the EducationUSA network of advisers and Regional Educational Advising Coordinators (REACs)

- Connecting with Washington D.C. EducationUSA staff and embassy representatives

- Participating in EducationUSA Interactive webinars as content experts.

- Subscription to the monthly *Higher Education Institution (HEI) News Content*

- Scheduling structured visits to EducationUSA centers

- Accessing special programming, regional fairs, and other events

- Providing social media platforms that help schools engage prospective international students

Login Access

The U.S. higher education section of the EducationUSA website helps institutions develop and refine their international student recruitment strategies. Free logins are available to employees of U.S. postsecondary institutions accredited by bodies recognized by the Council for Higher Education Accreditation (CHEA) and U.S. Department of Education, as well as higher education professional membership associations. A higher education professional login enables users to access information that can be found only on the [EducationUSA.state.gov](http://www.educationusa.state.gov) website.



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.

Number of In-Center Contacts, by Type	
Individual advising appointments	111,750
Advising by phone or SMS (each conversation)	273,752
Advising by email	624,205
Group advising attendees	164,513
Walk-ins/library/computer users	405,336
U.S. Institution Representatives	9,276
MOOC Camp Attendees	3,443
Total	1,592,275
Number of Event Attendees, by Outreach Activity	
Education fairs	1,133,885
American Corners/Centers	45,119
Local universities/secondary schools	309,596
Other fairs/conferences/seminars	169,348
Host government events	11,224
Embassy/consulate events	25,675
Public locations	700,420
Total	2,395,267
Number of Virtual/Social Media Contracts, by Type	
Social networks - pages likes	2,011,184
Video/Video channels video views	3,166,819
Skype Contacts & IM advising calls	17,077
Blog follows	68,251
Twitter/microblog follows	254,235
Digital Video Conference (DVCs) participants	2,486
EducationUSA webinar participants	2,368
"Study in the States" webinar participants	3,557
Virtual fairs - EdUSA booth & session visitors	124,988
Mobile app users	2,635
Total	5,653,600
Unique website visitors (Center and flagship websites)	
Total Website visitors	5,814,682
Total	15,455,824

Regional EducationUSA

Advising Coordinator (REAC) Map



EducationUSA Advising Centers

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
- Organizes public presentations for visiting U.S. representatives at off-site locations
- Hosts visiting U.S. representatives for thematic presentations on U.S. higher education
- Organizes general U.S. higher education orientation sessions, often featuring visiting U.S. school representatives
- Provides information on local government and foundation scholarships, and other financial aid
- Displays college- and university- provided materials
- Adheres to the EducationUSA Principles of Good Practice

Standard

- 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
- Is able to verify Ministry of Education recognition/certification of local high schools and universities
- Facilitates communication with local secondary and tertiary institutions for visiting U.S. representatives
- 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
- Employs 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

- Displays U.S. college- and university- provided materials
- Provides access to internet-based video conferencing equipment
- Offers pre-departure information/ orientations
- Participates in college fairs, hosting the EducationUSA booth
- Provides briefings for visiting U.S. representatives on the local education system
- Is able to verify Ministry of Education recognition/certification of local high schools and universities
- Organizes general U.S. higher education orientation sessions, often featuring visiting U.S. school representatives
- Adheres to the EducationUSA Principles of Good Practice
- 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

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.

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 (77,168), EducationUSA Delhi (51,789) and the USEF-Nepal EducationUSA Advising Center (51,131). The flagship EducationUSA Facebook page reached 240,278 Likes, and is followed by StudyUSA-Egypt (134,051) 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 (1.69%), EducationUSA Cape Verde (1.24%) and EducationUSA-Uberaba (.95%). Looking ahead, a number of centers have begun

to explore the use of Instagram and messaging apps like WhatsApp.

EducationUSA Interactive

The EducationUSA Interactive series, produced in collaboration with the U.S. Department of State’s Bureau of International Information Programs, consists of live streamed video web chats featuring international students, U.S. higher education representatives, and other experts discussing timely themes such as American campus culture, financing U.S. study, and the U.S. visa process. The 12 EducationUSA Interactive programs produced in 2015 attracted thousands of viewers from around the world who were able to pose questions and get answers in real time using the program’s popular live chat feature. The Interactives — on topics such as Muslim student experiences, LGBTI campus communities, and support for international students with disabilities — were recorded and later uploaded to YouTube, where they can continue to be viewed in their entirety. In addition, individual questions and answers from the presentations were edited into short, digestible clips of no more than one minute for quick and easy reference.

EducationUSA Virtual Fairs

For the fourth year, EducationUSA partnered with CollegeWeekLive (CWL) for a virtual international student college fair during International Education Week. The November 2015 event attracted over 21,000 individual attendees. Students from over 200 countries and territories once again interacted with EducationUSA


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 three additional 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.

EducationUSA Website

In March of 2015, EducationUSA proudly launched a new, mobile-friendly website, EducationUSA.state.gov, which serves as the central information hub for the EducationUSA network. With automated translation into 90 languages, international students and their parents can find reliable information about opportunities to study in the U.S. Our over 400 advising centers each have a dedicated page which showcases their offerings and provides links to locally-focused EducationUSA social media channels. In addition, advisers regularly post information about upcoming in-person and virtual events to the site, making it the best place to find listings of EducationUSA events worldwide. The site provides resources for U.S. higher education users, State Department employees, and EducationUSA advisers. Qualified visitors to the site can request a login to gain access to key education market intelligence including the annual *EducationUSA Global Guide*, 170 *Open Doors* country fact sheets, and more.



Facebook
Likes: 2 million+
Pages: 221



Twitter
Followers: 250,000+
Pages: 172



YouTube
Views: 5,8 million+

Sub-Saharan Africa

Regional EducationUSA Profile

Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Republic of the Congo, Democratic Republic of the Congo, Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, The Gambia, Ghana, Guinea, Guinea Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Reunion, Rwanda, Sao Tome & Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, St. Helena, Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia, Zimbabwe

50

EducationUSA
Advising Centers
in the Region

29 Comprehensive
17 Standard
4 Reference



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 60 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 43,000 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 advisees 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 forces combine to re-orient 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 2011. 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. In 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



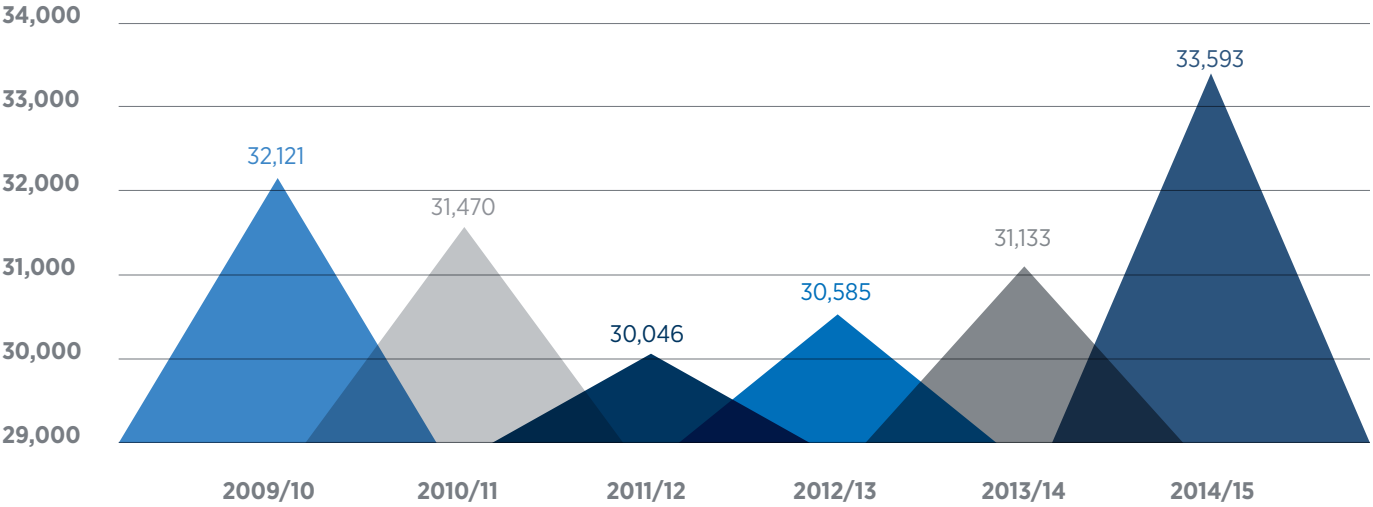
assessment of what they have to offer. An example of the cutting-edge imperative for research collaboration comes from former Sen. Richard Lugar, APLU president Peter McPherson, and former Agriculture Secretary Dan Glickman: "Why are developing-nation universities so important for food security? First, 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 and 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 2,160 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

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*



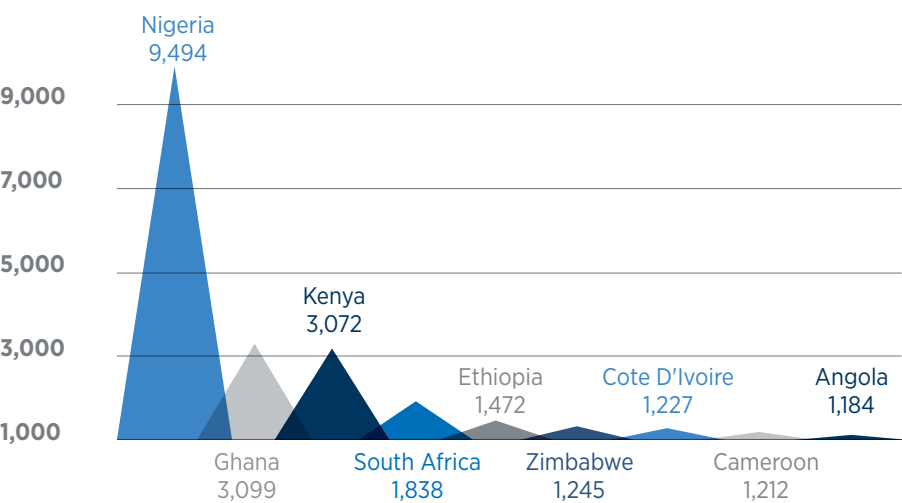
Sub-Saharan Africa

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 doctoral programs. African enrollment at the graduate level 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 list of top 40 countries whose students earned U.S. doctorates in 2014: Nigeria had 87, Kenya 72, and Ghana 62. 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 students took the GMAT in Africa than in Eastern Europe.

African countries that send predominantly undergraduates to the United States include Somalia (84%), Cabo Verde (83%), Angola (80%), Gabon (80%), Equatorial Guinea (78%), Burundi (77%), Swaziland (71%), and Lesotho (70%), followed by Cote

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



d'Ivoire, Gambia, Burkina Faso, DR Congo, Congo-Brazzaville, Guinea, Mali, Mauritania, Namibia, Rwanda, Senegal, Tanzania, Togo, and Zambia, all above 60 percent.

Countries with the highest proportion of their undergraduates enrolled in community colleges are found in Central and West Africa: Equatorial Guinea (77%), Congo Brazzaville (55%), Gabon (50%), followed by ten other countries with over 40 percent of undergraduates getting a community college education, most of them French or Portuguese speaking countries—Angola, Benin, Burkina Faso, Cabo Verde, DR Congo, Guinea, Mali, Niger, Sierra Leone, and Sudan.

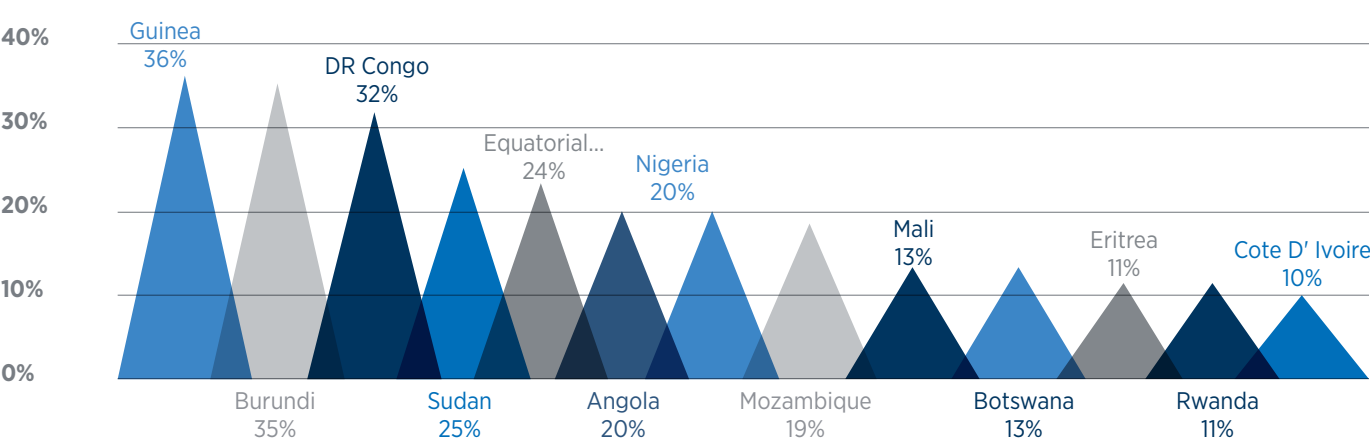
As shown in the accompanying charts, Africa now claims nine countries enrolling more than one thousand U.S. students,

with Nigeria towering over all of its neighbors. Thirteen African countries recorded more than a 10 percent increase in U.S. enrollments. Robust increases in several of these countries indicate that even during times of political transition, families remain motivated to send children to the U.S. for study.

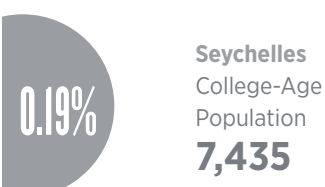
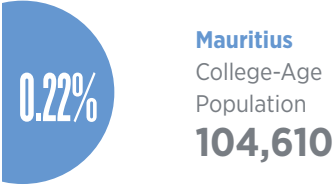
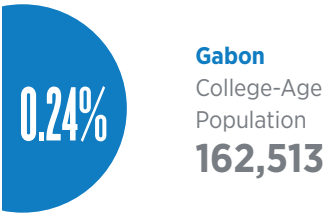
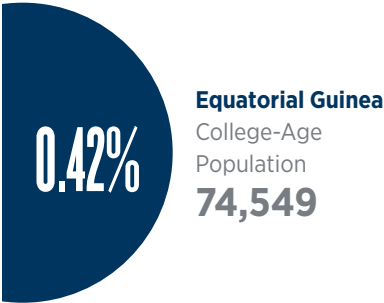
Enrollment in U. S. Intensive English Language Programs has skyrocketed, increasing by 39 percent; and although this represents only 2,200 students, the trend is encouraging. The accompanying graphic (see "Intensive English Students" chart) lists countries sending the largest number of Intensive English students to the U.S.

Africa's research scholar numbers increased by 8 percent in a region hungry for research capacity, with nearly 2,000

Fastest-growing countries: 1-year increase



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



Source: UNESCO Institute of Statistics; Indicator: 2013 Population of the official age for tertiary education, both sexes

scholars active in the United States last year. Leading producers of scholars are: Nigeria followed by South Africa, Ghana, and Kenya, which together account for 53 percent of the total.

Recent Trends

- **Economic:** Falling oil prices may affect the flow of African students to the United States if that trend continues. However, there are only six oil-dominated countries in the region (Angola, Congo Brazzaville, Equatorial Guinea, Gabon, Nigeria, and South Sudan). As of spring 2016, EducationUSA advisers are not reporting significant changes in African students' enthusiasm for U.S. education. The American brand remains powerful, but families are planning more carefully.

A survey conducted by the Institute of International Education (IIE) concluded that "90 percent of Nigerians and South Africans would go to the United States, given the choice. The U.S. is perceived to have a top-quality higher education system and many scholarships, especially for talented students. The U.S. is also regarded by students as welcoming and is perceived to have good student support services."

GDP growth in Africa remained stable at 5 percent in 2015. Foreign Direct Investment (FDI) remains encouraging. According to the Financial Times, in 2014 FDI in Africa increased 45 percent to \$61 billion. This is a sign of African economies growing more attractive to investors, and as a result, confidence is building among parents about their ability to send their children to the United States for education. FDI growth was particularly strong in Central and East Africa and in the service sector, including the fast-growing areas of mobile telecommunication and financial services.

Another factor affecting African students' ability to study in the United States is income stratification and the rise of the middle class. There is considerable media buzz about the 120,000 millionaires on the African continent, a number growing at 5 percent per year. The Economist calculates that while only eight percent of African families are defined as middle income (\$10-\$20 per capita per day) or above, the growth of this sector has skyrocketed despite high unemployment and fragile economies. In fact, five African countries—South Africa, Nigeria, Cameroon, Ghana,

Kenya, and Sudan — now count more than 10 percent of their population as middle income. So even though income equality may not be improving as rapidly, increasing wealth is an indication that more families can afford a U. S. education.

- Demographics:

According to UNICEF's *Generation 2030/ Africa Report*, Africa's under-18 population will increase from 547 million in 2015 (47 percent of total) to nearly 1 billion in the next 35 years. In 15 African countries, more than half the total population is under 18. According to projections, Sub-Saharan Africa will experience a unique demographic transition, with an estimated 258 million Africans expected to reach prime working age (15-25 years) by 2025. The median age in Africa is 19.7 years of age, while in the developed world, the median age is 40. This means that more

Intensive English Students

Country	2014
Angola	639
DR Congo	182
Cote D'Ivoire	177
Burkina Faso	176
Equatorial...	134
Gabon	125
Mali	117
Senegal	113

Regional Student Totals by Top Five Countries of Origin

Country	2014/15	% Change 2013/14
Nigeria	9,494	19.9%
Ghana	3,099	6.3%
Kenya	3,072	-4.0%
South Africa	1,838	7.1%
Ethiopia	1,516	-2.9%

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 Ph.Ds. 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 Ghana’s limited programs is all but 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 African Institute of Mathematical Sciences, the World Bank’s African Centers of Excellence and Tertiary Education in Africa programs, and others are examples of regional collaboration offering unprecedented opportunity for U.S. institutions willing to explore partnerships.

Virtual and Social Media Usage

Sub-Saharan Africans are described as ‘leapfroggers’ 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 bank accounts on their phones, 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:

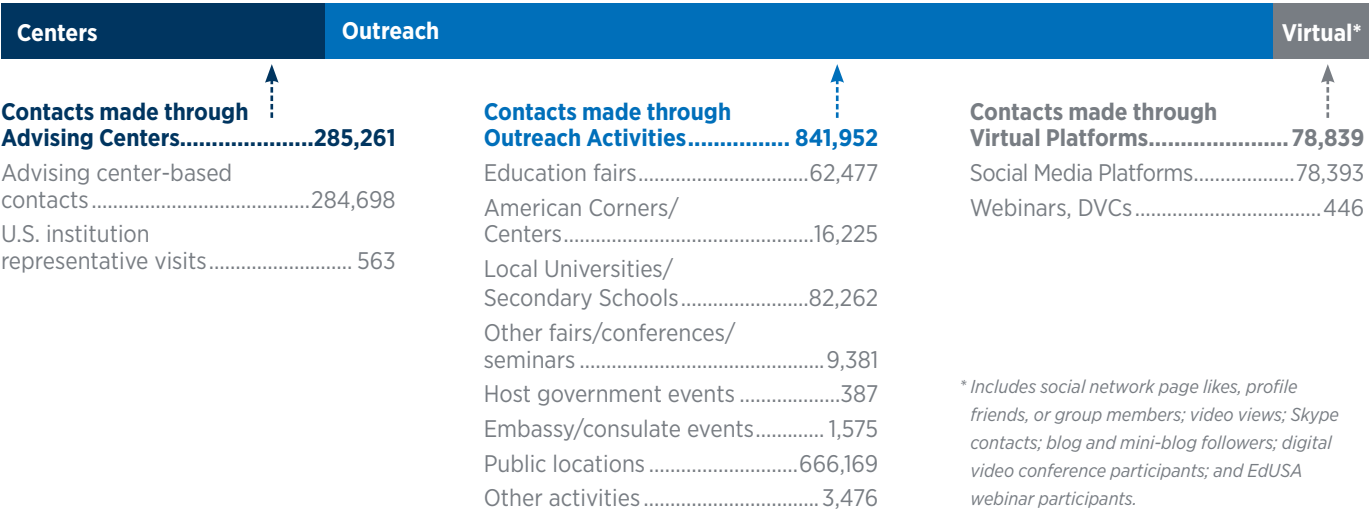
- Developing a student ambassador program. Ask students from the region who are studying in the United States to help promote their institution when they come home.
- Engage with your alumni. Local alumni understand the market, and can represent your school at events held in locations to which travel may be impractical. EducationUSA Botswana, Malawi, and Cabo Verde recently held college fairs that attracted over 400 students each.
- 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 recruiting strategy is to cooperate with EducationUSA to engage these schools.
- 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



Top Five Receiving Countries in the Region		
Destination	2013/14	% Change
South Africa	4,968	-6.9%
Ghana	2,301	10.3%
Tanzania	1,294	4.5%
Kenya	1,022	-17.4%
Uganda	685	-1.0%

Five Countries (with over 100 students) with Highest Percentage Growth, U.S. Students (Five-Year Trend)			
Country Name	2009/10	2013/14	% Change
Gambia	18	118	555.6%
Rwanda	126	322	155.6%
Cameroon	70	175	150.4%
Sierra Leone	69	128	85.5%
Malawi	126	223	77.0%

Sub-Saharan Africa

a good investment for U.S. universities and colleges at both the undergraduate and graduate level.

- Personal touch resonates in Africa, not only through in-person contact with prospective students, but also through featuring successful local graduates with whom prospective students identify on your school website. African advisers post these stories on local EducationUSA Facebook pages in ways that highlight successes and promote U.S. institutions.

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

- EducationUSA advisers can help you interpret grading systems across the region and advise you on standards and eligibility for admission to local schools.

Regional EducationUSA Events

- In March 2016, EducationUSA held its Africa Regional Forum in Accra, Ghana. The event was attended by 55 U.S. colleges, universities, testing and credential evaluation partners, 40 EducationUSA advisers and over 500 students who attended the associated college fair. This made the Africa Regional Forum the largest gathering of U.S. higher education institutions ever to assemble anywhere on the African continent.
- Also in March, the U.S. Department of Commerce and EducationUSA collaborated on Commerce’s first-ever Education Trade Mission to Africa, with

Best Times of Year to Interact with Students

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
East Africa March-June, October-November

Times to avoid travel: Ramadan, Easter, Christmas, and exam periods (April-June and November-December).

25 U.S. higher education institutions and high-visibility coverage attracting over 20,000 students to fairs in Johannesburg, Accra, and Abidjan.

- EducationUSA Nigeria Annual College FairSeptember 26-29 of 2016, offering excellent opportunities to meet the country’s top prospective students at both the undergraduate and graduate levels in Lagos and Abuja

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

Stay connected! Join the closed Facebook group, EducationUSA Africa, for the latest regional news, including features on the economy, social media, demographic developments and success stories.

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 13,266. 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. ★

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

Country	2010/11	2014/15	%Change
Congo, Dem. Rep. of/Zaire	252	755	199.6%
Equatorial Guinea	119	314	163.9%
Rwanda	457	800	75.1%
Angola	699	1,184	69.4%
Mozambique	76	108	42.1%

199.6%

Congo, Dem. Rep. of/Zaire has the largest percentage growth in the region over the last five years (with over 100 students)

East Asia and Pacific

Regional EducationUSA Profile

Australia, Brunei, Burma, Cambodia, China, Federated States of Micronesia, Hong Kong and Macau, Indonesia, Japan, Laos, Malaysia, Mongolia, New Zealand, Palau, Papua New Guinea, Philippines, Republic of Fiji, Republic of Korea, Republic of the Marshall Islands, Samoa, Singapore, Taiwan, Thailand, Tonga, Vietnam

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 (REACs) and numerous advisers provide guidance in understanding the region’s varied education landscapes.

Regional Overview

Spanning 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 274,439 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 63,000 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 academic programs 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 OPT 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, Australia, and Canada included among other popular study destinations for Taiwanese students. Students from Taiwan tend to have very strong English language skills and are interested in study abroad

63

EducationUSA
Advising Centers
in the Region

18 Comprehensive
17 Standard
28 Reference



East Asia and Pacific

programs to enhance their educational experience. Many Taiwanese families are also interested in scholarships to offset the cost of U.S. 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 NAFSA conference to promote student mobility by fostering institutional partnerships between U.S. and Japanese colleges and universities. The website now has a matchmaking feature to allow universities to shop online for potential partners. As more Japanese universities move to quarter systems, expect increased opportunities 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.

Association of Southeast Asian Nations (ASEAN)

In 2015, the United States and the ten nations that make up ASEAN elevated their relationship to a strategic partnership in recognition of the importance of cooperation for the future of all economies. Over the past five years, the United States has worked collaboratively with ASEAN and its member states to develop programs that focus on the development of economic integration, maritime engagement, opportunities for women, and cultivation of emerging leaders. Recognizing that youth represent 65 percent of the population in ASEAN countries, the United States is committed to developing the future of the region through youth development programming, such as the ASEAN Youth Volunteer Program (AYVP), the Fulbright U.S.-ASEAN Visiting Scholar Initiative, the ASEAN-U.S. Science and Technology Fellows Program, and the Young Southeast Asian Leaders Initiative (YSEALI), all of which create a pipeline of prospective students with a greater interest in U.S. higher education opportunities.

- 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

Countries in the Spotlight

Burma: Following this year’s historic elections, Burma is in a democratic transition period, carrying out reforms across multiple sectors. The U.S. Embassy in Burma has increased engagement with the Ministry of Education 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 last five years there has been a 53.5 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 8,012 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 an increase in Malaysian government scholarships. Malaysia continues to develop as an educational hub in the region, attracting 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 socioeconomic issues. Since 2012, the Mongolian government has implemented the Higher Education Reform Project funded by the Asian Development Bank. A grant of 3.5 billion MNT (approx. \$1.25 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 education 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 Hungarian 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 to Five 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.

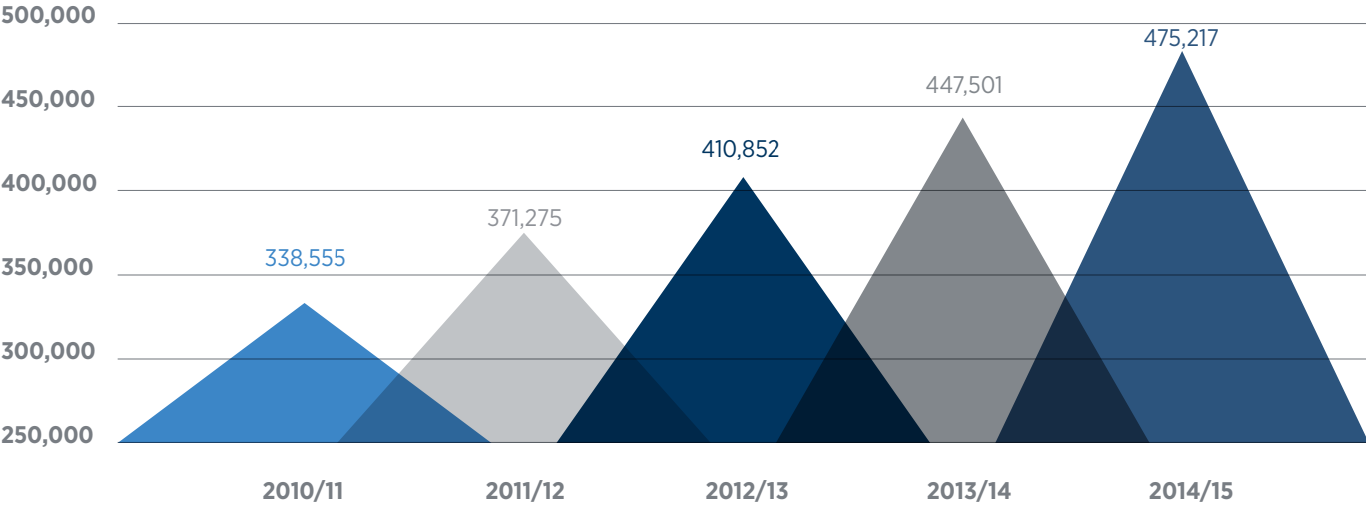
- Ongoing economic reforms and the transition to a democratically elected government in Burma in 2016 continue to attract foreign investment. That investment leads to relatively high paying jobs for which competition will be fierce. Students will be motivated to pursue educational opportunities abroad 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, urbanization, 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 issued a notice that from January 1, 2016 diplomas of doctorate, graduate, and undergraduate degrees awarded

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



East Asia and Pacific

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 over 8,000 in 2014-2015, a 3.4 percent increase from the 2013-2014 academic year. According to estimates 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 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 2016 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.

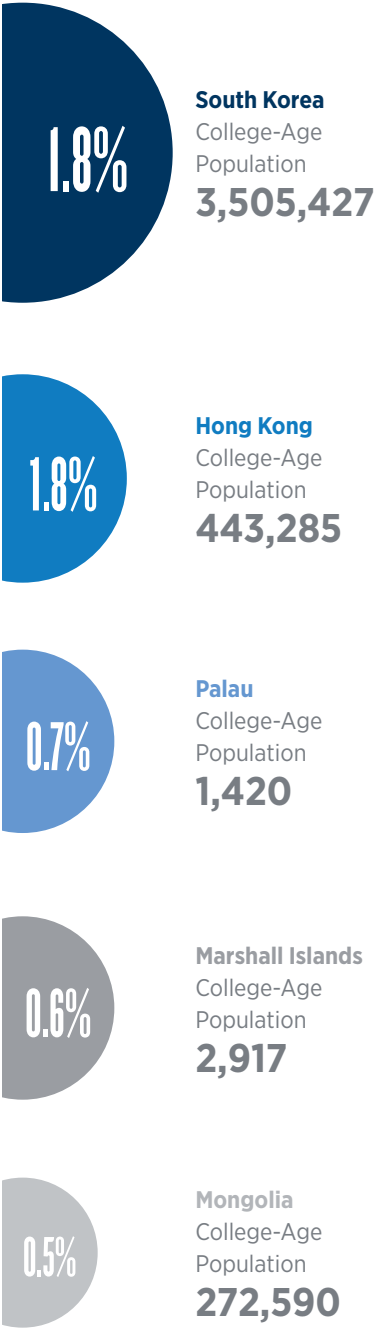
Foreign Government and Private Funding

- **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/scholars-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 WMO Programs.
- **Hong Kong:** The Sir Edward Youde Memorial Fund Scholarship Schemes www.wfsfaa.gov.hk/sfo/en/seymf/about/about.htm provide financial support to outstanding students from Hong Kong for overseas postgraduate studies. Fellows are expected to return home after graduating and contribute significantly to Hong Kong's development. The Institute of International Education (IIE) Hong

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



Source: UNESCO Institute of Statistics; Indicator: 2013 Population of the official age for tertiary education, both sexes

Kong office also manages a number of scholarships for students in Hong Kong www.iie.org/en/Offices/Hong-Kong/Scholarships-Programs.

- **Indonesia:** The Indonesian government awards scholarships every year for graduate study in a wide array of disciplines www.lpdip.kemendiknas.go.id. In order to increase mutual understanding and research among various religious groups, the Ministry of Religious Affairs (MoRA) offers scholarships for students interested in pursuing religious studies majors www.scholarship.kemendiknas.go.id. A variety of other scholarships are available through organizations such as the Fulbright Commission infofulbright_ind@aminef.or.id, The United States – Indonesia Society (USINDO) sumitro@usindo.org, and the Indonesian Scholarship and Research Support Foundation (ISRSF) info@isrsf.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's top 100 colleges and universities, as indicated by *Times Higher Education* or the Shanghai Ranking. In addition, 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

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

Country	2009/10	2014/15	%Change
China, People's Rep. of	157,558	304,040	93.0%
Cambodia	340	492	44.7%
Myanmar	796	1,067	34.0%
New Zealand	1,164	1,472	26.5%
Vietnam	14,888	18,722	25.8%

93%

The People's Republic of China has the largest percentage growth in the region over the last five years (among countries with over 100 students studying in the US)

Regional Student Totals by Top Five Countries of Origin

Country	2014/15	% Change 2013/14
China, People's Rep. of	304,040	10.8%
South Korea	63,710	-6.4%
Taiwan	20,993	-1.3%
Japan	19,064	-1.4%
Vietnam	18,722	12.9%

East Asia and Pacific

plus living stipend and airfare. Some of the more well-known scholarship programs include the Public Service Commission Scholarship, Ministry of Defense Scholarship, the A*STAR Scholarship, and the Singapore Industry Scholarship. Comprehensive lists of scholarship providers can be found from the BrightSparks websites at <http://brightsparks.com.sg/> and scholarshipguide.com.sg.

- **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 www.scholarship.moe.gov.tw/. Taiwan's Ministry of Science and Technology offers scholarships for Ph. D. degree-

seekers www.most.gov.tw/dc/ch/list?menu_id=86a4402e-47a6-45b9-a06c-71a2ba2d8fbb.

- **Vietnam:** Government-sponsored training of university faculty and government officials has two sources:
 - **Project 165** <http://vp165.vn> sponsored 1,500 government officials at overseas universities for graduate level training through 2015.
 - **Project 911** www.vied.vn sponsors 10,000 university faculty for doctoral study at overseas universities through 2020.

Virtual and Social Media Usage

- **Australia, New Zealand, and the Pacific Islands:** Facebook and Twitter users dominate these markets. However, Bebo 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. In 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 [blockedinchina.net](#)). Most social media users in China communicate via WeChat, and it is very common for Chinese students and parents to exchange information and discuss study abroad in WeChat friend circles.
- **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, Linkedln, and the highly popular local platforms Naver and Daum. The vast majority of students accesses social networks via smartphone applications and mobile technology, as South Korea is a world leader in embracing the latest high-speed mobile technology.

- **Mongolia:** As of June 2015, Mongolia counted 2,121,900 internet users in among its 3 million residents, with 84 percent of them in the capital city of Ulaanbaatar and the remainder scattered among Mongolia's 21 provinces. Sixty-two percent of mobile subscribers in Mongolia use smartphones connected through a modern 3G network to access Facebook and Twitter, the two most popular social media platforms in Mongolia. Approximately 500,000 Mongolians receive daily information from Facebook. The popularity of Facebook in Mongolia is sustained by local mobile service operators who provide Facebook's Free Basics application, enabling users with no internet connection access to Facebook and other websites.
- **Southeast 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 smartphones. 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.

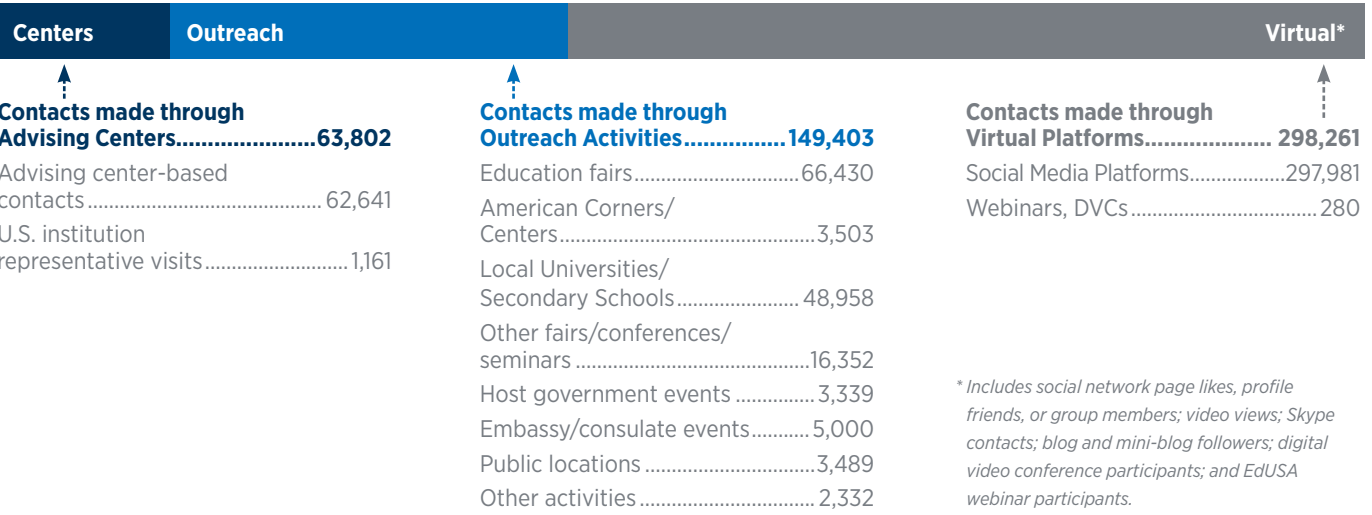
Successful Recruiting Strategies

- 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 relationships with influential local high school counselors and help them better share information with students.
- Include the use of Chinese social media such as Wechat to reach 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

EducationUSA Regional Reach
2015 EducationUSA in East Asia and Pacific made **511,466** contacts



U.S. Study Abroad

Top Five Receiving Countries in the Region		
Destination	2013/14	% Change
China, People's Rep. of	13,763	-4.5%
Australia	8,369	0.6%
Japan	5,978	3.8%
South Korea	3,219	5.8%
New Zealand	3,021	8.2%

Five Countries (with over 100 students) with Highest Percentage Growth, U.S. Students (Five-Year Trend)			
Country Name	2009/10	2013/14	% Change
Indonesia	221	508	129.9%
Thailand	1,231	1,919	55.9%
South Korea	2,137	3,219	50.6%
Vietnam	686	1,000	45.8%
Philippines	238	329	38.2%

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**
Rely on EducationUSA's website and Facebook page for up-to-date information about upcoming fairs, webinars, and other events and activities in the region or in specific countries of interest.
- Fairs and Conferences**
United States higher education institutions can leverage regional travel or events with country briefings from EducationUSA advisers, meetings with U.S. embassy public affairs and consular staff (subject to scheduling availability), presentations at EducationUSA advising centers, or visits to local high schools or colleges. In addition to the many in-person 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 Forum:** The 2016 EducationUSA East Asia Pacific Regional Forum will be held from September 20-22, 2016 in Seoul, 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, Osaka), September 17 (Fukuoka), and September 19 (Naha).
- **The EducationUSA Pavilion at the Asia-Pacific Association for International Education (APAIE):** The 2017 APAIE Conference will be held in March in Kaohsiung, 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:** The 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 includes 17 cities in nine countries. www.educationusa.state.gov.
- **South Korea:** The EducationUSA Get out of Seoul (GOOS) 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 exams or 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, with many businesses and schools 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. Efforts like this help 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 local 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 over 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 promotional 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 exchanges may thus be advisable to build initial capacity and increase exposure to exchange programs among Burmese faculty and administrators.

South Korea: The number of U.S. students studying in South Korea has increased steadily over the last few years, riding both the “Korean Wave” of modern Korean pop culture, and increased interest in Korea as a destination for business, industry, and cultural study. 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 boasts 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 student mobility increase more than 10 percent over the previous year, including Armenia, Estonia, Kosovo, Montenegro, and Slovenia. Several other countries in the region saw an increase after several years of decline, including Albania, Armenia, Azerbaijan, Belarus, Czech Republic, Ukraine, Hungary, Kosovo, and Portugal.

Interest in the U.S. among 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, Kosovo, Italy, Belarus, and Armenia. Among European countries sending graduate students to the United States, the top five are Turkey, 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



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 reveal 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 to help them gain better employment opportunities in an increasingly competitive job market in Europe. These numbers are likely to rise if European universities continue to display interest in forming linkages and exchange partnerships with their U.S. counterparts.

Many opportunities exist for U.S. higher education institutions (HEIs) to engage with students in Europe and Eurasia. EducationUSA continues 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 tours for U.S. schools include the Southeastern Europe Tour through the Balkan States (seven cities in seven countries), the Baltics Tour (four cities in three countries), and the Eurasia Tour

(seven cities in seven countries). Other highlights include the record-breaking College Day in London that drew over 4,700 visitors and 180 exhibitors. The new L.L.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.

Cohort 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 essentials like testing and application 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.

Hungary also launched the Roma Student Initiative to reach underserved Roma students in Hungary. In Portugal, new external fundraising efforts resulted in increased support for underserved students in STEM fields.

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.

EducationUSA helps U.S. institutions reach a highly educated, well-prepared, and diverse European and Eurasian student population through a variety of outreach and partnership opportunities. European students generally have a high level of secondary education, possess excellent English skills, and adjust quickly to U.S. culture and student life.

Recent Trends

- 90,625 students from Europe and Eurasia studied in the United States in the 2014 -2015 academic year, an increase of just over 4 percent from the previous year. While European Union (EU) countries aggressively compete for international students,



interest in studying in the United States among European and Eurasian students remains strong.

- Notable growth in student mobility was seen in Kosovo (51.8 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).
- Universities in more economically stable European Union countries continue to attract students from Central and Eastern Europe due to affordable or free tuition and proximity to other European countries. Over the past five years, for example, 22 percent more Slovak students studied in other countries in the EU while the United States enrollment of Slovak students dropped by 8 percent. Precipitous drops in U.S. study can be partially attributed to demographic changes—university age populations in Bulgaria and Romania, for example, have decreased by 28 percent over the past ten years.
- European universities are increasingly interested in exchange partnerships with U.S. higher education institutions that

provide students with opportunities to experience the benefits of U.S. higher education while still earning their degrees locally.

- Despite political transitions in a number of countries in the Eurasia, students remain interested in U.S. educational opportunities and many Eurasian countries saw an increase in student mobility according to the 2015 *Open Doors* 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 three Education USA centers reach talented students interested in studying 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 noticed an increase in the ability of students to partially fund higher education

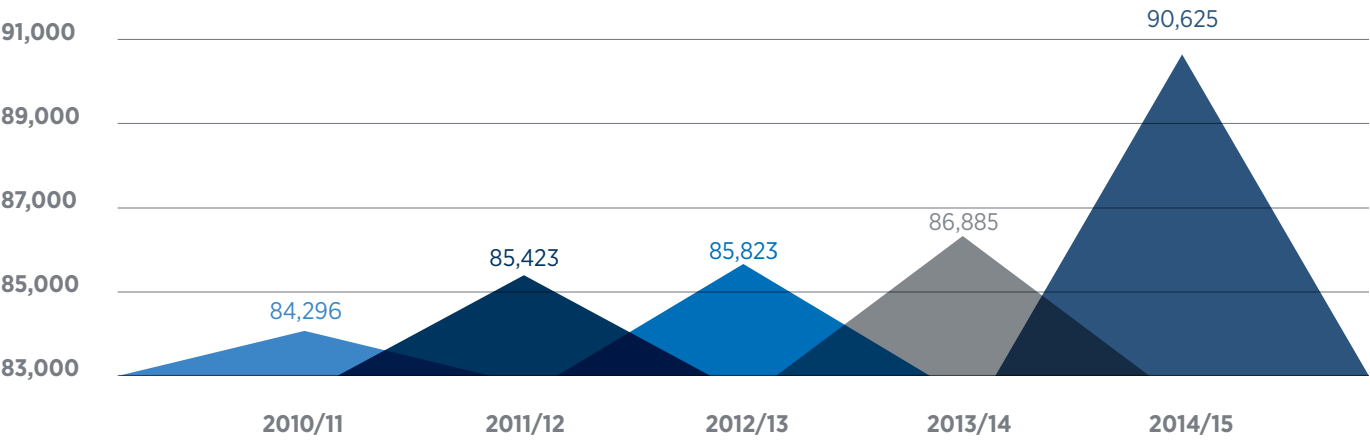
abroad. Advisers have also noticed an increased interest in community colleges. The English language level of students is often high, and students generally score over 80 on the TOFEL iBT, with many scoring over 100. This is the result of early introduction of English language classes in elementary school, 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. Bosnia 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.

Croatia: The EducationUSA center at the Institute for the Development of

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*



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 and U.S. universities. 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 skilled in sports such as tennis, volleyball, soccer, and swimming and are candidates for athletic scholarships. The EducationUSA center hosts a cohort advising program specifically for athletes.

Germany: Germany is one of the United States' most important education mobility partners in Europe, and there are numerous ways to interact with German students and universities:

Germany is the leading sending country for J-1 U.S. high school exchanges, and alumni of these secondary exchange programs are an excellent target audience

for postsecondary recruitment. EducationUSA advisers report interest among German high-school students in U.S. universities' summer sessions to build practical skills including English language competency. Many German students interested in full-time university study in the United States are alumni of U.S. as high-school exchanges, au pair programs (numbering 4,141 in 2014), or other pre-college programs.

Thirty-one percent of German students in the U.S. are pursuing undergraduate degrees, with 87 percent of Germany's 3,155 visiting students enrolled in 4-year programs. Offering in-state tuition rates to international students makes education in the United States more attractive and is a viable alternative to tuition-free education in Germany.

German institutions place a high value on cooperation with higher education institutions worldwide, and are often willing to contribute financially to sustainable partnerships. There are over 2,000 existing cooperation agreements between German and U.S. universities. According to the latest *Open Doors* report, 35 percent of German students in the United States are enrolled in non-degree programs, demonstrating the value these students place on experiential learning and skill building.

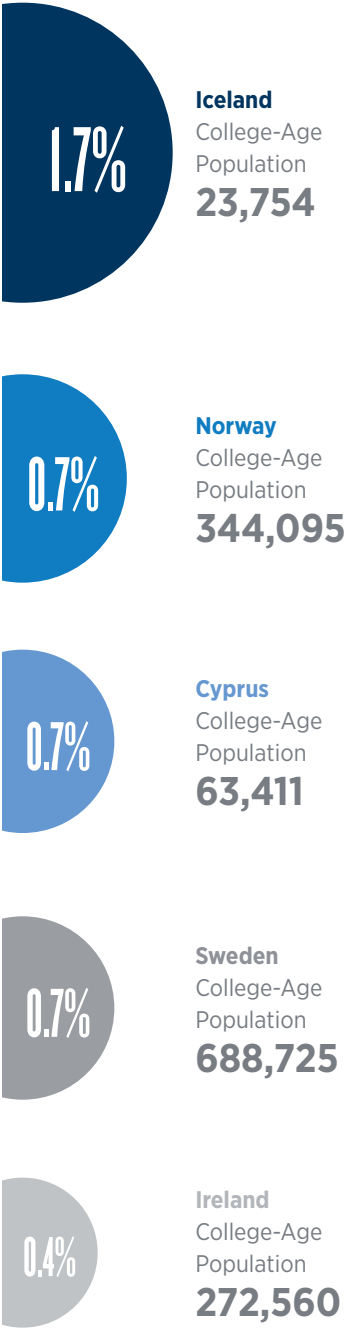
Short-term study at a U.S. university as part of a German university degree is also a highly sought after experience. EducationUSA advisers report that interest in semester exchanges exceeds available exchange placements, so

U.S. universities that expand these offerings are well positioned to attract more German students. Internships and volunteer opportunities in the United States are also in high demand.

Ireland: The United States is one of Ireland's top international education partners. According to the latest UNESCO data, the United States is the 2nd most popular study abroad destination for Irish students, while the 2015 *Open Doors* report shows Ireland as the seventh most popular global destination for U.S. students. 1,192 Irish students studied in the U.S. in 2014-2015, while 8,823 U.S. students studied in Ireland. Irish and U.S. universities have developed several strategic partnerships, including the Science Foundation Ireland's U.S.-Ireland Research and Development Partnership. Ireland's Marine Institute was also named lead partner on the Atlantic Ocean Research Alliance Coordination and Support Action project, which addresses key scientific and societal challenges.

Portugal: Student mobility from Portugal to the United States is on the rise. In 2014-2015, after several years of decline, Portugal 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

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



Source: UNESCO Institute of Statistics; Indicator: 2013 Population of the official age for tertiary education, both sexes

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

The number of undergraduate students from Portugal in the United States continues to increase. Students also express interest in community colleges, and just under 30 percent of Portuguese undergrads in the United States enroll at community colleges. English is Portugal's second most spoken language and Portuguese students' average TOEFL score is 95. Portuguese students score higher on the SAT than other international test-takers, making them highly qualified applicants for U.S. study.

There is a misperception that most Portuguese students cannot afford education abroad, but a review of data from the past year indicates that over 60 percent of undergraduate students and nearly 50 percent of graduate students are at U.S. public institutions where financial aid is not as plentiful for international students, indicating an ability for students from Portugal to contribute to their own education.

Spain: According to the 2014-2015 *Open Doors* data, Spain saw a significant increase in student mobility to the United States for the ninth year in a row. Spain is the fifth largest sending country in Europe and has experienced a considerable mobility shift over the past five years with a nearly 42 percent increase in numbers of students traveling to the U.S. seeking college degrees. Though Spanish students remain interested in United States study at the graduate level, most of this growth is at the undergraduate level, meaning that more Spaniards are studying in the United States earlier in their academic careers.

Nearly 5,000 of the contacts serviced by the EducationUSA center in Spain during the 2014-2015 academic year were engaged through outreach events, underscoring the Spanish preference for personal contact. The EducationUSA fair is an effective forum through which to personally reach this student audience. It is also important to note that approximately 15 percent of students visiting the EducationUSA center express an interest in Summer Study or ESL. Though fees for undergraduate education in Spain in the public system are nominal,

education at public colleges in Spain is not free and private universities cost approximately €15,000 per year. Nearly half of Spaniards enrolled in the United States choose public institutions, which typically offer less financial support, indicating that a significant proportion of Spanish students are able to fund at least part of a U.S. education. At the graduate level, in addition to Fulbright, several foundations, including La Caixa, a Catalán foundation, provide substantial funding for U.S. graduate studies and research.

Ukraine continues to undergo tremendous change since the revolution in 2014. Educational reforms are led by very Western-oriented Ukrainian government officials, including many who are English-speaking and foreign-educated. As noted in the 2015 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 the past year with growth concentrated in the undergraduate market. Ukraine implements a large Opportunity Funds Program and several Competitive College Clubs at various locations throughout the country. This

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

Country	2010/11	2014/15	%Change
Spain	4,330	6,143	41.9%
Kosovo	121	170	40.5%
Denmark	1,149	1,602	39.4%
Sweden	3,236	4,507	39.3%
Slovenia	178	245	37.6%

41.9%

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

Europe and Eurasia

year, EducationUSA will add Lviv as a stop on the popular Eurasia 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, making 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. \$35,500) 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.us.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-interest 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 countertrend driven by tuition increases at UK 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 Eurasia. For most Eurasian 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 Eurasia studying in the United States has risen by 7.5 percent in the past year; student mobility from Eurasia is up by 10 percent from five years ago, even as the college-age population has decreased 21.8 percent over the same period. The number of Eurasians studying in the United States at the undergraduate level increased 10 percent from the previous year, and this uptick in undergraduate enrollment corresponds with a steady increase in the number of Eurasians 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.

Foreign Government and Private Funding

Governments in 20 European and Eurasian countries offer scholarship programs for their citizens to study abroad: Albania, Austria, Azerbaijan, Cyprus, Czech Republic, Denmark, Estonia, France, Georgia, Macedonia, Netherlands, Norway, Romania, Russian Federation, Slovak Republic, Slovenia, Sweden, Switzerland, Turkey, and Ukraine.

- **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 Study Abroad Scholarship (Udlandsstipendium) 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 48 Dutch universities. International students, including Americans seeking degrees

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 tuition for international students.
- **Macedonia:** The Ministry of Education and Science awards scholarships to students accepted to any of the top-100 ranked universities overall 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 Lanekassen 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

U.S. Study Abroad

Top Five Receiving Countries in the Region

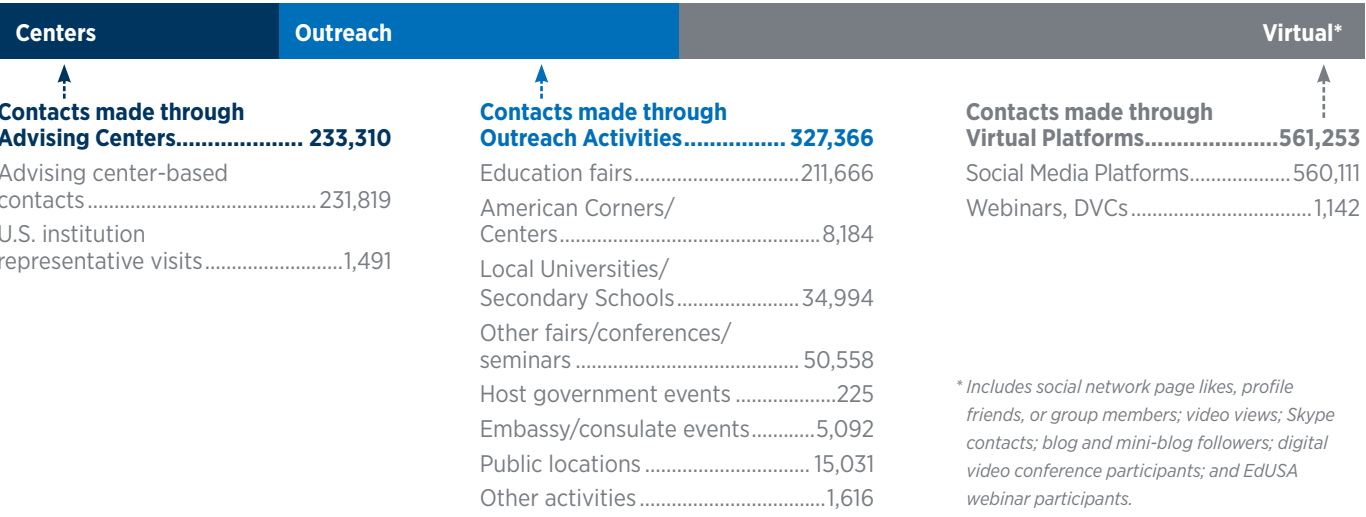
Destination	2013/14	% Change
United Kingdom	38,250	5.6%
Italy	31,166	4.4%
Spain	269,49	2.5%
France	17,597	2.2%
Germany	10,377	8.7%

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	178.8%
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 EducationUSA in Europe and Eurasia made **1,121,929** contacts



Europe and Eurasia

case). Norwegian citizens with a high school diploma are eligible to receive approximately \$28,000 in loans and stipends each year for full-time study.

• **Russia:** Several programs in Russia award scholarships for study abroad including the Global Education Program for graduate studies in high-tech (engineering), public administration, education administration, and social services fields (particularly public health and health administration). www.educationglobal.ru/en/

• **Sweden:** The United States is the number one global destination for Swedish students and the U.S. has enjoyed a 39 percent growth in Swedish students over the past five years. Two-thirds of Swedish students in the U.S. are undergraduates and community colleges are also popular. This steady growth should increase with new and more flexible “CSN” (the Swedish Government authority in charge of financial aid for studies) rules. As of July 1, 2015, Swedish students may take out additional loans to cover higher tuition expenses and living costs in foreign countries such as the U.S. English language programs and distance education programs also qualify. To receive student aid for countries outside the EU, Swedish students must study full-time for at least 13 weeks.

• **Slovenia** The government continues to offer various scholarships for study abroad. The highest among these is the Ad Futura scholarship. Selected students can receive up to \$35,000 annually for the duration of their program. This program funds both graduate and undergraduate students. www.sklad-kadri.si

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.state.gov/centers/yerevan-american-councils

• **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

• **Croatia:** Several Croatian foundations award competitive scholarships for graduate students at targeted U.S. universities such as Harvard and Georgetown University, among others. www.iro.hr/en/scholarships-for-higher-education/scholarships-portal-wwwstipendijeinfo/

• **Greece:** More than 10 private foundations provide scholarships for Greek students to study in the United States. www.educationusa.state.gov/centers/fulbright-athens

• **Moldova:** The Western NIS Enterprise Fund (WNISEF) 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 and supports 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

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/.

Virtual and Social Media Usage

• Over 10,000 students and parents now follow the EducationUSA Facebook page in Albania. 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. Parents are very motivated to send their children to the U.S. and are often able to contribute toward their education. The center hosts many 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/Fulbright Belgium & Luxembourg 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 CorPlus, 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 graders 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.

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 to engage 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



Europe and Eurasia

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 Funds 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 higher education institutions. Erasmus+ provides funding to students for study in the United States through an articulated partnership agreement for recognition of credit. The Erasmus+ program provides opportunities to establish joint and dual degrees, and U.S. higher education institutions can be part of these consortia(formerly Erasmus Mundus but now part of Erasmus+).

- Understand differences in university admissions in Europe and Eurasia. The college application process is typically less cumbersome in Europe than in the U.S. and in some cases all that is needed for a student to gain admission is a single exam result and an application. Students 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 prospects individually 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/EAIE2016EdUSAPavilion or www.eaie.org/home/conference/liverpool.htm

- **USA College Day- London** The EducationUSA Advising Center at the U.S.-UK Fulbright Commission continues the highly successful annual USA College Day in2016. 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 Nicosia (October 4). www.facebook.com/pages/EducationUSA-US-Higher-Education-Professionals/1452856251623238?sk=events&key=events

- **The EducationUSA College Night** The EducationUSA center at the Fulbright Commission in Belgium and Luxembourg holds its annual event September 26. 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 \$2,500 scholarships to Dutch freshmen.

- **Eurasia 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>

- **Baltics Tour** EducationUSA is planning to hold this event every two years, usually attached to the Eurasia Tour. The next Baltics 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 13, 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.stipendije.info/en/fair/exhibitors

- **LL.M. Tour** EducationUSA Europe and Eurasia hosts the second LL.M. Tour in November 2016, with stops in Amsterdam, Brussels, Paris, Oslo, Vienna, Zagreb, and Dublin. <https://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 LL.M 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.studyinlithuania.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. ★

Opportunities for Participation in European Union Programs

Erasmus+
www.ec.europa.eu/programmes/erasmus-plus/index_en.htm
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 2 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/education/opportunities/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 design and deliver the program to their students. www.eacea.ec.europa.eu/erasmus-plus/actions/key-action-1-learning-mobility-individuals/erasmus-mundus-joint-master-degrees_en
- **The Fulbright-Schuman Program** funds graduate and post-graduate study for American and EU citizens to research and lecture in the field of U.S.-EU relations, EU policy, or EU institutions. The program, administered by the Fulbright Commission in Belgium, is jointly financed by the U.S. State Department and the Directorate-General for Education and Culture of the European Commission. The Fulbright-Schuman Program provides

€3,000 per month for senior scholars and €2,000 per month for junior scholars, plus a travel stipend, visa, and health & accident insurance for grants of three months to one academic year. Each year, 10 to 15 European and five to eight American students, professors, and professionals continue the Fulbright-Schuman legacy with innovative projects overseas. www.fulbrightschuman.eu

- **Jean Monnet Activities** promote worldwide teaching and research on European integration among academics, learners, and citizens through the creation of Jean Monnet Chairs and academic activities that support academic institutions or associations active in European integration studies. Higher education institutions can propose Jean Monnet-branded modules, chairs, and Centers of Excellence. www.eacea.ec.europa.eu/erasmus-plus/actions/jean-monnet/ and www.ec.wacs.adobeconnect.com/_a1107535429/p4kw0ohi40k/
- **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**
Marie 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 institutions 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 provides a framework to enhance and develop science, technology, and innovation partnerships and offers scope for institutional and individual cooperation. The BILAT 2.0 framework has closed, and has been succeeded by the BILAT 4.0 framework, which will run through 2019. See: www.euussciencetechnology.eu/ for events and grant opportunities.
- **Horizon2020 Websites:**
European Commission - www.ec.europa.eu/horizon2020
Participant Portal - www.ec.europa.eu/research/participants/portal/
- **EURAXXESS** 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 institution, but functions through numerous “Knowledge Innovation Clusters” to bring together higher education, 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/

Middle East and North Africa (MENA)

Regional EducationUSA Profile

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

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 continues to show the largest annual increase of any world region in students studying 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 for fall, 2016. Currently there are CCCs in Morocco, Tunisia, Egypt, the Palestinian Territories, Saudi Arabia, and for Syrian students through a virtual platform. Due to their popularity and success, new clubs are being formed this year in Algeria and Jordan.

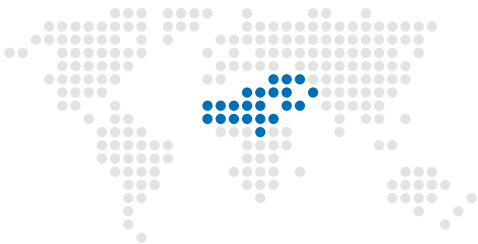
In the MENA region, EducationUSA Egypt and EducationUSA Lebanon work with Opportunity Funds students, and the program may expand to other countries in the future.

College counselor groups 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,

28

EducationUSA
Advising Centers
in the Region

- 17 Comprehensive
- 5 Standard (2 virtual)
- 6 Reference



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 www.goo.gl/tp82Wa. Student demand for postsecondary education far exceeds the capacity of local universities in some countries. Additionally, the uneven quality of the higher education systems in the region leaves some students without all the skills necessary to enter a competitive labor market.

Countries such as Qatar, Tunisia, and the United Arab Emirates remain interested in exploring the benefits of

community colleges and have included two-year institutions on their lists of approved institutions for scholarship recipients. Most countries in the region are committed to expanding local higher education capacity through institutional linkages.

Universities in the Gulf express eagerness to engage with U.S. faculty for collaborative research and teaching opportunities, and are interested in hosting American-educated professors to develop the capacity of their own universities. Although students in the Gulf 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 linkages 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: In 2015, the U.S.-Egypt Higher Education Initiative was officially launched. This is a \$250 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



students with U.S. higher education institutions.

Kuwait: In 2014 the government of Kuwait increased the number of scholarships awarded for undergraduate U.S. study. This year, Kuwait continued to expand its government scholarship program, which led to 24 percent more students coming to the U.S. from Kuwait. With its more than 9,000 students in the U.S., Kuwait is now the 16th leading country of origin worldwide, after joining the top 25 list just two years ago.

Saudi Arabia: Saudi Arabia, the largest sender of students from the region, saw an 11.2 percent increase in the number of students in the U.S. in 2014-2015 many of whom benefit from the Custodian of the Two Holy Mosques Scholarship Program (formerly known as King Abdullah Scholarship Program), now approaching its eleventh year. With the ascension of King Salman, the government of Saudi Arabia recommitted funding to the scholarship program for the next several years and revamped the program to better align with the country’s economic goals. 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 scholarship eligibility requirements for students enrolling in institutions abroad. 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.

with the Government of Egypt and the private sector, the U.S. Government grants scholarships and exchange opportunities to approximately 1,900 talented Egyptians to study at Egyptian and American universities. In addition, multi-million dollar investments in up to 20 partnerships between Egyptian and American universities will reach tens of thousands of additional students by opportunities for joint research, and through shared degree programs.

Jordan: While there is no official governmental scholarship program for Jordanian students, there are scholarships

at U.S. universities offered only to Jordanian applicants (i.e., Late King Hussein Scholarship at Elon University; Queen Rania Al Abdullah Scholarship at Marymount University). Universities in Jordan offer a wide range of scholarships and fellowships to students interested in pursuing graduate degrees abroad. Students must commit to return to Jordan following completion of their degree to teach at the university level for at least two years. EducationUSA Jordan promotes graduate programs that contribute to Jordan’s economic growth through GradJobs JO, a series of interactive opportunity fairs that connects

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

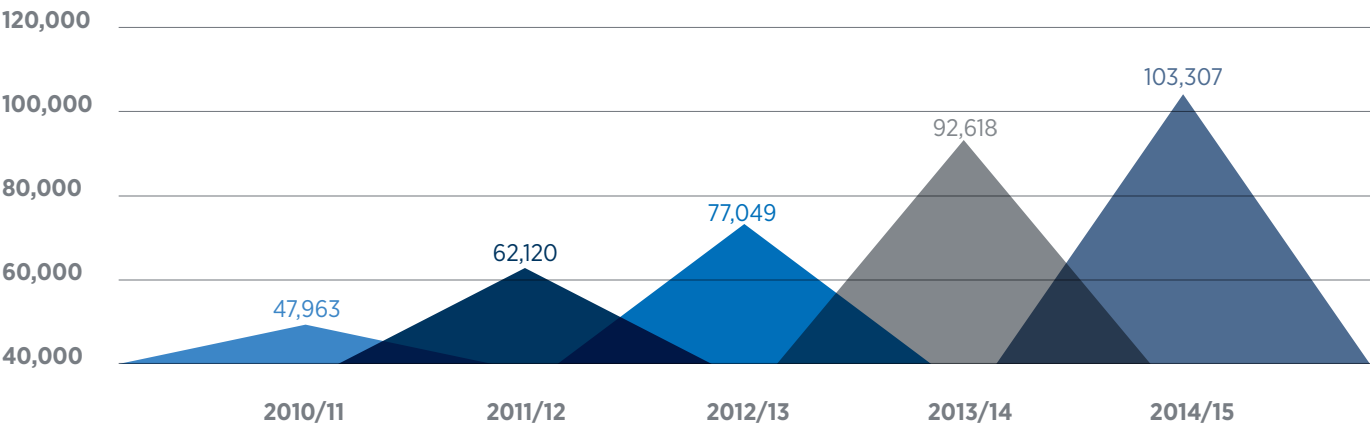
Country	2010/11	2014/15	%Change
Oman	313	2,200	602.9%
Kuwait	2,998	9,034	201.3%
Iraq	616	1,727	180.4%
Saudi Arabia	22,704	59,945	164.0%
Iran	5,626	11,338	101.5%

602.9%

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

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*



Middle East and North Africa

Qatar: 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 human resources in key areas such as medicine and engineering. Scholarships have also been earmarked for students to specialize in fields like computer science, accounting, economics, finance and investment, and media and culture. Generous scholarships are available for Qataris 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 accessing higher education outside of Syria include lack of funding and limited scholarship opportunities, language barriers, lack of documents, and limited access to standardized testing. EducationUSA Syria has successfully advised Syrian students virtually since 2011 by leveraging email, Facebook, Twitter, Skype, and Google+ Hangouts. 50 percent of the students who contact EducationUSA are still in Syria and 50 percent are now in other countries.

EducationUSA Regional Reach

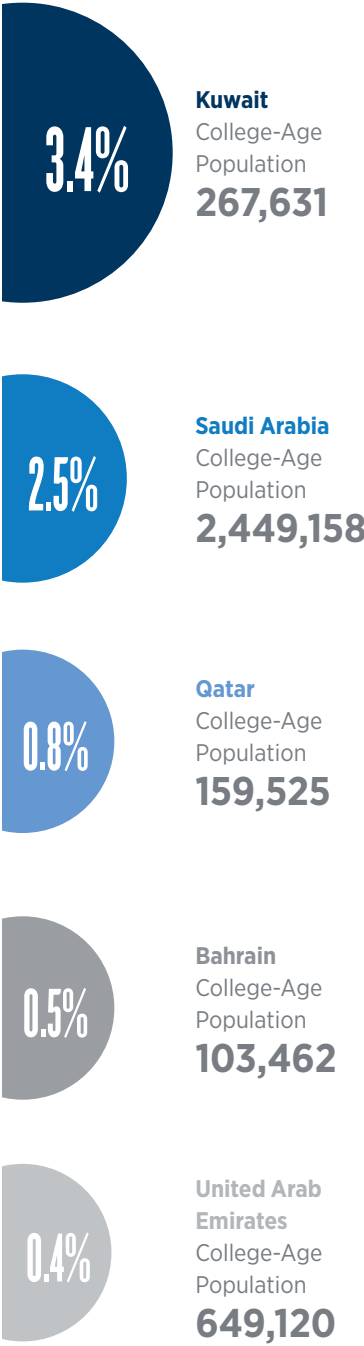
2015 EducationUSA in North Africa and Middle East made **913,451** contacts



language. However, opportunities remain 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

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



Source: UNESCO Institute of Statistics; Indicator: 2013 Population of the official age for tertiary education, both sexes

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 who have finished secondary school or are between the ages of 18 and 30 to undergo 12 months of military training. As a result, male 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. A visit or phone call gives U.S. institutions the opportunity to inform these countries about their programs of study, express interest in hosting students from the region, and explain how U.S. institutions are prepared to be effective and qualified hosts for 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 five 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 Abdulla Al Ghurair Foundation for Education www.alghurairfoundation.org in Dubai, United Arab Emirates launched a program in spring 2016 to invest \$1.1 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 participate in web chats, 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,

Regional Student Totals by Top Five Countries of Origin

Country	2014/15	% Change
Saudi Arabia	59,945	11.2%
Iran	11,338	11.2%
Kuwait	9,034	24.0%
Egypt	2,974	5.0%
United Arab Emirates	2,878	3.4%

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.educationusairan.com.

• The EducationUSA Syria adviser continues to work virtually, assisting Syrian students through Skype, email, and Facebook. In August 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 Amreeka 101 about studying in the United States.

• Given the value of face-to-face communication, interactive options such as EducationUSA webinars offer creative new opportunities to engage youth while also informing them about educational opportunities in the United States.

• Challenges to virtual and social media usage in the MENA region include frequent power outages common in some countries, connectivity issues, and internet restrictions. As a result, large files can be difficult for students to open. U.S. higher education institutions can send promotional videos and other large electronic files directly to EducationUSA advising centers where students can open and view these materials more easily.

Successful Recruiting Strategies

• Translate your website into Arabic, Persian, or Kurdish and record videos of your students from the Middle East and North Africa to engage parents and students who have limited English language skills.

• Provide more visual information about living on campus. Particularly at the undergraduate level, students want to see what living arrangements are like.

• Highlight institutional and local community support and services (academic, extracurricular, social) for those students who bring families and chaperones, as well as for students who travel alone.

• Keep family members in mind, as they play an important role in students’ decision making. Many graduate students will bring their families to the United States and prefer institutions that provide support for households.

• Leverage the power of “word of mouth,” as it is particularly important in the MENA region. Cultivate relationships with current international students and alumni and involve alumni when recruiting abroad. Alumni, many of whom have key positions in the public and private sectors, appreciate the opportunity to engage with admissions officers from their alma maters.

• Engage current international students on your campus, as they provide insights and advice to prospective students from their home countries and regions during the recruiting, program selection, and student orientation processes. Conduct focus groups with new students to ask them about simplifying the application and settling-in processes at your school.

Regional EducationUSA Events

Across the Middle East and North Africa, EducationUSA centers plan local events during the year. Check the EducationUSA website, country websites, and Facebook pages to find information about webinars, fairs, and workshops in specific countries. Participate in ongoing virtual outreach opportunities in challenging recruitment environments like Syria, Iran, and Yemen as well as in Egypt where the majority of our outreach is accomplished online.

Fairs and Conferences

In addition to the many direct, in-person student recruitment opportunities offered through participation in EducationUSA fairs and conferences,



representatives of U.S. institutions can build on these events by receiving a country briefing from EducationUSA advisers, meeting with U.S. embassy public affairs and consular staff (subject to scheduling availability), making a presentation at an EducationUSA advising center, and/or visiting local high schools or colleges. Contact the EducationUSA staff organizing the event to explore options for maximizing the impact of your participation. Upcoming fairs and exhibitions with EducationUSA participation include:

• **EducationUSA Pavilion at the International Exhibition and Conference on Higher Education:** Expected to be held in April 2017 in Riyadh, Saudi Arabia—participate in the EducationUSA Pavilion at the largest government-sponsored education expo in Saudi Arabia.

• **EducationUSA Pavilion at NAJAH:** October 25–27, 2016 in Abu Dhabi, United Arab Emirates—participate in the EducationUSA Pavilion at NAJAH, the official government-sponsored education expo.

• **GHEDEX:** April 2017, join EducationUSA in our special section at GHEDEX, Oman’s largest higher education expo.

Center Events

All EducationUSA centers in the region host regular web chats and video conferences for students. Advisers hold short, online discussions about different programs of study and undergraduate and graduate admissions issues faced by

MENA students. Advisers also present regular weekly or monthly sessions on topics such as financial aid, writing a personal statement, and preparing for standardized tests.

All centers conduct pre-departure orientations in June or July. Some centers in the Persian Gulf also conduct orientations in January. U.S. institutions should advise admitted students to check educationusa.state.gov or contact their local EducationUSA center for exact dates and times. Even if a student has not contacted EducationUSA at any point in their application process, they are welcome to attend a pre-departure orientation.

Many governments sponsor college and university fairs and appreciate the attendance of U.S. institutions. EducationUSA advisers provide guidance on participating in these events and facilitate communication with ministries of higher education. Countries that regularly sponsor events include Oman, Qatar, Saudi Arabia, and the United Arab Emirates. U.S. institutions of higher education may also send faculty to EducationUSA-sponsored

events where staff can arrange faculty-to-faculty dialogues and provide U.S. higher education representatives with recommendations for a focused approach toward collaborative research projects. Alumni of U.S. institutions are often welcome to attend and represent their alma maters as well.

U.S. Study Abroad in the Region

The number of U.S. students studying in the MENA region has generally been relatively small compared with the rest of the world. The region hosted only two percent of all U.S. study abroad students in academic year 2013–2014 and saw a one percent overall decrease (*Open Doors*, 2015) with notable declines in Egypt and Lebanon. Israel, Morocco, and Jordan maintain their historical positions as the top three hosting countries. EducationUSA advising centers in the region sometimes offer internship opportunities and are eager to work with U.S. student volunteers. U.S. study abroad offices can inform U.S. students about potential internship opportunities with EducationUSA offices in Rabat, Ramallah, Jerusalem, and Tunis. ★

U.S. Study Abroad

Top Five Receiving Countries in the Region		
Destination	2013/14	% Change
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	2009/10	2013/14	% Change
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)
<i>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.</i>	

South and Central Asia

Regional EducationUSA Profile

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

29

EducationUSA Advising Centers in the Region

- 15 Comprehensive
- 12 Standard
- 2 Reference



Advising centers in South and Central Asia (SCA) are located in U.S. embassies or consulates, Fulbright Commissions, American Councils/ACCELS 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 advising sessions at the center, 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 allow EducationUSA to showcase local higher education institutions and facilitate personal interaction by U.S. institution representatives with students, parents, and local educational institutions.

Regional Overview

The largest youth populations in the

world are found in South and Central Asia 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 program quality, 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 meet the otherwise 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

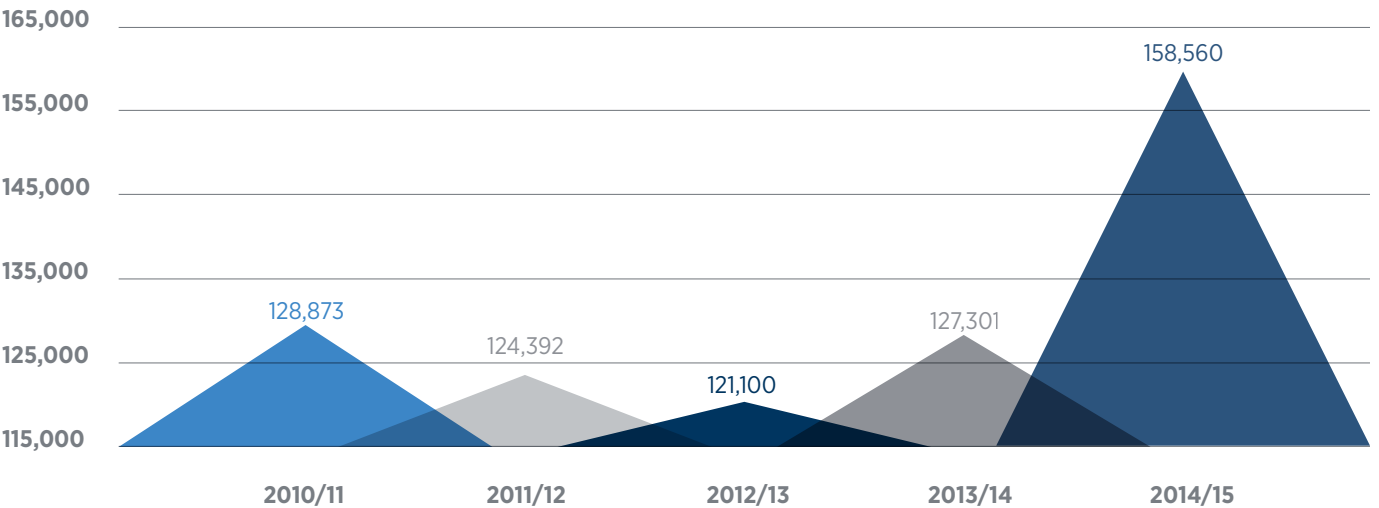
- India and Nepal remained among the top 25 countries in the world sending undergraduate students to the United States for higher education in the academic year 2014-15 according to the annual *Open Doors* report. Within the region, India ranks first, followed by Nepal, Pakistan, and Bangladesh.
- The 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 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 205 undergraduate and 227 graduate students enrolled. Numbers are likely to grow, but slowly. Each year more Afghans take advantage of educational opportunities at the local 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*



South and Central Asia

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 testing. There are now 35 public universities in Afghanistan and more than 80 private universities. Private institutions are eager to establish 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 instructors. Since then, admission selectivity and limited capacity have led prosperous families to invest in education in the U.S. Uzbekistan has a population of over 30 million, with almost two-thirds 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 are 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- in the number of students from the country on U.S. campuses. Bangladesh is a 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 Bangladeshis 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 studying 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 one of 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 a monthly stipend 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/istoriya-razvitiya.html>.

Kazakh 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

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

Country	2009/10	2013/14	%Change
Bangladesh	2,873	5,455	89.9%
India	103,895	132,888	27.9%
Bhutan	115	128	11.3%
Afghanistan	429	471	9.8%
Kazakhstan	1,890	2,017	6.7%

89.9%

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

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 offer full tuition to Kazakhstani students; Malaysia, which is generally seen as more affordable; Germany for its tuition-free higher education; and the most 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 trilingual in 2018, and sciences 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 international students in the U.S., ranking 19th in 2015. Students in Nepal are attracted to countries where they expect an easy student visa process and/or reduced educational expenses. The Nepal Ministry of Education for Overseas Studies (MOE) reports that of the total recipients of no objection letters from the MOE (a letter that gives Nepali students permission to go abroad for higher education), 11,184 chose Australia, 7,933

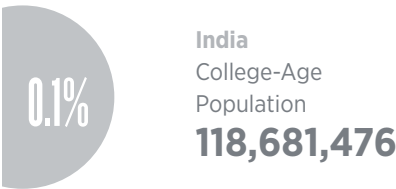
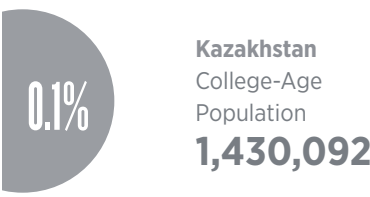
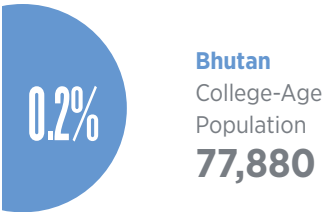
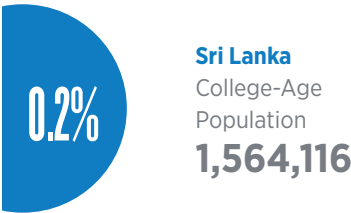
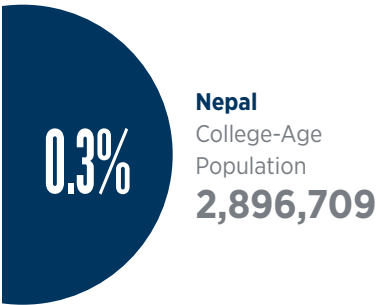
chose Japan, and 1,190 chose Malaysia. Only 1,456 Nepalese students opted for education in the U.S. To encourage more students to choose U.S study options, EducationUSA Nepal continues extensive independent outreach efforts as well as in collaboration with the U.S. Embassy (Public Affairs and Consular 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 EducationUSA Pakistan and the U.S. Embassy and Consulates, coupled with one of the largest Fulbright programs in the world. The major cities of Karachi, Lahore, and Islamabad/Rawalpindi have large populations of students who apply to study abroad, but cities like Faisalabad,

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

Sri Lanka: Demand in Sri Lanka for higher education cannot be met by the limited higher education opportunities that exist locally. Students therefore have little option but to pursue degree programs abroad. Decreased numbers of

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



Source: UNESCO Institute of Statistics; Indicator: 2013 Population of the official age for tertiary education, both sexes

Sri Lankans on U.S. campuses are most probably due to people turning more frequently to academic opportunities that exist within the region. Study destinations in India, China, Malaysia, and Singapore especially attract students with their lower cost of study compared to the U.S., and their closer proximity to Sri Lanka. Sri Lankans demonstrate a preference for Australia when considering higher education studies due to its proximity, shared historical colonial link, and the offer of Australian citizenship upon completion of a degree program there.

What to Expect in the Next Three to Five Years

Indicators point to a continuing increase of students from Bangladesh. The rapidly rising number of students from Bangladesh on U.S. campuses (up 25.4 percent in the 2014-2015 academic year), is anticipated to continue in 2016 and beyond. Higher education institutions would do well to note this trend of increasing enrollment from Bangladesh, and avail themselves of the opportunity to diversity their campuses by more actively recruiting from Bangladesh.

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

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

India remains outside the top 10 destinations for American students studying abroad. 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 open 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 twinning 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 Pakistani institutions of higher learning with 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.

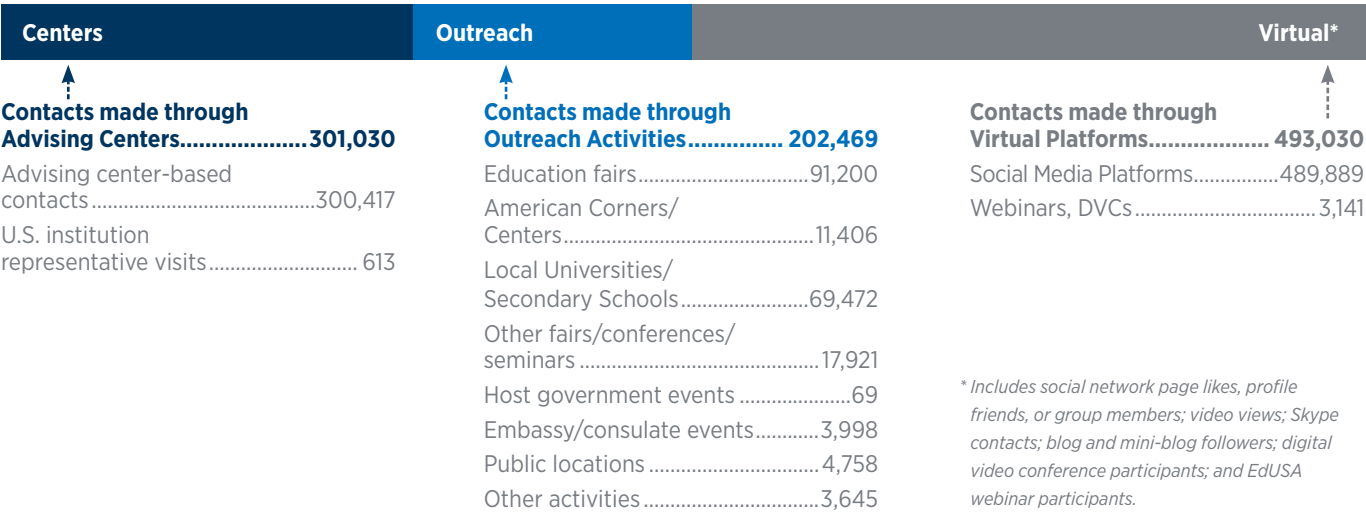
Foreign Government and Private Funding

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

Many governments in South Asia, notably Afghanistan and Pakistan, allocate funding each year for students to pursue

EducationUSA Regional Reach

2015 EducationUSA in North Africa and Middle East made **996,529** contacts



Regional Student Totals by Top Five Countries of Origin

Country	2014/15	% Change 2013/14
India	132,888	29.4%
Nepal	8,158	0.0%
Bangladesh	5,455	13.6%
Pakistan	5,354	8.5%
Sri Lanka	2,882	-1.2%

South and Central Asia

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. Kazakhstani advisers extensively use Facebook and V Kontakte ([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 institutions 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 larger awards for fewer students. Providing larger awards serves as a magnet to attract good students who in turn share their positive experiences with peers, encouraging them to apply. Word of mouth is the most effective recruiting tool in the region.
- Encourage alumni to become engaged and represent 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.



U.S. Study Abroad

Top Five Receiving Countries in the Region		
Destination	2013/14	% Change
India	4,583	-4.7%
Nepal	460	20.1%
Sri Lanka	100	14.9%
Bangladesh	54	-61.4%
Bhutan	38	46.2%

Five Countries (with over 25 students) with Highest Percentage Growth, U.S. Students (Five-Year Trend)			
Country Name	2009/10	2013/14	% Change
Kyrgyzstan	2	27	1250.0%
Sri Lanka	25	100	300.0%
Nepal	145	460	217.2%
Kazakhstan	21	37	76.2%
India	3,884	4,583	18.0%

- Clearly inform prospective students of options for internship possibilities and other practical training experiences. Career prospects greatly influence and pique the interest of applicants in the region.
- Talk to applicants and their parents via Skype and take advantage of multimedia capabilities and webinar options at advising centers. Students appreciate the opportunity to speak directly to a U.S. university representative or student.
- Expand your list of recruitment cities. EducationUSA can advise on how to effectively go beyond populations in capital cities to reach increasing numbers of young people with aspirations for the upward social mobility enabled by higher education abroad.
- Showcase success stories. Emphasize the value of a degree from your institution, options for affordable financing and scholarships, as well as the successful career trajectories of your alumni. Publicize successes of your international students through the EducationUSA centers in their home country. Great interest in the institution is generated when highlights

- are posted on Facebook or other social media.
- In India: U.S. universities should target overlooked, growing cities such as Coimbatore, Pune, Vishakhapatnam, Kochi, Vijayawada, and Guntur to maximize reach and establish recognition.

Regional EducationUSA Events

Use the EducationUSA website to find country-specific information about upcoming fairs, webinars, and other events and activities. 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: iqbali@sesoaf.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: IJahan@educationusa.info.

- **India:** The EducationUSA Tour in India is hosted in partnership with EducationUSA host institutions. The tour takes place in the fall and travels through up to eight cities. EducationUSA India also hosts Alumni Fairs in December/January. For details, contact REAC Ishrat Jahan at IJahan@educationusa.info.
- **Kazakhstan:** Along with the U.S. university fairs organized by the U.S. Embassy in Astana and the Consulate in Almaty, EducationUSA centers participate in spring and fall International Student Fairs, the Begin Group spring and fall International Education Fairs, and the Globus Education Fair (winter). The next EducationUSA Tour takes place in October, traveling through the student-populated cities of Almaty, Astana, Aktobe, and Shymkent. For details, contact EducationUSA in Kazakhstan at EdUSAkzTour@americancouncils-kz.com.
- **Pakistan:** The annual Dawn Education Expo in Pakistan runs for one week in February and travels from Islamabad to Lahore and Karachi. The event attracts more than 10,000 participants. For information, contact Umair Khan, EducationUSA Islamabad, at umair@usefpakistan.org.
- **Turkmenistan:** The government sponsors an annual International Exhibition and Scientific Conference titled “Education, Sport and Tourism in the Era of Power and Happiness” in Ashgabat in November. The EducationUSA advising center in Ashgabat reaches thousands of high school and university level students, parents, teachers, professors, and various organizations at this event. For details, contact the EducationUSA center at eac@americancouncilstm.org.
- **Uzbekistan:** The Expocontact Ltd. Company under the Chamber of Commerce and Industry of the Republic of Uzbekistan organizes an annual Education and Career Fair with support from the Ministry of Higher and Secondary Specialized Education of Uzbekistan. More than 30,000 high school students, university students, and faculty attend. This Fair is organized twice a year, usually in early April and

Best Times of Year to Interact with Students

In Muslim majority countries, avoid the month of Ramadan.

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

June. Consider joining EducationUSA Fairs in September and October.

Nepal: Avoid the largest Nepali festival period, which typically falls in October. During this time, schools and colleges are closed and many students travel home.

Pakistan: September-January.

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

Tajikistan: February-April and October-November. Join education tours in April or during International Education Week in November.

Turkmenistan: August-November, April-June.

mid-September. In 2016, EducationUSA participated in the spring event from March 31- 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 the region with over 4,000 American students in the 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.

The State Department continues the Passport to India initiative www.state.gov/p/sca/ci/in/passport_to_india. Private sector funding supports business

internships linked to students’ academic interest areas, summer scientific research internships, and service learning internships in India. ★

Western Hemisphere

Regional EducationUSA Profile

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.

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 (Santiago), 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, advisers meet on a regular basis with students to guide them through the application process and help them find the best institutional fit to meet their needs. Advisers prepare specialized workshops on writing personal statements and essays, sponsor conversation clubs, support 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 government 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 recommended 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*.

135

EducationUSA
Advising Centers
in the Region

72 Comprehensive
48 Standard
15 Reference

52

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53

Western Hemisphere

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 WhatsApp 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-center services. Webinars 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 advising centers’ reach to ever 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 advisers 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 in the Americas* initiative, international universities have expressed interest in developing and strengthening partnerships with U.S. higher education

institutions to increase academic exchanges between the U.S. 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
Canada, Latin America and the Caribbean make up the Department of State’s Western Hemisphere region (WHA), a diverse area that spreads 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 113,618 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.

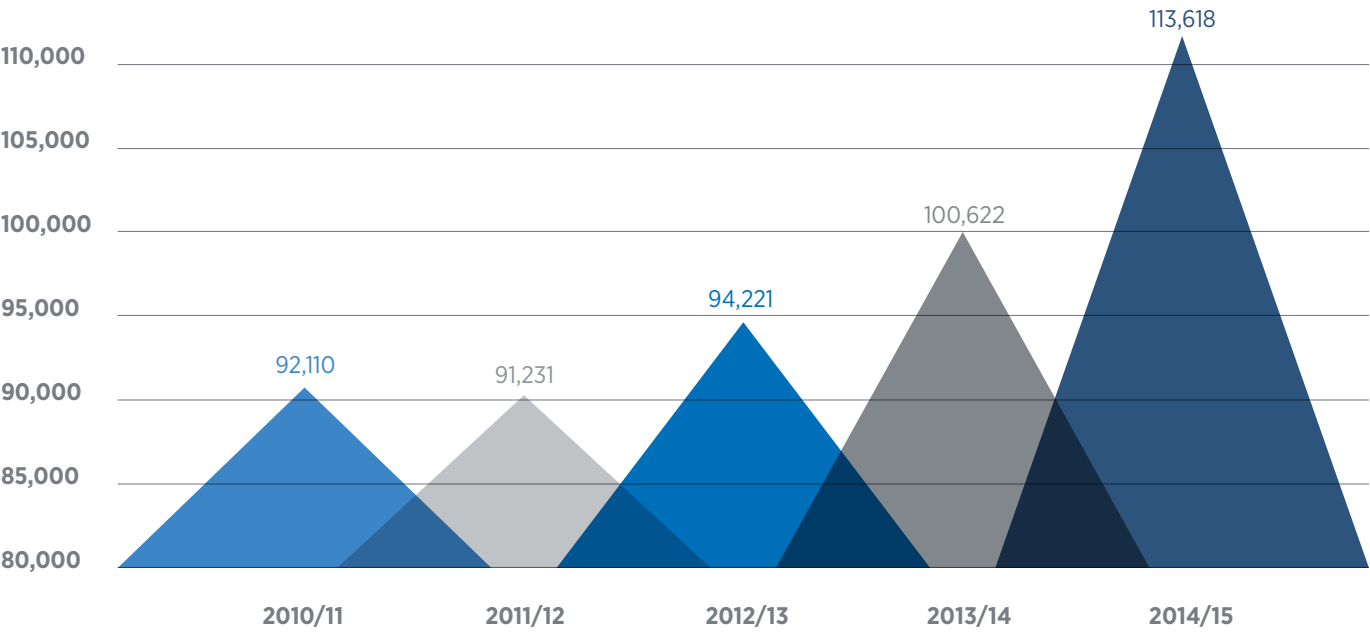
Recent Trends
• The *100,000 Strong in the Americas Innovation Fund*, managed through a four-way public-private partnership involving Partners of the Americas, NAFA, the U.S. Department of State, and the White House, has completed nine grant competitions to support student mobility in the region. To 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. Binational 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*



Western Hemisphere

are investing resources in improving and internationalizing technical schools and are looking to U.S. institutions for a variety of collaboration opportunities. The Brazilian Government sponsored a group of representatives from technical colleges to attend a capacity building program in the U.S. to increase the training of teachers and foster more partnerships as a result of the agreement signed between President Obama and the president of Brazil in 2015.

In North, Central America & the Caribbean (NCAC), there is an increased interest from students in short-term and pre-professional experiences in the U.S. From intensive language preparation to summer programs and internships, EducationUSA advisers are reaching out to the U.S. higher education community to collect current information on these types of exchanges.

The Uruguayan government has incorporated teaching of English and technology into the curriculum at all levels in most public schools. IT has also become a key component of public education since the country began participating in the One Laptop per Child program in 2005.

Brazil, Colombia, Peru, Ecuador, Mexico, and Panama are investing in improving teachers' English skills by sending them to U.S. universities for short-term programs to enable long-term positive impact on students' English proficiency.

Brazilians make up the fourth largest group of students enrolled in Coursera, with over 400,000 students in online

courses. This has led the company to partner with the Universities of Sao Paulo and Campinas to create courses tailored for Brazilian teachers.

In Ecuador, higher education reforms focused on quality assurance continue to push local universities to seek opportunities for young faculty to pursue graduate degrees abroad.

In Venezuela, the flight of professors to other countries due to poor local economic conditions has deeply affected the quality of local higher education, resulting in more students looking for educational opportunities abroad.

Higher education institutions in Mexico, Central America and the Caribbean continue to design internationalization strategies emphasizing online and virtual education as well as dual-degree programs in partnership with U.S. schools. In order to overcome obstacles related to transfer of academic credit, these schools are working together toward creation of a regional credit system to facilitate exchange between the U.S. and schools in the region.

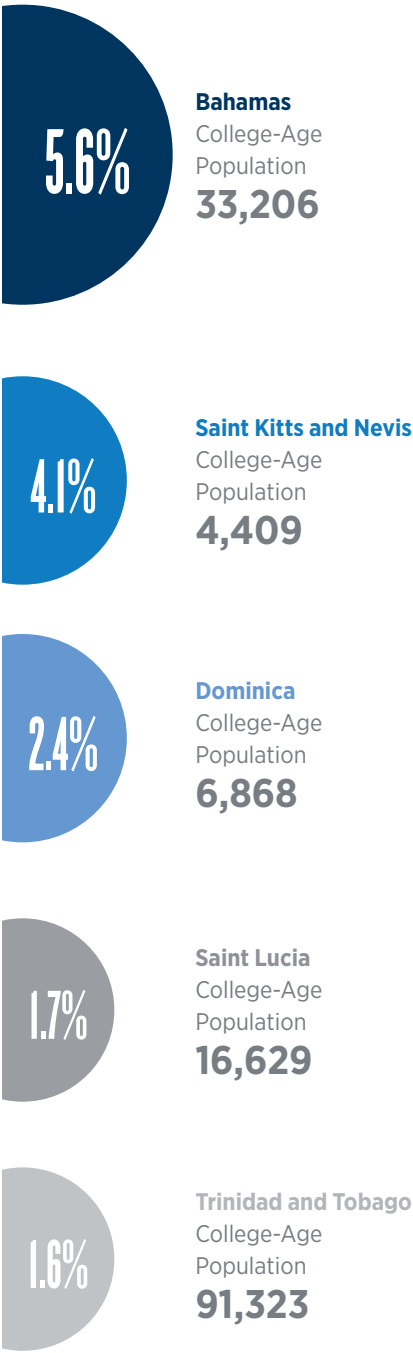
Countries in the Spotlight

Argentina: In 2016, during the first two months of the new government, the president banned import restrictions, reduced export taxes, paid key international debts, and generated more income for the country. As a result of these changes expansion of educational opportunities and exchanges in Argentina are anticipated.

Bolivia: In 2015, the first EducationUSA Fair in Santa Cruz, part of the EducationUSA South America Circuit, attracted more than 5,000 students from all over the country. There is a growing interest among Bolivians to study abroad, partly due to an economic boom that has taken place in past years. Bolivians have a strong interest in undergraduate studies and short-term exchange programs. As the country continues with large development plans, Bolivians are also searching for graduate degrees from U.S. universities that can help them to be more competitive in the local job market.

Brazil: The BSMP Program still has students attending U.S. higher education institutions in 2016 even though the new calls were suspended due to political instability. The in-country program, Idioms without Borders, remains in place and has shifted its goal from preparing students to study in English-speaking countries to internationalization of Brazilian universities. The program offers intensive English classes at 43 federal universities, for 120,000 students. The Fulbright Commission and the Brazilian Government sent 80 English Teaching Assistants to federal universities to support the program. Industry is funding the creation of new language teaching laboratories with support from the U.S. Mission in Brazil. The program is seeking ways to send student teachers abroad to build capacity. The number of Brazilian students seeking degrees in the United States continues to grow with annual increases of 34.9 percent in undergraduates and 31.8 percent in graduate students.

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



Source: UNESCO Institute of Statistics; Indicator: 2013 Population of the official age for tertiary education, both sexes

Canada: EducationUSA Canada began producing Crossing Borders magazine in November 2015. Crossing Borders is mailed bi-annually as a free insert within Canadian School Counsellor magazine to over 3,500 high school counselors. Be in touch with the EducationUSA Canada adviser if interested in being featured in this publication: ottawa@educationusa.info.

Chile: Chile expanded its number of students studying in the U.S. during the 2014-2015 academic year, ranking seventh among Latin American countries and twentieth in the world for U.S. students studying abroad. The success of the two Academic Writing Centers that opened in 2013 in conjunction with the U.S. Embassy and local host universities, inspired creation of a third Academic Writing Center at the Universidad de Magallanes.

Colombia: STEM fields continue to be highly sought-after for areas of study and for funded government programs. Through its Nexo Global program Colciencias (the Colombian Government's department for science, technology and innovation), launched a new pilot program that sent 40 Colombian undergraduate students in STEM fields to the U.S. for a six-month research internship. In preparation for a post-Peace Accord environment, agricultural studies initiatives are being created to support rural development in areas such as sustainability, crop substitution, and cacao production. Colombia's objective is to increase research and collaboration in agriculture. As part of the 100,000 Strong Initiative, the Colombian Vocational Training Services (SENA) and the Latin American Development Bank (CAF) gave five grants in 2015 for \$40,000 each for collaboration between SENA centers and U.S. Community Colleges. SENA has 117 industry-specific training centers and an extensive online platform. The organization aims to develop and expand a technically-skilled workforce to respond to the needs of Colombian national development and an increasingly international economy.

Cuba: EducationUSA established an advising center at the U.S. Embassy, with the adviser also acting as Education Coordinator in the embassy's Public Affairs Section (PAS). During 2015, the center focused on developing an association with local international

high schools and U.S. higher education institutions. With the re-establishment of diplomatic relations between Cuba and the United States, a priority became to reach out to local higher education authorities and institutions to build trust and create a new basis for collaboration and exchange. Access to Cuban students and institutions for U.S. higher education is still limited. The Cuba EducationUSA adviser has participated in university fairs and information sessions at local high schools, reaching approximately 300 Cuban and international students. These events have been arranged and promoted primarily via direct contact with school directors and advisers, since social media access is restricted in Cuba. One-on-one advising sessions are offered upon request. U.S. higher education institutions have shown a growing interest in educational exchange and collaboration with Cuban universities, mainly at the graduate level, and the advising center has provided information to HEIs and facilitated contact with Cuban institutions. Although limited, and always dependent on the approval of the Ministry of Foreign Affairs, the EducationUSA adviser has participated in meetings with the University of Havana and other universities outside the capital. As part of those outreach efforts, EducationUSA and the U.S. Embassy in Havana participated in an International Conference for Strategic Alliances for the Internationalization of Higher Education organized by the University of Cienfuegos. The U.S. Embassy recently started to offer the TOEFL in Cuba, making the embassy the first of all public and private partners to offer the test.

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

Country	2009/2010	2013/14	%Change
Brazil	8,777	23,675	169.7%
Paraguay	322	505	56.8%
Venezuela	5,491	7,890	43.7%
Honduras	1,349	1,760	30.5%
Ecuador	2,150	2,797	30.1%

169.7%

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

Regional Student Totals by Top Five Countries of Origin

Country	2014/15	% Change 2013/14
Canada	27,240	-3.8%
Brazil	23,675	78.2%
Mexico	17,052	15.4%
Venezuela	7,890	12.4%
Colombia	7,169	1.2%

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 (FOBESII), 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 in U.S. universities for English immersion and teacher training in a program that includes leadership, methodology, classroom management, assessment, content/language integration training, and practicums. 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. Peruvians 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 degrees. 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. Services 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. Internships 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 strength in education. In 2015, 60 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 in 2016. Consequently, 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. Bolivians 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 extracurricular English 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 studying 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 Colombians 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 700 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

U.S. Study Abroad

EducationUSA Regional Reach

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



Top Five Receiving Countries in the Region			
Destination	2013/14	% Change	
Costa Rica	8,578	1.0%	
Mexico	4,445	19.2%	
Argentina	4,301	-5.5%	
Brazil	4,226	0.1%	
Ecuador	3,699	7.6%	

Five Countries (with over 100 students) with Highest Percentage Growth, U.S. Students (Five-Year Trend)			
Country Name	2009/10	2013/14	% Change
Haiti	85	740	770.6%
Colombia	180	439	143.9%
Guyana	51	114	123.5%
Nicaragua	1,058	1,884	78.1%
Belize	1,541	2,667	73.1%

Western Hemisphere

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

South America: Southern Cone

• Even though Brazil’s development has been impressive, political instability in the country has contributed to a hold on government-funded educational programs. The economic crisis and local university strikes, however, are motivating Brazilian students to pursue education abroad. EducationUSA’s recent Brazil Roadshow saw more than 6,000 students seeking information about U.S. study. Idioms without Borders, a Brazilian Government program, 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 receiving country in South America for U.S. students, the country remains focused on expanding the number of U.S. students at Argentine universities. Numbers are expected to expand even more as more Argentine universities begin to recruit U.S. students, capitalizing on the large presence of U.S. study abroad students on their campuses. 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) country, continues to see a steady growth in the number of students pursuing higher education in the United States, with a 3.3 percent increase in undergraduate study over the prior year. Chile’s new education reform is expected to have long-lasting effects on the Chilean education system, with efforts underway to guarantee the right to a free education to students in the poorest 50 percent of the population. The underlying frustration by students with the Chilean higher education system continues to make studying abroad attractive. Becas Chile, a government-supported scholarship program, has awarded over 5,500

scholarships since 2008 at the graduate and doctoral levels.

Foreign Government and Private Funding

• **Antigua:** Antigua and Barbuda offers a government funded grant of approximately \$5,000 annually as well as low interest loans to students pursuing tertiary level studies, including online study at the undergraduate and graduate levels.

• **Bahamas:** The Lyford Cay Foundation scholarships are generally worth up to \$15,000 per academic year and some specialty scholarships are valued at up to \$25,000. Additionally, the Bahamian Ministry of Education administers a loan program allowing Bahamian students up to \$15,000 a year. Approximately 25 percent of applicants ultimately receive these loans.

• **Barbados:** The Barbados Scholarships and Exhibitions are merit-based undergraduate scholarships awarded to approximately 30 students with very high scores on the CAPE 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 universities and interested in 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. Developments are expected after the political instability of this year is resolved.

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

• **Chile:** Becas Chile, a government scholarship now administered by the National Commission of Scientific and Technological Research (CONICYT), has increased the number of students studying in the U.S. Over 5,500 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 master’s) 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 “Technicians for Chile” program.

• **Colombia:** The Colombian Foundation COLFUTURO continues to offer loans/ scholarships to qualified Colombian graduate students to study abroad: 1,509 students benefited from a loan-scholarship in 2015, and 22 percent of these chose to study in the United States. 294 students studied at a master’s level and 33 pursued doctoral degrees. Since 2012, COLFUTURO has also administered the COLCIENCIAS program which, along with the National Planning Department (DNP) Program, provides funding for study leading to doctoral degrees abroad in science, technology, and engineering fields. ICETEX, a public institution, provides student loans for Colombians interested in studying in graduate programs abroad.

• **Costa Rica:** The Costa Rica-USA (CRUSA) foundation has created a series of programs to support exchanges, mainly at the graduate level in STEM fields, with World Bank support as well as local HEIs. The U.S. Embassy in Costa Rica supports several of these initiatives, including a cost-share Opportunity Funds program managed by EducationUSA.

• **Dominica:** The Dominica Government awards one Island Scholarship each

year to the student who has earned the highest score in the CAPE examinations. Additionally, the Dominica government awards approximately five scholarships annually to the best student in each of the five faculties of the Dominica State College.

• **Dominican Republic:** The Ministry of Higher Education, Science, and Technology (MESCyT) continues to support study abroad at all higher education levels, with 10 percent of all applicants choosing the U.S. as their study destination. MESCyT’s current priority is to increase funding for graduate studies, especially at the doctoral level. 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 arts, public administration, education, TESOL, agriculture, and animal sciences.

• **Ecuador:** The National Secretariat of Higher Education, Science, and Technology continues to provide opportunities for study abroad for both graduates and undergraduates to a selective list of universities, determined by using world university rankings. The amount of the scholarship depends on the economic need of the student. The areas of study of all scholarship programs vary, with STEM fields, education, and the arts priorities.

• **El Salvador:** The U.S. Embassy in El Salvador created the 100,000 Strong program (led by EducationUSA) in an effort to design short-term exchanges and provide language training scholarships for Salvadorian students. The program runs a fundraising campaign and has proven successful in reaching the private sector in El Salvador and in the U.S., as well as the Salvadorian diaspora, who are eager to support education opportunities.

• **Guatemala:** Guatefuturo offers loans of up to \$50,000. Students may be awarded scholarships for 50 percent of the loaned amount, provided they comply with three requirements: 1) be awarded their postgraduate

degree, 2) return to Guatemala, and 3) remain in the country for three to five years. Students may also obtain an additional 10 percent discount if, upon returning to the country, they engage in employment for one year in the public sector, or as teachers or researchers in public or private institutions. Those pursuing master’s degrees in management or MBA programs are awarded only 25 percent of the loan amount as a scholarship.

• **Honduras:** HONDUFUTURO offers loans of up to \$50,000. Students may be awarded scholarships for 50 percent of the loan amount, provided they meet three requirements: 1) be awarded their postgraduate degree, 2) return to Honduras, and 3) remain and work in the country for three to five years. Students may also obtain an additional 10 percent discount if, upon returning to the country, they engage in employment for one consecutive year as teachers in public or private universities. Those pursuing master’s degrees in management or MBA programs are awarded only 25 percent of the loan amount as a scholarship.

• **Mexico:** The Government of Mexico announced “Proyecto 100,000” in 2013 to match President Obama’s 100,000 Strong in the Americas initiative. To date, approximately 60,000 Mexicans have benefitted from the program. Although the initiative covers undergraduate exchanges, graduate degrees, language preparation, and short-term courses, the programs focused during 2015 on short-term exchanges, research, language acquisition, and teacher training. Some examples include: 600 students from technological universities enrolled in a semester in community colleges (public/private funding), 300 students in summer research at the undergraduate level, and 15,000 students and teachers in a month-long intensive language preparation course. Graduate support continues to be channeled mainly through the Fulbright Commission and the National Council of Science and Technology (CONACYT).

• **Panama:** The Panamanian Government announced its “Panama Bilingue” initiative in 2014. with a goal to by 2019 support 10,000 English teachers in

six-month teacher training programs in an effort to increase the quality of English teaching in public schools. To date, 1,400 Panamanian English teachers have traveled to the U.S. to participate in the program and 2,000 have benefitted from similar programs in Panama. Additionally, the National Secretariat of Science Technology and Innovation (SENACYT) continues to administer several scholarship programs at the undergraduate and graduate levels in a wide range of fields, including a Fulbright-SENACYT scholarship.

• **Paraguay:** In 2015, the Paraguayan Government launched the first Scholarship program, “Becas Don Carlos A. Lopez.” www.becal.gov.py/. This scholarship funds up to 1,500 scholarships for master’s and PhD degrees in education and STEM fields for students accepted to top-300 world universities or top-100 higher education programs, according to three university rankings.

• **Peru:** PRONABEC, Peru’s government agency for scholarship programs, funds graduate education in the U.S. through the “Beca Presidente de la República.” The scholarship covers master’s and Ph.D. studies in STEM, public policy, and education. To apply for the scholarship, students need to show proof of admission to a university. To increase the opportunities for Peruvians to study in the U.S., the government offers “Beca Ingles” to improve language skills. Additionally, the government has sent hundreds of English teachers for intensive English and teaching methodology training.

• **Organization of American States (OAS):** Students from member countries are eligible for Rowe Fund loans. Interest free loans are available at the graduate level throughout the region and for undergraduate studies for English-speaking Caribbean countries.

Virtual and Social Media Usage

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

• Event ads on Facebook and through the U.S. Embassy Facebook pages have proven to be very effective for program promotion.

Western Hemisphere

- EducationUSA Colombia has developed an electronic virtual adviser, “ED,” available 24 hours a day for consultations.
- EducationUSA Mexico’s -episode 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. through Facebook and YouTube.
- 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 cohort 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 from U.S. universities. Security concerns in the country make it harder 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 alumni to recruit students, but do not underestimate the value of sending representatives to build trust and name recognition. Consult EducationUSA when sending alumni to represent your institution.
- Make an effort to reach out to EducationUSA advisers from off-the-beaten track locations that are not often visited by representatives of U.S. institutions, but still are home to numerous students interested in studying in the United States.
- Highlight anecdotes of institutional support and services to which students from the region can relate—culture,

history, politics, sports, food, and arts. Request institutional access to the EducationUSA website and find out about special conferences in the region that can be integral to student recruitment and the establishment of partnerships.

- Use local-language websites to attract students from government scholarship programs.
- Traditionally, international schools were the focus of recruitment efforts, but U.S. universities have begun to include prominent national schools 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 www.educationusa.state.gov 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 premiere international education conference, FAUBAI. This is a great opportunity to recruit students and meet key leaders in internationalization, or to establish partnerships.
- **Caribbean:** Aside from traditional independently organized 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 attracted over 130 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: centralamericanfair@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 8,578 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 Americans studying abroad include, Chile, with a 16 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 U.S. universities intent on increasing exchange programs, encouraged by the 100,000 Strong in the Americas Initiative. The number of U.S. students in Colombia increased by 29.1 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 state-by-state travel warning. 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.





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