

# Western Hemisphere

## Regional EducationUSA Profile

Antigua and Barbuda, Argentina, Aruba, Bahamas, Barbados, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Curaçao, 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

# 163

**EducationUSA**  
Advising Centers  
in the Region

80 Comprehensive  
55 Standard  
28 Reference



An electronic version of this publication containing hyperlinks is available at <https://educationusa.state.gov/us-higher-education-professionals/recruitment-resources/global-guide>

EducationUSA operates 163 advising centers in the Western Hemisphere (WHA) region. The centers are located at U.S. embassies and consulates, binational centers (BNCs), American Spaces, Fulbright Commissions, local higher education institutions (HEIs), national government ministries, public libraries, and nonprofit organizations. Since publication of the 2023 *Global Guide*, EducationUSA has opened five new centers in the region: one in São Luis do Maranhão, Brazil; two in Rio Grande do Norte, Brazil; one in Barranquilla, Colombia; and one in Querétaro, Mexico. In total, 174 advisers are employed throughout the region, over 40 percent of whom are based at American Spaces (most of which are BNCs).

EducationUSA advising centers in the region offer at least one annual pre-departure orientation, which is open to the public, either in person or virtually. During these orientations, advisers collaborate with consular officers, U.S. higher education admissions offices, international student services offices, and alumni to offer comprehensive information to students and their families.

EducationUSA fairs attract many qualified students at all levels of study and take place at least once a year in the Caribbean, Central America, North America, and South America. A key public diplomacy tool for U.S. and local governments, fairs often feature high-profile government officials. EducationUSA centers frequently support education trade missions and state educational consortia visits organized by the U.S. Department of Commerce. In 2024, centers in Mexico and Colombia supported the Department of Commerce

and EnglishUSA's fairs to promote intensive English programs. EducationUSA advisers also organize and support U.S. embassy- and consulate-organized alumni fairs, at which U.S. government officials share their experiences as college or university students and distribute information about their alma maters. In 2023, EducationUSA in South America brought back its fair circuit, where 79 U.S. HEIs promoted opportunities to study in the United States to more than 12,500 students in 12 cities in the region. Also in 2023, the Andean region joined the Southern Cone's in-person Master of Laws (LLM) fair tour with 48 U.S. LLM universities in nine cities, interacting with 1,825 prospective students. In 2024, Mexico will join this tour, now called the Latin America LLM Tour, to bring LLM program opportunities to prospective Mexican students. In 2024, the spring EducationUSA Brazil Roadshow received 44 U.S. HEIs with stops in seven cities across Brazil, including new destinations in the south of the country, where there is a growing interest in agribusiness.

EducationUSA advisers also participate in local fairs organized by private sector organizations to promote student mobility and exchange opportunities in the United States. At these fairs, EducationUSA advisers host information sessions and interact with the public in exhibit halls.

Hosting visits for U.S. HEI representatives is a high priority for EducationUSA advising centers. During these visits, advisers arrange group presentations, open houses, one-on-one appointments, and specialized workshops for tailored audiences at EducationUSA centers and/or local institutions, including secondary schools. Advisers also organize webinars



to connect U.S. college and university representatives with local students, parents, and counselors to provide information about opportunities to study in the United States and to offer insights on application processes. Since the COVID-19 pandemic, EducationUSA has implemented more virtual opportunities for U.S. HEI engagement with local audiences, including frequent webinars, showcases, open houses, college days, Facebook and Instagram Live interviews, and virtual workshops. EducationUSA continues these practices post-pandemic in order to offer HEIs and students more opportunities for engagement.

Advisers report that the expansion of virtual engagement during the pandemic increased the volume of requests for advising services from more diverse student audiences. Advisers continue to find innovative ways to assist students virtually and through in-person programming. They rely on social media tools (such as Facebook, Instagram,

YouTube, and WhatsApp) to promote and deliver EducationUSA services. With the easing of pandemic restrictions, advisers also interact with students by hosting activities at their centers and conducting extensive outreach.

Advising centers in the region connect with currently enrolled international students in the United States as well as international alumni of U.S. institutions and U.S. government exchange programs to support activities such as alumni fairs, cohort advising, outreach to prospective students, and, more recently, video campaigns through which alumni share their experiences as international students. Fulbright English Teaching Assistants (ETAs), Peace Corps Volunteers (PCVs), Gilman Scholars, and other Americans studying or working abroad also collaborate with EducationUSA on various activities, including writing workshops, English tutoring, and outreach visits in remote areas. Some of these Americans say their experience mentoring

international students with EducationUSA led them to careers with the U.S. Foreign Service.

Many universities in the WHA region express interest in developing and strengthening partnerships with U.S. HEIs to increase academic exchanges and support research collaboration. To strengthen internationalization efforts, EducationUSA advisers in several countries facilitate engagement between U.S. and local universities, offering capacity-building workshops on best practices for study abroad that are funded by the USA Study Abroad Branch of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA).

The EducationUSA Opportunity Funds program, serving high-achieving prospective students who demonstrate significant financial need, is available to students in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, Nicaragua,

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Paraguay, Peru, Uruguay, and Venezuela. During the past year, more than 160 students from across the region were enrolled in the program.

### Regional Overview

WHA is a diverse region of 36 countries with a population of approximately 900 million. Four countries in WHA are among the global top 25 senders of international students to the United States (Canada, Brazil, Mexico, and Colombia). The region as a whole is second only to Asia in international student mobility to the United States, recently seeing a steady growth in numbers of undergraduate and graduate students. In the academic year (AY) 2022-2023, 109,821 students from the WHA region studied in the United States, representing more than 10 percent of the total international student population, according to the Institute of International Education's (IIE) 2023 *Open Doors® Report on International Educational Exchange*.

The post-pandemic economic landscape has impacted students' short-term plans to study abroad as families are forced to re-evaluate their finances. However, interest in studying in the United States remains high, and many students are considering hybrid programs that will allow them to work in their home countries while experiencing U.S. studies. Countries in the region have diverse economies and deep disparities in purchasing power and in gross domestic product per capita. Access to quality education at the primary school level and beyond is a challenge for some

communities across the region, and access to internet connectivity varies greatly. While an average of 79 percent of people in the region have internet access, connectivity ranges from 35 percent in Haiti to more than 96 percent in Canada.

Petroleum, mining, agriculture, manufacturing industries, health-related services, and other services (including banking and tourism) continue to be top employment sectors in many countries in the region. As a result, the Americas remain focused on expanding science, technology, and innovation initiatives and on developing a strong, capable workforce to grow local and regional economies. Advisers report that students' top choices of academic disciplines in 2023 were business and entrepreneurship, STEM, and social sciences.

While in some ways a cohesive region, WHA's languages, cultures, and educational systems vary by subregion. Educational systems follow the British, Dutch, French, Portuguese, and Spanish models, in combination with regional credentialing models aimed at achieving standardization across subregions. Academic calendars vary across the region, and some pose challenges for students submitting required application documents in time for U.S. college and university admissions deadlines.

Flight options in the region can be limited, but direct travel between countries is possible through regional hubs. Flight availability between smaller cities can be infrequent. Ground transportation may

be the only option for traveling within smaller countries. Travelers to the region should refer to [U.S. Department of State travel advisories](#) for up-to-date guidance and recommendations, paying careful attention to local conditions.

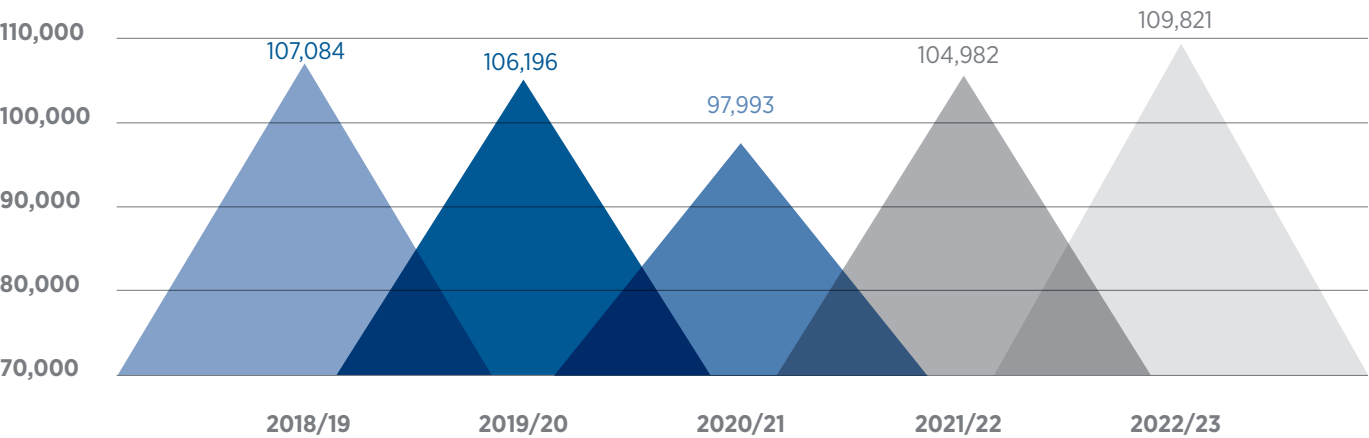
### Recent Trends

EducationUSA advisers frequently address questions from students related to safety and security on U.S. campuses. Advisers work hard to dispel misconceptions, sharing examples of common campus security practices and highlighting the benefits of U.S. study.

Local political and economic conditions continue to impact student mobility to the United States. Economic instability forces young professionals to delay graduate studies or seek more affordable options in the region or in other parts of the world, while local security concerns drive parents to consider sending their children abroad for undergraduate studies. Despite financial barriers to studying in the U.S., many families in the region recognize its value and are willing to invest in it. Elections have polarized many countries in the region, influencing the decision of students and families to leave their countries and pursue studies in the United States.

Offers of in-state tuition and the presence of diaspora communities continue to attract WHA students to the United States. As a result of Mexico and Canada's proximity to the United States, students from these countries tend to be concentrated in border states.

## Student Mobility in the Region (Five-Year Trend)



An increasing number of international students appear to express a preference for institutions located in predominantly urban and coastal areas of the United States, where they anticipate the presence of diaspora and immigrant communities.

In some WHA countries, industry is investing in academia, and public-private partnerships to fund international educational initiatives are becoming more common. Bilateral dialogues between the United States and countries in the region have prioritized workforce development, resulting in a focus on partnerships between nontraditional institutions (such as technical universities) and U.S. community colleges.

Teacher training through exchanges is increasingly a central component of national and regional educational programs and policy. Governments are focused on strengthening local teachers' language and pedagogical skills. Many local governments are funding short-term English-language programs for students and teachers, and these programs are now more readily available in non-English-speaking countries across the region.

There is also continued interest in institutional partnership building to increase student mobility, collaborative research, and other internationalization efforts. Local colleges and universities are eager to explore virtual or hybrid programs to increase international opportunities for students and faculty, as well as dual degrees and transfer agreements. There is special interest in Collaborative Online International Learning (COIL) initiatives to offer a U.S. academic experience directly to local classrooms.

In some southern South American countries, high schools offer dual local country-U.S. high school diplomas. Several universities and companies (Texas Tech University, University of Missouri, Griggs International, Maple Bear, and Pearson Academy, among others) have partnered with high schools to offer required courses in English, leading to a U.S. high school diploma. Such programs have created a new pool of highly qualified students for U.S. HEIs to engage.

Students from the region continue to express interest in two-year institutions and the transfer process between U.S. community colleges and four-year institutions as an affordable option for study in the United States. Brazil, Mexico, Venezuela, Colombia, Canada, and El Salvador have high percentages of students enrolling in U.S. community colleges.

As students look for more affordable U.S. study options, EducationUSA advisers report an increased interest in virtual programs including internships, co-ops, and research.

### Top Senders and Countries to Watch

Below are the top 10 countries in the region by number of students studying in the United States. *Student Mobility Facts and Figures* sheets for all countries are available [on the Open Doors website](#).

1. Canada
2. Brazil
3. Mexico
4. Colombia
5. Peru
6. Venezuela
7. Ecuador
8. Chile
9. Argentina
10. Jamaica

### What to Expect Over the Next Three to Five Years

Online education and sustainable academic partnerships are gaining momentum in North and Central America and the Caribbean, offering U.S. HEIs new opportunities for training and engagement. Programs offering skills development for students, faculty, and researchers such as virtual exchanges, research, and internships as well as joint degrees and short-term certifications will continue to be in demand.

Mexico and most Central American countries continue to prioritize workforce development, and there is strong interest in short-term certificate programs and partnerships between local technical universities and U.S. community colleges. Public-private partnerships in Mexico and Central America are popular models for supporting regional academic exchange initiatives. Canada announced they will limit the number of student visas for international students, and many

international students may consider applying to the United States instead.

[The U.S.-Caribbean Partnership to Address the Climate Crisis 2030 \(PACC 2030\)](#) is the U.S. government's flagship partnership with the Caribbean to advance climate adaptation and resilience and clean energy cooperation. U.S. HEIs interested in recruiting in the Caribbean should be aware of [PACC 2030](#) and the [Caribbean Basin Security Initiative \(CBSI\)](#), the two most important U.S. government policy priorities in the region, as there may be opportunities for HEIs to support these initiatives, particularly from the capacity-building perspective.

The United States is the top choice for Caribbean students who pursue higher education abroad. It is anticipated there will not be enough skilled labor to support the strong projected economic growth in several Caribbean countries. This demand for training and workforce development gives U.S. HEIs the chance to partner with local institutions to provide capacity-building opportunities and to contribute to the region's economic and workforce development.

The Andean region continues to face socio-political instability in most of its countries, in many cases triggered by the pandemic's economic impact. This political instability will continue to impact the region for the next several years, likely leading to an increase in students seeking to study abroad. Though students will have a harder time financing their studies abroad, parents will make an extra effort to offer their children a more stable environment in which to continue their studies. Young professionals will also continue to have a strong interest in investing in graduate programs, though they might search for more affordable options, such as online and hybrid programs.

Students in the Andean region already show growing interest in studying in the United States. According to the 2023 *Open Doors* report, most countries in the region recorded a double-digit percentage increase in students studying in the United States over the last year, with Peru leading the trend with 19.3 percent growth. This growth in the region will likely continue. At the 2023 EducationUSA South America fair circuit,



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fairs in Colombia, Ecuador, and Peru saw an average of 1,450 students participating in each stop. To meet increased demand in advising services, EducationUSA is opening new centers in Peru and Colombia. In spring 2024, EducationUSA opened a center in Barranquilla, Colombia, which will ensure that EducationUSA reaches the Colombian Caribbean.

In the next several years, local governments will continue to prioritize improving student access to local HEIs. Ecuador has eliminated the national entry exam to make it easier for students to access higher education. Each institution will have the flexibility to implement admissions requirements depending on their institutional needs. The Government of Colombia is redirecting funds to local public universities with the goal of increasing access to tertiary education for local students. Local HEIs continue their internationalization efforts and are looking for more institutional partnerships. This is an area for growth in the region, as many universities are interested in finding counterparts in the United States to collaborate in areas of research collaboration, faculty exchanges, COIL programs, and student mobility.

EducationUSA advisers in South America's Southern Cone are expanding pools of prospective students for U.S. HEI recruitment through advising cohort programs in schools that offer dual high school diplomas (U.S. and local country's). These connections will make it easier for U.S. HEIs to establish rapport and

organize visits to recruit students directly at these schools.

EducationUSA has expanded its presence in Paraguay with the hiring of three new advisers, all of whom are graduates of U.S. HEIs, for Asunción and the new triborder office in Hernandarias, which serves Argentina, Brazil, and Paraguay. Paraguay and Uruguay will also host stops on the South America LLM Fair this year. EducationUSA increased its number of offices in Brazil to 44, including the newly inaugurated offices at the State University of Piauí, the Federal Institute of Maranhão, and the Federal University of Rio Grande do Norte and Federal Institute of Rio Grande do Norte in Natal, the northeast of Brazil. A new office will open in São Paulo, linked with the state of São Paulo's Centro Paula Souza, which encompasses 73 universities and 227 schools with 327,000 students. In 2024, a new EducationUSA center opened at the Catholic University of Chile in Santiago with U.S. embassy and EducationUSA staff at an event commemorating the "U.S. Day," attracting hundreds of students.

Universities and schools in the region are now accepting educational tours, so look for upcoming recruitment trips to Southern Cone countries. Brazil organized an EducationUSA Roadshow in 2023, hosting 27 U.S. colleges and universities in five cities over 12 days with 6,253 students registered for the fairs. In 2024, Brazil hosted 44 colleges and universities in seven cities including in the south. Argentina, Chile, Paraguay, and Uruguay are revamping their competitive college

clubs and undergraduate college clubs to attract more students to apply to U.S. HEIs. All advisers are seeing a renewed interest in studying in the United States. The South America Fair in August and September and the LLM Fair in October will include stops in all Southern Cone countries. Argentina and Brazil had polarized elections, which has influenced the decision of families to send students to pursue their studies outside their countries.

U.S. and local HEIs are collaborating on innovative recruitment activities in the region. Best practices include dual-degree agreements, online credit-bearing visiting student programs, and institutional partnerships that facilitate pathways for transfer between institutions in specific disciplines. Online collaboration has increased engagement between U.S. universities and students interested in certificate programs. As these students conclude undergraduate or certificate programs, many apply for graduate programs at the U.S. universities in which they were previously enrolled.

## Virtual Engagement and Social Media Usage

EducationUSA centers in the region maintain active Instagram and Facebook accounts, with more than 80,000 and 400,000 followers, respectively. Advisers also engage through other platforms, such as X (formerly Twitter), YouTube, and blogs. Advisers use WhatsApp to disseminate information about upcoming events and for cohort advising. Advisers conduct virtual advising and virtual office

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

Country	2018/19	2022/23	% Change
Dominica	227	459	102%
Peru	3,409	5,170	52%
Nicaragua	443	598	35%
St. Kitts and Nevis	147	186	27%
Argentina	2,407	2,979	24%

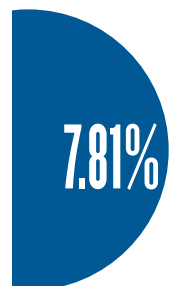
102.0%

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

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



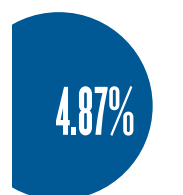
**Dominica**  
College-Age  
Population  
**5,704**



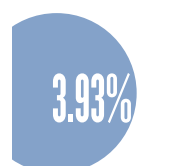
**Bahamas**  
College-Age  
Population  
**33,358**



**St. Kitts and Nevis**  
College-Age  
Population  
**3,155**



**Cayman Islands**  
College-Age  
Population  
**2,980**



**British Virgin Islands**  
College-Age  
Population  
**2,087**

*Source: UNESCO Institute of Statistics; Indicator: 2023 or most recent Population of the official age for tertiary education, both sexes*

hours using platforms such as Zoom and Google Meet. Facebook ads and Facebook Live are also effective outreach tools in the region.

The EducationUSA North America, Central America, and the Caribbean (NCAC) regional working group of senior advisers organizes webinars, workshops, professional roundtables, and showcases on diverse topics, providing opportunities for U.S. HEIs to share their expertise with students, parents, counselors, and teachers in this subregion. All sessions are available for students to watch on demand through [EducationUSA's YouTube channel](#). HEIs wishing to get involved can contact REAC: Regional Manager [Giselle Dubinsky](#).

EducationUSA Canada provides webinars, live broadcasts on social media, and other innovative virtual programming to introduce Canadians to U.S. study options and the [5 Steps to U.S. Study](#). EducationUSA Canada offers in-person opportunities through guidance counselor forums, school visits, and fairs run in major Canadian cities.

EducationUSA Argentina, Brazil, Chile, Paraguay, and Uruguay have developed online cohort advising programs to reach larger and more diverse student audiences. Social media campaigns on topics such as Black History and Women's History months have attracted significant student interest. Argentina, Brazil, Chile, and Paraguay have revamped their websites in local languages (Spanish and Portuguese), highlighting U.S. university webinars through online agendas and [International Education Week \(IEW\) events](#).

EducationUSA advisers have added subtitles in Portuguese and Spanish to nine of the new EducationUSA thematic campaign videos in all Southern Cone countries, and consular offices at U.S. embassies and consulates have agreed to broadcast these videos in visa waiting rooms. Instagram Live sessions and social media takeovers by currently enrolled students are popular in the region. By offering all presentations, workshops, and cohort advising groups virtually, EducationUSA Southern Cone has expanded to advise more students from a wider variety of locations, reaching out

to niche audiences such as agribusiness audiences in off-the-beaten-track cities.

To meet increased demand from U.S. institutions for virtual engagement with Colombian students, EducationUSA Colombia created a [webinar request form](#) that allows EducationUSA to better coordinate and promote events.

EducationUSA advisers in the Andean region work together to create regional social media campaigns and virtual programming to have a wider reach in the region. Advisers welcome U.S. HEIs interested in collaborating in these regional virtual spaces.

### Successful Recruiting Strategies

- Interact with students through EducationUSA webinars and in-person presentations at advising centers.
- Incorporate alumni into student engagement strategies. Consult local EducationUSA advisers when engaging alumni to represent your institution.
- Connect prospective students with currently enrolled international students on campus who are willing to share their personal experiences.
- Coordinate with other U.S. HEIs to offer group presentations, seminars, workshops, and mini-fairs virtually or at EducationUSA centers. Collaborative sessions are effective, given the demand for EducationUSA services and students' limited time to participate in events.
- Contact EducationUSA advisers in locations that are off the beaten path.

### Regional Student Totals Top Five Countries of Origin

Country	2022/23	% Change
Canada	27,876	3%
Brazil	16,025	8%
Mexico	14,541	0%
Colombia	9,096	13%
Peru	5,170	19%

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These connections may yield new opportunities to reach diverse student populations.

- Distribute materials in local languages, including Dutch, English, French, Portuguese, and Spanish, and employ local-language-speaking representatives in recruitment efforts to engage parents in meaningful ways.
- Consider recruiting qualified students from prominent national (i.e., public) secondary schools in addition to international schools.
- Offer virtual office hours to enhance communication between students and advisers helping students with their applications.
- Institutions should work to make their website more international student friendly. Students should be able to easily find information about programs, costs, scholarships/financial aid opportunities, and contact information in case they have questions.
- Stay informed about faculty-led study

abroad programs. Encourage professors and students to visit EducationUSA advising centers to meet local students when traveling abroad and ask students to share their experiences.

- Explore in-person and virtual internship opportunities at EducationUSA advising centers. Students can gain skills, assist advisers, and help promote their institution locally.

### Institutional Partnerships

Many institutions in the region have established specific internationalization goals and are eager to explore institutional linkages, including faculty exchanges, research or internship programs, and group study abroad for both inbound and outbound students. Dual and/or joint degrees and collaborative online education are also increasingly common. Many local institutions seek language training for faculty to facilitate more instruction in English and attract U.S. and other international students.

Before pursuing new institutional partnerships, inventory faculty on existing

relationships – formal and informal – with HEIs and their faculty counterparts in the region. Identify the types of programs that are relevant and sustainable for both institutions.

Organize meetings with local institutional representatives to outline priorities, explore opportunities, and discuss sustainability. Contact a REAC to develop an initial strategy prior to engaging prospective partners. In some cases, EducationUSA can also share local institution or higher education association contact information.

Maintain regular follow-up conversations with local institutions after visits. Subsequent in-person meetings may be needed to solidify relationships. Including staff who speak the local language offers a strategic advantage.

The U.S. Department of State's Bureau of Western Hemisphere Affairs' signature education initiative – *100,000 Strong in the Americas* – catalyzes resilient interregional partnerships to expand regional education cooperation and create access to innovative, inclusive educational exchange and training programs. *100K Strong* partnerships across sectors build on regional alliances between governments, industry, and academic networks to strengthen institutional capacity and ensure the United States is preferred for educational exchange and training programs. *100K Strong* partnerships ensure a greener, more inclusive, democratic, and prosperous Hemisphere.

From 2013-2023, the *100K Strong* Initiative awarded 335 grants of USD\$25,000 to USD\$50,000 each to close to 600 HEIs working in teams across 26 countries and 49 U.S. states and engaging more than 10,000 students and faculty. Mexico, Colombia, Brazil, Peru, Argentina, Chile, Costa Rica, and Guatemala are leading *100K Strong* countries, partnering with a diversity of U.S. HEIs to design and carry out innovative, inclusive exchange programs. The *100K Strong Network*, managed by Partners of the Americas in coordination with the WHA Bureau at the U.S. Department of State, provides an online platform comprised of 4,500 members, including close to 2,000 U.S. universities and colleges.

EducationUSA advisers actively promote and support *100K Strong* partnerships and funding opportunities for HEIs in the U.S. and throughout Latin America. Learn more by visiting the [100K website](#).

**Foreign Government and Private Funding**

**Argentina.** The present government dissolved the Ministry of Education and created a Secretariat of Education. The Secretariat of Education's Department of International Scholarships and International Cooperation (DGCIN) funds scholarships for graduate studies in the United States and supports teaching assistants and researchers. The City of Buenos Aires Magistrates' Council awards LLM scholarships through the Fulbright Commission in Argentina as well as three-month research grants. The National Institute for Agricultural and Technological Research (INTA) and the Williams Foundation award research grants to local scholars. Instituto Argentino del Petróleo y del Gas (IAPG) Houston offers grants to pursue master's degrees in petroleum engineering, geology, renewable energies, environmental sciences, and related fields. The Federal Investment Council (CFI), with representation in 22 provinces in Argentina, funds master's degree scholarships and research grants.

**Aruba.** The government of Aruba provides loans to bachelor's- and master's-level students pursuing study overseas. Aruban students pursuing study in the United States are eligible to apply for a starter package of AWG17,000 (Aruban florin) and AWG15,375 per academic term for up to eight terms at a two percent interest rate.

**Antigua and Barbuda.** Antigua and Barbuda offer a government-funded grant of approximately USD\$5,000 annually as well as low-interest loans to students pursuing postsecondary studies, including online study at the undergraduate and graduate levels.

**The Bahamas.** Lyford Cay Foundations Scholarships provide maximum awards of USD\$30,000 to approximately 100 Bahamian students each year to pursue undergraduate, graduate, and technical education abroad. In addition, the Ministry of Education has implemented a tiered system to award grants and merit-based

scholarships ranging from USD\$7,500 to USD\$35,000 for study abroad.

**Barbados.** The Barbados Scholarships and Exhibitions are merit-based awards offered to approximately 30 undergraduate-level students with high scores on the Caribbean Advanced Proficiency Examination (CAPE) or in an associate's degree program at the Barbados Community College. The scholarship covers tuition and airfare and provides a stipend of approximately USD\$3,500 per year for study at home or abroad. In addition, approximately 10 students per year receive National Development Scholarships, which provide financial support to students ages 18 to 40 who have been accepted by an accredited university abroad, including in the United States, at the undergraduate or graduate level.

**Bolivia.** The Bolivian government offers 200 fully funded graduate scholarships per year. Students must have an admission letter to access this opportunity. Universities in the top 500 of the [Shanghai Ranking](#) are eligible to receive students under this scholarship program.

**Brazil.** Brazil is the ninth top sending country worldwide of students to the United States, and U.S. universities and colleges are increasing their recruitment efforts in the country. The Brazilian government increased in-country teaching assistantship (TA) scholarships in science by 300 percent and is directing funds to support science in the country. Many schools are offering dual high

school diplomas from a U.S. high school and a Brazilian high school. EducationUSA has created a new pool of students at high schools, and advisers organize workshops for high school counselors. The Fulbright Commission in Brazil works with the Ministry of Education's Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) program to expand Fulbright's professional development support for public school teachers in one-month English teacher training programs at U.S. HEIs. EducationUSA now collaborates with the Behring Foundation in Brazil, which supports the EducationUSA Opportunity Funds undergraduate program together with ECA.

**Canada.** The Killam Fellowships Program, administered by Fulbright Canada, provides USD\$6,000 per semester for student exchange between U.S. and Canadian universities for one to two semesters. More information is available on the [Fulbright Canada website](#). The [Fulbright-MITACS Globalink program](#) provides CAD\$7,500 to U.S. undergraduate students who undertake a summer research project (10-12 weeks) in Canada.

**Chile.** The National Agency for Research and Development (ANID) (formerly known as the National Commission for Scientific and Technological Research) administers Becas Chile and other programs that promote research opportunities in all disciplines, technological development, and scientific-technological innovation. Becas Chile graduate scholarships provide an

**U.S. Study Abroad**

Top Five Receiving Countries in the Region		
Destination	2021/22	% Change
Costa Rica	4,751	741%
Mexico	2,832	1,042%
Ecuador	2,283	1,475%
Peru	1,368	22,700%
Argentina	1,041	17,250%



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opportunity for U.S. HEIs to recruit fully-sponsored Chilean students. Becas Chile accepts applications for scholarships to fund doctoral studies abroad beginning in March and ending in April. Final results are shared in June. For master's programs abroad, the application period starts in March and ends in April, with final selection in July.

**Colombia.** The Foundation for the Future of Colombia ([COLFUTURO](#)), a nonprofit foundation established in 1991 with support from Colombia's government and the private sector, provides loans for graduate study abroad. These loans can be converted to partial scholarships if graduates meet certain requirements,

such as working for the public sector upon graduation. [ICETEX](#), the Colombian government entity that promotes higher education through national and international educational credits, offers loans for students to pursue graduate study abroad. The Ministry of Science, Technology, and Innovation ([Minciencias](#)) offers scholarships for doctoral studies in the United States. Some of this funding is administered through the Fulbright Commission in Colombia as Fulbright doctoral grants.

**Costa Rica.** The Costa Rica United States Foundation for Cooperation ([CRUSA](#)) supports international exchange and student mobility initiatives in STEM fields

using tools that include the EducationUSA Opportunity Funds program. In 2023, through collaboration with the BNC Centro Cultural Costarricense Norteamericano and its EducationUSA center, CRUSA supported seven students with awards of approximately USD\$40,000 to pursue technical degrees at community colleges.

**Dominica.** The Dominica government awards one Island Scholarship each year to the student with the highest score on the [CAPE](#). The government also awards approximately five scholarships annually to the top student in each of the faculties of Dominica State College.

**Dominican Republic.** The Ministry of Higher Education, Science, and Technology ([MESCyT](#)) continues to support study abroad at the graduate level and for certificate programs. MESCyT prioritizes master's and doctoral degrees in engineering, technology, science, public health, education, and agriculture. The ministry seeks to establish articulation agreements with U.S. research-focused universities that offer tuition waivers or in-state tuition for scholars from the Dominican Republic. These scholarships can also be used for hybrid and joint-degree programs offered in partnership between U.S. and local HEIs.

**Ecuador.** Local private banks offer a wide range of student loans that range from USD\$20,000 to USD\$30,000 a year for accredited programs at foreign institutions. Students have the option of paying off their loans in a period that extends from five to 20 years depending on the institution, and they have at least a six-month grace period to start paying off their loans once they have graduated.

**Guatemala.** The GuateFuturo Foundation offers loans of as much as USD\$50,000 for master's programs. Students are eligible for scholarships of up to 50 percent of the loan amount, provided they receive their degree within a certain time frame and return to Guatemala and satisfy residency requirements (typically three to five years). Students can obtain an additional 10 percent discount if, upon returning home, they complete one year of continuous employment in the public sector, teaching, or research, or if they work in the interior of the country (outside of the Department of

Guatemala). Those pursuing master's degrees in management or business programs are limited to 25 percent of the loan amount as a scholarship.

**Honduras.** The HondurFuturo Foundation offers the same model of support as GuateFuturo, with loans of up to USD\$50,000. Students can obtain an additional 10 percent discount if, upon returning to the country, they immediately engage in employment for one full year as teachers in local universities. Those pursuing master's degrees in management or Master of Business Administration (MBA) programs are limited to 25 percent of the loan amount as a scholarship.

**Mexico.** The U.S. ambassador to Mexico has set a goal of significantly increasing student exchanges between the United States and Mexico. During President Biden's 2023 visit to Mexico, he highlighted education as one of the important deliverables for the 2023 North American Leaders' Summit, in support of economic growth and prosperity across the three countries (Canada, United States, and Mexico). In addition to managing traditional Fulbright exchanges, the Fulbright Commission in Mexico (COMEXUS) supports short-term programs in undergraduate research, teacher training, and professional internships, both in Mexico and the United States. The government of Mexico supports graduate students mainly via COMEXUS, the National Council of Science and Technology (CONACYT), and the Human Resources Development Fund (FIDERH). Local NGOs such as the Mexican Foundation for Education, Technology, and Science (FUNED) and the Becas Magdalena O. Vda. de Brockmann offer scholarships and loans to Mexican graduate students.

**Panama.** The Panamanian government's National Secretariat for Science, Technology, and Innovation (SENACYT) administers several scholarship programs, including the Fulbright-SENACYT scholarship, at the master's and doctoral levels in a range of STEM fields. The scholarship also includes postdoctoral fellowships, and research or academic internships abroad. To date, this program has provided full funding for more than 750 Panamanian students in the United States. The Panamanian government's

Institute for Training and Development of Human Resources (IFARHU) offers loans and financial aid to support undergraduate and graduate study abroad. IFARHU has also established agreements with U.S. HEIs to provide merit-based scholarships for students with financial need, which can be used to cover the costs for English pathway programs.

**Paraguay.** The Paraguayan government's Programa Nacional de Becas en el Exterior Don Carlos Antonio López (BECAL) scholarship program funds in-person master's, doctoral, and postdoctoral students in education, science, technology, and innovation fields at specific U.S. HEIs. The Kansas Paraguay Partners of the Americas out-of-state tuition waiver agreements have contributed to a steady flow of Paraguayan students attending colleges and universities in Kansas. BECAL has established a partnership with the Paraguay Kansas Committee that funds 34 students from Paraguay to participate in a semester abroad at HEIs in Kansas. The U.S. embassy and EducationUSA Paraguay have offered webinars to promote and help applicants navigate the application process of U.S. embassy-driven Fulbright scholarships. This year, there are 13 Fulbright-CAL scholarships co-funded by the Paraguayan government: 10 are for master's programs (two master's in education and eight master's in science, technology, and innovation), two for doctoral programs, and one for postdoctoral programs. Moreover, there are four Fulbright scholarships funded by the U.S. Department of State for master's programs in any field of study and for faculty development programs. Additionally, BECAL offers up to 90 yearly scholarships for master's, doctoral, postdoctoral, and undergraduate exchange programs in the education, science, technology, and innovation fields from top-ranked universities worldwide. For these scholarships, students must be admitted to the universities to apply for financial support from BECAL.

**Peru.** PRONABEC is the government agency that manages scholarship programs, including Beca Generación del Bicentenario (previously known as Beca Presidente de la República), a program that awards approximately 150

graduate scholarships abroad each year. PRONABEC takes into consideration any partial funding students can secure from other sources, such as an assistantship, when evaluating a candidate's scholarship application. The scholarship program uses a list of approved universities based on international rankings. Reto Excelencia-SERVIR is a government "loan-scholarship" program that supports public servants pursuing graduate studies abroad. Contact the [EducationUSA Lima center](#) for updates on these two scholarships. [Beca Cometa](#) is a private scholarship that fully funds 20 Peruvian students' undergraduate studies each year at select U.S. universities. This initiative is led by Intercorp Group, one of the largest business conglomerates in the country.

**Uruguay.** The Uruguayan government, through the [National Agency for Research and Innovation \(ANII\)](#), cost-shares with [Fulbright Uruguay](#) programs for Uruguayans to do master's and doctoral work in the United States in fields such as biotechnology, environmental sciences, energy, information and communication technology, human and animal health, education, creative industries, agribusiness and agro-industry, transportation and logistics, education, and criminology. The Uruguayan government, through the Ministry of Education and Culture (MEC), the National Administration of Public Education (ANEP), and Ceibal, co-funds together with the U.S. Embassy in Montevideo an exchange program for Uruguayan educators administered by the Fulbright Commission.

#### **Organization of American States (OAS).**

Students from member countries are eligible for [Rowe Fund loans](#). These interest-free loans are available at the graduate level throughout the region and for undergraduate studies in English-speaking Caribbean countries. The Rowe Fund allows EducationUSA Opportunity Funds students from Argentina, Bolivia, Chile, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay, and Uruguay to apply for the loan without a cosigner.

#### **Regional Economics and Market Demands**

The majority of governments in the region have identified STEM-related fields as key priorities for workforce development

## Western Hemisphere

and economic growth. Governments in the region support both technical and research-related pursuits in STEM fields, and strategic sectors include oil, gas, mining, agribusiness, and health care. Entrepreneurship is also a regional focus as countries consider ways to support small-business growth. Several countries also rely on service industries such as tourism, banking, and information as major employment sectors.

Countries in the region seek opportunities to collaborate on tailored, non-degree, short-term programs, especially for technical education. Such programs include internships and other hands-on experiences for young professionals, virtual education opportunities, and capacity-building opportunities with local academic institutions as well as the public and private sectors.

### Regional EducationUSA Events, Fairs, and Conferences (in person and virtual)

Visit the [EducationUSA fair portal](#) for upcoming fairs and follow specific countries' websites and social media accounts for other local in-person and virtual opportunities. Additional activities include participation in beginner adviser training, thematic sub-regional workshops, and capacity-building workshops for local HEIs.

**Brazil.** The EducationUSA Brazil Roadshow is an opportunity to recruit students, meet key leaders in internationalization, and establish partnerships in the spring. In April 2024, EducationUSA Brazil hosted an in-person roadshow with stops in seven cities, with the participation of 44 U.S. colleges and universities. Contact [Marina Martins](#) for more information.

**Canada.** EducationUSA Canada holds an annual fair in May to recruit undergraduate students. This event features U.S. HEIs emphasizing their undergraduate degree programs. In spring 2023, EducationUSA Canada hosted its first in-person fair tour with stops in Vancouver, Ottawa, and Toronto. Each city had 50-60 U.S. colleges and universities participating. In spring 2024, EducationUSA Canada hosted a fair in Ottawa. Contact EducationUSA adviser [Jenika Heim](#) for more information.

**Caribbean.** In 2023, EducationUSA Trinidad and Tobago hosted their annual in-person fair. This fair draws 5,000 to 6,000 students in-person. EducationUSA is exploring the possibility of creating an EducationUSA Caribbean fair tour in fall 2025. Contact REAC [Giselle Dubinsky](#) for more information.

**Colombia STEM Fair.** This annual STEM-focused fair tour takes place in March and includes stops in various cities in Colombia. In March 2024, 20 U.S. institutions joined the event and met with more than 2,000 students in Bogotá, Bucaramanga, Cali, and Pereira. Contact fair coordinator [Karina Otalora](#) for information on future Colombia fairs.

**EducationUSA Central America Fairs.** In recent years, EducationUSA Central America has organized theme-based, multi-country fairs during the spring or summer. For example, in August 2023, EducationUSA Costa Rica and Panama hosted their third iteration of the virtual science, technology, engineering, arts, and mathematics (STEAM) open house, featuring 35 U.S. HEIs. The event was designed to promote undergraduate and graduate STEAM programs and offer updated information about student visas and about applying to Optional Practical Training (OPT) programs. It also provided opportunities for group conversations between U.S. HEIs and potential students. Contact REAC [Giselle Dubinsky](#) for information about future fairs in Central America.

**High School Counselor Training Workshops.** EducationUSA Barbados, Brazil, Canada, Chile, Colombia, Dominican Republic, Eastern Caribbean Islands, Ecuador, Honduras, Mexico, Panama, and Trinidad and Tobago regularly organize training workshops on U.S. higher education for local high school counselors.

**EducationUSA Latin America LLM Fair Circuit.** EducationUSA plans to offer the Latin America LLM Fair in person from October 6-30, including stops in Mexico City, Rio de Janeiro, Brasília, São Paulo, Montevideo, Buenos Aires, Asunción, Santiago, Lima, Quito, and Bogotá. Contact EducationUSA adviser [Marina Martins](#) for more information.

**EducationUSA South America Fair Circuit.** EducationUSA will offer this in-person circuit from August 25 to September 16. It will include stops in Rio de Janeiro, São Paulo, Brasília, Asunción, Montevideo, Buenos Aires, Santiago, Santa Cruz, Lima, Quito, and Bogotá. Institutions promoting undergraduate, graduate, and short-term programs are encouraged to participate. Contact fair coordinator [Karina Otalora](#) for more details.

**Venezuela.** EducationUSA Venezuela offers "mock fairs" that reach more than 6,000 students per year. As local conditions for the past several years have made it difficult for U.S. higher education representatives to visit the country, U.S. HEIs have prepared English-language students from local BNCs to represent them at these fairs. Represented HEIs frequently send materials for the fairs and promote them widely on their social media platforms.

**Alumni fairs.** EducationUSA regularly hosts alumni fairs featuring U.S. embassy and consulate officers sharing their personal experiences at their alma maters. U.S. HEIs are encouraged to share informational materials with the organizers for use in these fairs.

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

U.S. study abroad in the Western Hemisphere (WHA) region has rebounded from the sharp decline shown in the 2022 *Open Doors* report. According to 2023 *Open Doors* data, the number of U.S. students studying in the region increased by 1,111.7 percent, with 20,060 U.S. students studying in WHA in AY 2021-2022. The region hosted 10.63 percent of the total U.S. study abroad population. Costa Rica received the most U.S. study abroad students in the region and the seventh most in the world. Mexico (11th), Ecuador (14th), Peru (20th), Argentina (23rd), and Belize (25th) also placed within the top 25 most popular study abroad destinations for U.S. students in AY 2021-2022.

The State Department's USA Study Abroad branch is collaborating with government and higher education stakeholders throughout the region to build capacity for U.S. study abroad programming. USA Study Abroad's [Increase and Diversify Education](#)





**Abroad for U.S. Students (IDEAS) Program** awarded 37 grants to U.S. colleges and universities in 2024 to develop study abroad programs across the world focusing on various foreign policy themes, including economic development and entrepreneurship, global health, and technology and innovation. Nine U.S. colleges and universities are using 2024 IDEAS grants to expand their higher education partnerships and study abroad programming in seven countries across the Western Hemisphere. USA Study Abroad also provided funding to eight U.S. embassies and binational Fulbright Commissions in the region in 2024 to implement U.S. Study Abroad Engagement Grant projects that will build foreign higher education institutions' capacity to partner with U.S. colleges and universities and host more U.S. study abroad students.

U.S. study abroad students are welcome to join EducationUSA programming

activities throughout the region. U.S. institutions are encouraged to provide information and resources to study abroad participants prior to their departure from the United States so they can promote the institution to local audiences. Students have delivered general presentations about their institutions, joined conversation

groups, assisted with mock admissions interviews, and participated in alumni fairs and other events that allowed them to engage with local high school and university students.

### **Best and Worst Times of the Year to Interact with Students (in person and virtual)**

U.S. HEI representatives are encouraged to review and consider U.S. Department of State travel warnings posted at [travel.state.gov](https://travel.state.gov). In Northern Hemisphere countries, the academic year runs from August, September, or October to May, June, or July. In Central American and Southern Hemisphere countries, the school year aligns more closely with the calendar year, running from February or March to November or December. Secondary schools in a few countries in the region follow multiple academic calendars – even within the same country. Avoid travel during Christmas, at the beginning of the New Year, and during region-specific festivities such as Carnival, Holy Week, and All Saints' Day/Day of the Dead. Contact REACs or advisers before planning a trip to avoid visiting during local holidays.