



Global Guide 2017

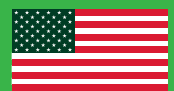


2017 GLOBAL GUIDE

The Global Guide is a product of the U.S. Department of State's EducationUSA Global Advising Network, produced by the Department's Bureau of Educational and Cultural Affairs and the Institute of International Education (IIE) under a cooperative agreement. Unless otherwise noted, student mobility statistics are drawn from the 2016 *Open Doors* Report on International Educational Exchange, produced by IIE and sponsored by the U.S. Department of State.

CONTENTS

Introduction to EducationUSA	2
Services for U.S. Higher Education Institutions	4
EducationUSA: By the Numbers.....	6
Regional Educational Advising Coordinator (REAC) Map	6
EducationUSA Advising Center Map.....	8
EducationUSA Advising Center Levels of Service	10
Social Media.....	11
Sub-Saharan Africa	12
East Asia and Pacific.....	21
Europe and Eurasia	29
Middle East and North Africa.....	42
South and Central Asia	50
Western Hemisphere	59



Your Official Source on U.S. Higher Education

EducationUSA.state.gov





Introduction to EducationUSA

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

Regional Educational Advising Coordinators

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

Programs and Services

EducationUSA advising centers offer a variety of services to assist both international students and the U.S. higher education community. For international students, advising centers provide information about the breadth of U.S. higher education as well as about the application process through group advising sessions, virtual advising, individual appointments, and pre-departure orientations. The U.S. higher education community looks to the EducationUSA network for advice

about developing regional and country-specific recruitment strategies, creating programs and products to connect with student audiences abroad, and obtaining information about how application and admission issues affect overseas candidates. EducationUSA advisers also use their expertise to help U.S. institutions develop relationships with local universities and schools for recruitment, study abroad programs, and deeper university partnerships.

Opportunity Funds Program

In line with U.S. Department of State public diplomacy goals, EducationUSA advisers reach out to students from economically disadvantaged backgrounds. The EducationUSA Opportunity Funds program assists high-achieving students who are competitive for full financial aid from U.S. colleges and universities but lack financial resources to cover up-front costs such as testing fees, application fees, or airfare. Opportunity Funds program students engage in one to two years of cohort advising sessions with EducationUSA advising staff, ultimately helping to diversify the pool of students applying to U.S. colleges and universities. Hundreds of academically talented students from more than 50 countries worldwide participate in the Opportunity Funds

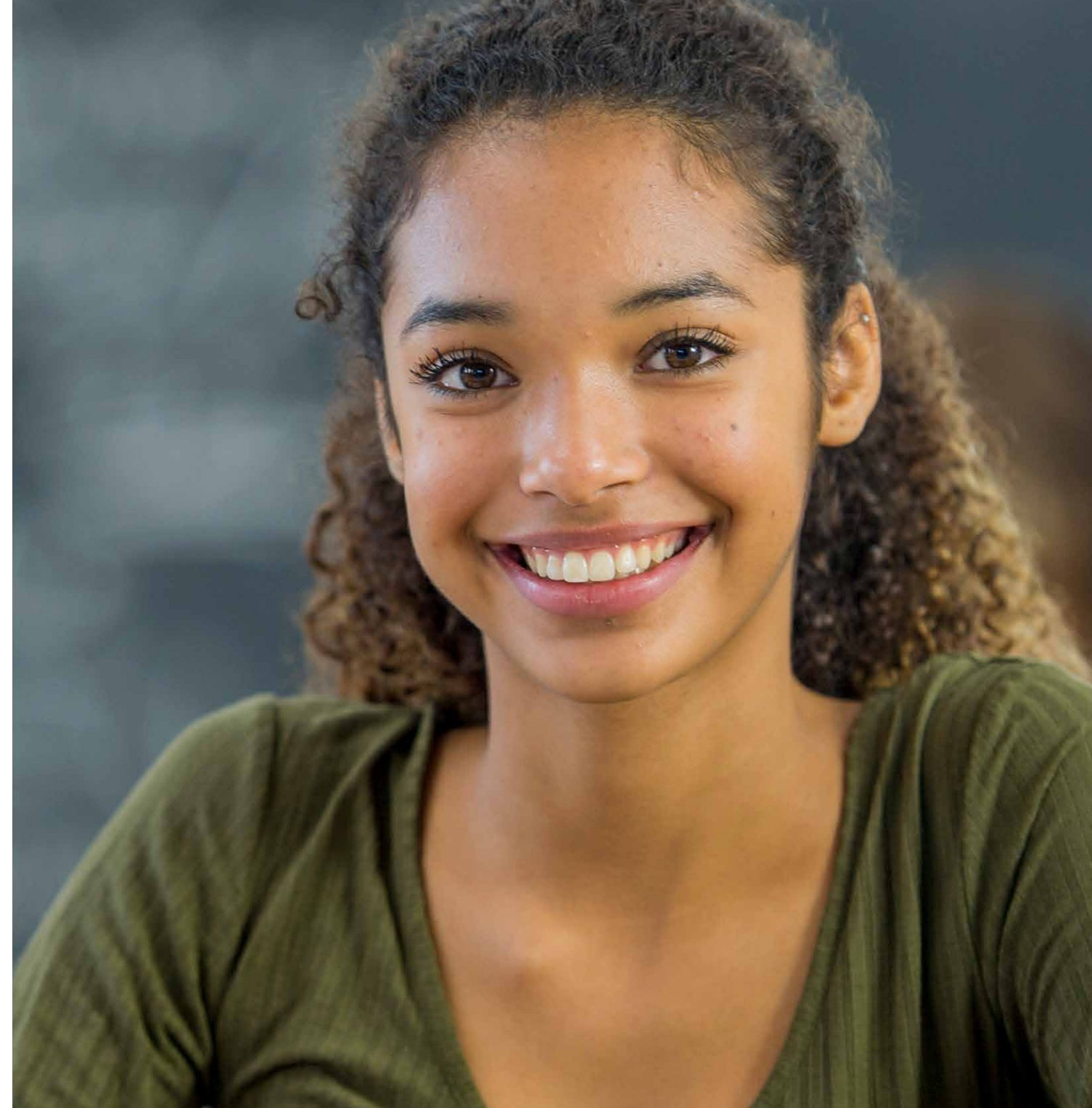
program each year and receive millions of dollars in scholarship offers from U.S. higher education institutions. For more information about recruiting and supporting Opportunity Funds students, please contact: EdUSAOppportunity@state.gov.

Your 5 Steps to U.S. Study

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

U.S. Study Abroad

EducationUSA advisers around the world are experts on the national education systems in their respective countries and have good relationships with local universities and schools. If you seek to establish or expand study abroad programs at your institution, both the EducationUSA network and the U.S. Department of State's newly formed U.S. Study Abroad Branch can provide support. Visit the U.S. Study Abroad website at www.studyabroad.state.gov.



3 million+

Social Media "likes"

9,500+

Subscribers to the Higher Education eNewsletter

5,226,279

2016 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. International students enrich U.S. classrooms, campuses, and communities with unique perspectives and experiences that expand the horizons of American students, while enhancing U.S. institutions' research and teaching capacity and increasing their prestige and position in the competition for global talent. The knowledge and skills students develop on an internationalized American campus prepare them to become the next generation of world leaders who work across languages, cultures, and borders to solve shared global challenges.

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

Research

The U.S. Department of State funds the Institute of International Education's *Open Doors Report on International Educational Exchange*, an annual survey of international students and scholars in the United States and of U.S. students studying abroad in credit-bearing courses. *Open Doors* data is used by U.S. embassies; the U.S. Departments of State, Commerce, and Education; and other federal, state, and local organizations to inform policy decisions about educational exchanges, trade in educational services, and study abroad activity. U.S. colleges and universities, foreign governments, and the media rely on these comparative statistics to analyze trends in student mobility.

The report also provides data on places of origin, sources of financial support, fields

of study, host institutions, academic level, and rates of growth of the international student population in the United States. Furthermore, it highlights the positive economic impact of international students for the states in which they study and the nation as a whole. The publication also includes sections on international scholars in the United States and intensive English-language programs.

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

Work with EducationUSA Advisers and REACs

The U.S. higher education community can connect with EducationUSA advisers and REACs in the United States as well as abroad. Ideas on how institutions can start engaging include:

- Join U.S. higher education professionals, REACs, and advisers from key overseas

markets at the annual EducationUSA Forum in Washington, DC.

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

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

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

- Campus visits/higher education association conferences: Experienced advisers represent EducationUSA at

a variety of U.S. higher education association conferences each year. During their time in the United States, advisers have the opportunity to visit colleges and universities. Calls for campus hosts are publicized on the EducationUSA website and in the monthly newsletter.

- Offer to serve as a subject matter expert in EducationUSA adviser training programs.

- Direct students accepted to study at your institution to EducationUSA pre-departure orientations in their home countries.

- Host a cohort of the EducationUSA Academy for international students from 15-17 years of age as they develop their English language, writing and academic skills, become familiar with the American higher education system, and prepare to apply to U.S. colleges and universities.

Global Recruiting Strategies

The EducationUSA network provides advice about developing regional and country-specific recruitment strategies. Institutions can collaborate with EducationUSA to enhance these strategies in a wide variety of ways:

- Consult REACs, the first point of contact for advice regarding a specific region or country.

- Ask REACs about connecting with education ministries and scholarship-granting bodies in the region.

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

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

- Conduct market research to identify audiences of prospective students in regions or countries that fit your institution's recruitment priorities. In addition to the regional information contained in this guide, take advantage of the *Open Doors Report on International Educational Exchange*, and the EducationUSA center and country fact sheets available on the EducationUSA website.

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

- 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 an array of services for U.S. higher education including:

- Enabling U.S. higher education professionals to access the EducationUSA network of advisers and REACs

- Connecting with Washington, DC-based EducationUSA staff and embassy representatives

- Participating in EducationUSA Interactive webinars as content experts

- Subscribing to the *U.S. Higher Education Monthly Update*

- Scheduling structured visits to EducationUSA centers

- Accessing special programming, regional fairs, and other events

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

Login Access

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

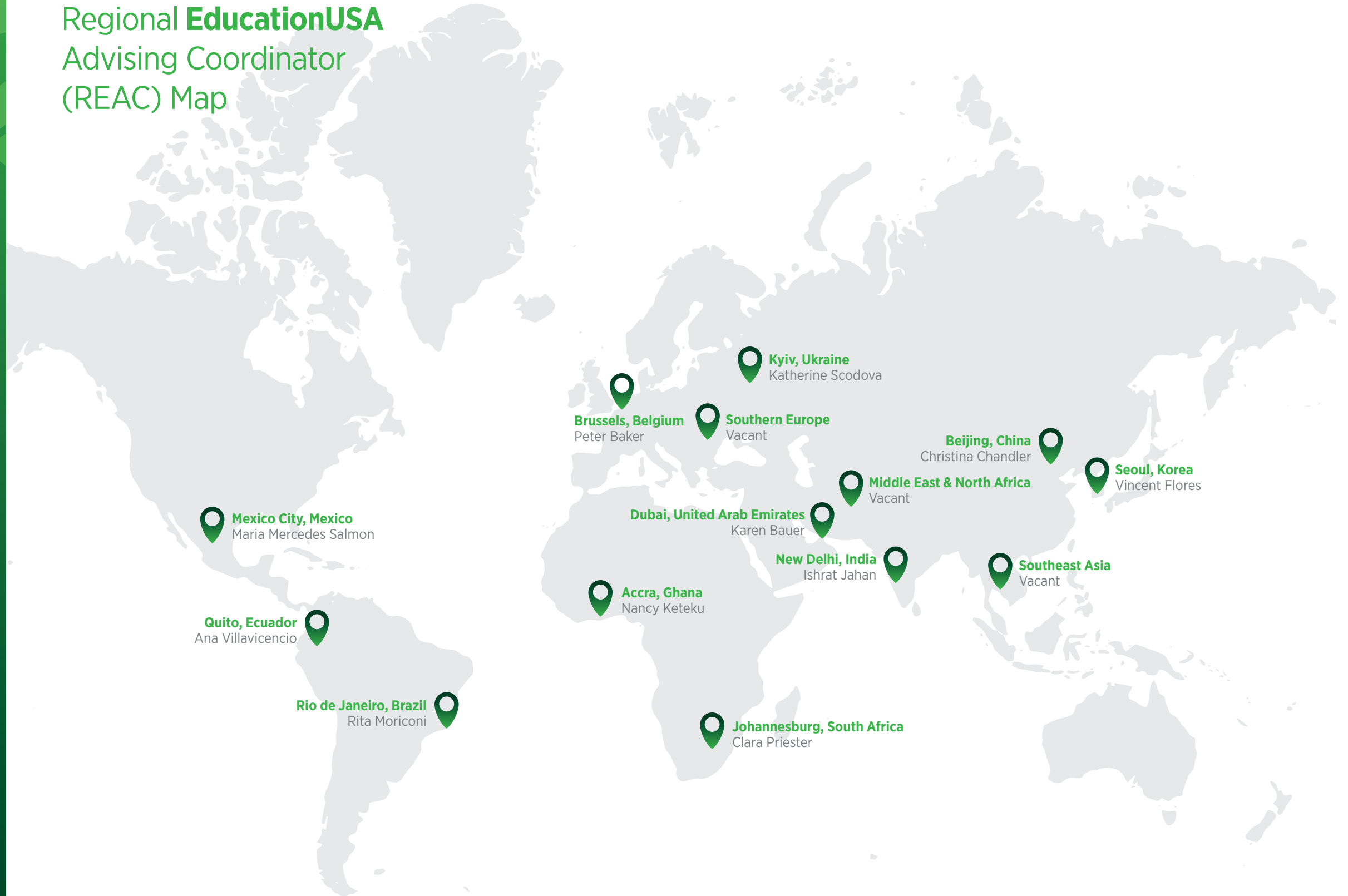


EducationUSA By the Numbers

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

Number of In-Center Contacts, by Type	
Individual advising appointments	108,414
Advising by phone or SMS (each conversation)	239,415
Advising by email	465,428
Group advising attendees	183,109
Walk-ins/library/computer users	351,273
U.S. Institution Representatives	79,330
MOOC Camp Attendees	8,209
Total	1,435,178
Number of Event Attendees, by Outreach Activity	
Education fairs	641,086
American Corners/Centers	53,894
Local universities/secondary schools	330,411
Other fairs/conferences/seminars	156,273
Host government events	10,362
Embassy/consulate events	91,965
Public locations	27,378
Other activities	92,566
Total	1,403,935
Number of Virtual/Social Media Contacts, by Type	
Social networks - pages likes	3,040,909
Video/Video channels video views	2,152,810
Skype Contacts & IM advising calls	20,096
Blog follows	90,644
Twitter/microblog follows	230,847
Digital Video Conferences (DVCs) participants	1,996
EducationUSA webinar participants	3,111
EducationUSA Interactive Sessions	7,233
Virtual fairs - EdUSA booth & session visitors	41,564
Total	5,589,210
Unique website visitors (Center and flagship websites)	
Total	5,226,279
Total	13,654,602

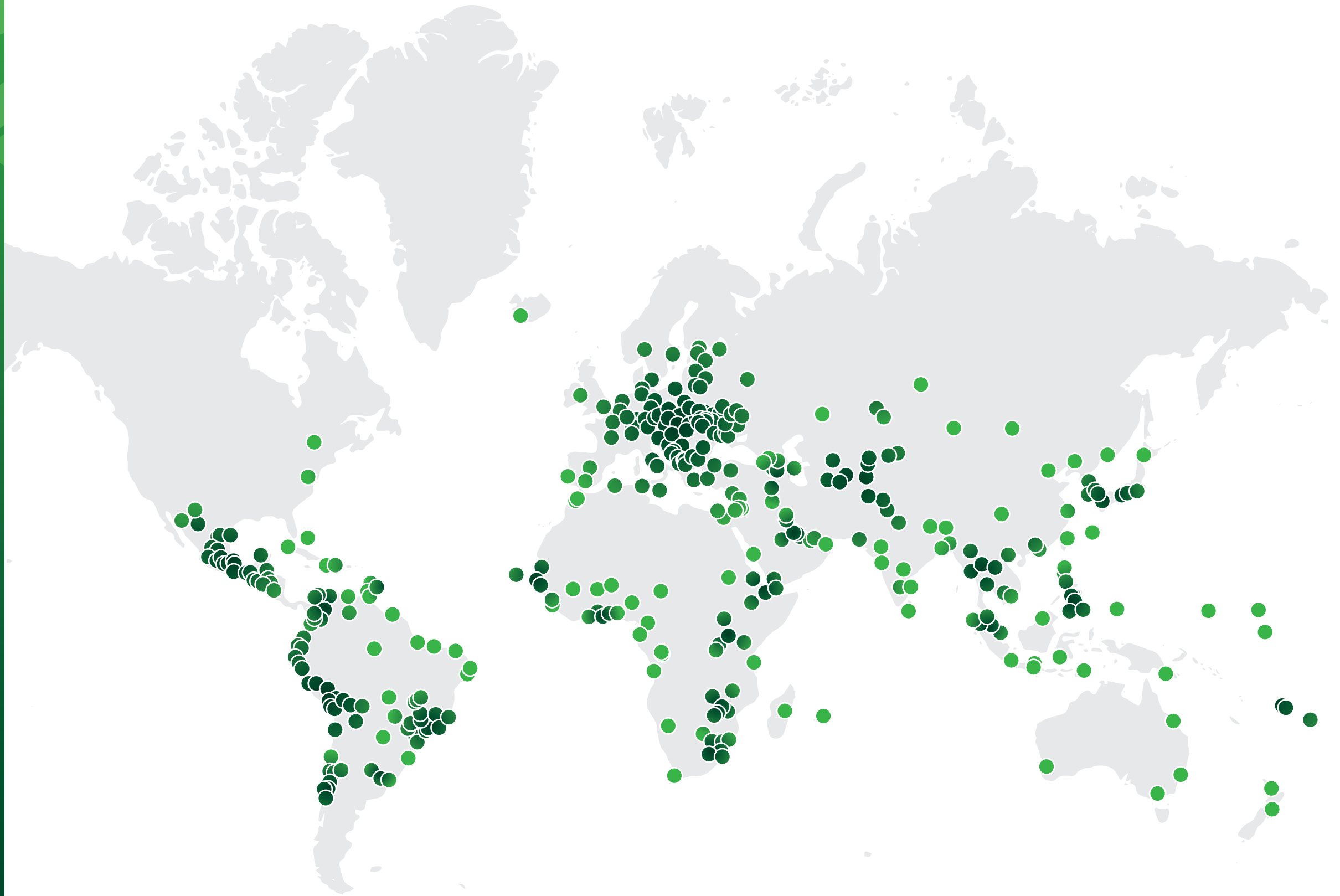
Regional EducationUSA Advising Coordinator (REAC) Map



EducationUSA

Worldwide Advising Centers

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



EducationUSA Advising Centers

Comprehensive

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

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

Standard

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

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

Reference

- 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

Social Media

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

Trends

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

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. Other topics have included Muslim student experiences, LGBTI campus communities, support for international students with disabilities, exploring community colleges, and the application process. The Interactives attract viewers from around the world who are able to pose questions and get answers in real-time using the program's popular live chat feature. The Interactives are 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 are edited into short, digestible clips for quick and easy reference.

EducationUSA Virtual Fairs

EducationUSA continues to partner with CollegeWeekLive (CWL) on a virtual international student college fair during International Education Week. The November 2016 event attracted over 9,900 individual attendees. Students from approximately 190 countries and territories interacted with EducationUSA advisers and representatives, resulting in almost 32,000 unique connections with U.S. institutions. EducationUSA also partnered with CWL on three additional global fairs, attracting up to 10,000 attendees per event. At each

virtual fair, EducationUSA staff presented thematic sessions related to U.S. study. EducationUSA expects to continue its involvement in these fairs in the coming year as part of its public-private partnership with CWL.

EducationUSA Website

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



Facebook
Likes: 2.29 million+
Pages: 213



Twitter
Followers: 270,000+
Pages: 70



YouTube
Views: 2.15 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

EducationUSA Africa made steady gains this year, recording a U.S. enrollment increase of over five percent and welcoming hundreds of admissions visitors who traveled individually or in small groups. Despite slowdowns in economic growth and expansion of in-country higher education, African families continue to prioritize educational mobility for their children. EducationUSA operates active centers in 41 countries and provides support services in the remaining eight Sub-Saharan African countries. Nearly all of our centers are based in U.S. embassies and consulates.

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

Regional Overview

The number of students from Sub-Saharan Africa studying in the United States increased by 5.3 percent in the 2015-2016 academic year (AY), to 35,364. The majority of these students came from West Africa (51 percent), followed by East Africa (22 percent), Southern Africa (18 percent), and Central Africa (9

percent). African¹ students are enrolled in close to 1,400 institutions in all 50 states and Washington DC. The five most popular states are Texas, New York, Massachusetts, California, and Maryland.

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

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



United States has slowed considerably, from 16.5 percent in AY 2011–2012 to 1.7 percent in AY 2015–2016.

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

Undergraduate Students. Fifty-six percent of African students in the United States are undergraduates, with 25 percent of this group enrolled in community

colleges. Since 2014, there has been a 13-percent increase in the number of undergraduate students.

African countries that send predominantly undergraduates to the United States include Angola (86 percent), Equatorial Guinea (78 percent), Burundi (76 percent), Gambia (73 percent), Gabon (72 percent), Democratic Republic of the Congo (72 percent), Cote d'Ivoire (70 percent), Congo-Brazzaville (70 percent), Mali (69 percent), Rwanda (68 percent), Cabo Verde (67 percent), Botswana (66 percent), Zambia (63 percent), Namibia (62 percent), Central African Republic (62 percent), Tanzania (61 percent), Burkina Faso (61 percent), and Senegal (61 percent).

Intensive English Programs (IEP). As regions, West and Central Africa take the lead in sending the largest number

of Intensive English-language students to the United States, with 825 and 644 respectively in 2015. Major sending countries in 2015 included Angola (442), the Democratic Republic of Congo (258), Cote d'Ivoire (202), Burkina Faso (156), Equatorial Guinea (111), and The Gambia (108). All other countries sent fewer than 100 students. Although a decline in overall IEP enrollment began in 2015 and is expected to continue given the Saudi Arabian government's cutbacks on IEP scholarship spending, it was surprising to see the slight decrease of 2.7 percent in African IEP total enrollment, especially from Lusophone and Anglophone countries. This student enrollment decline was driven by Angola (-31 percent), Burkina Faso (-11 percent), Equatorial Guinea (-17 percent), Gabon (-14 percent), and Mali (-23 percent).

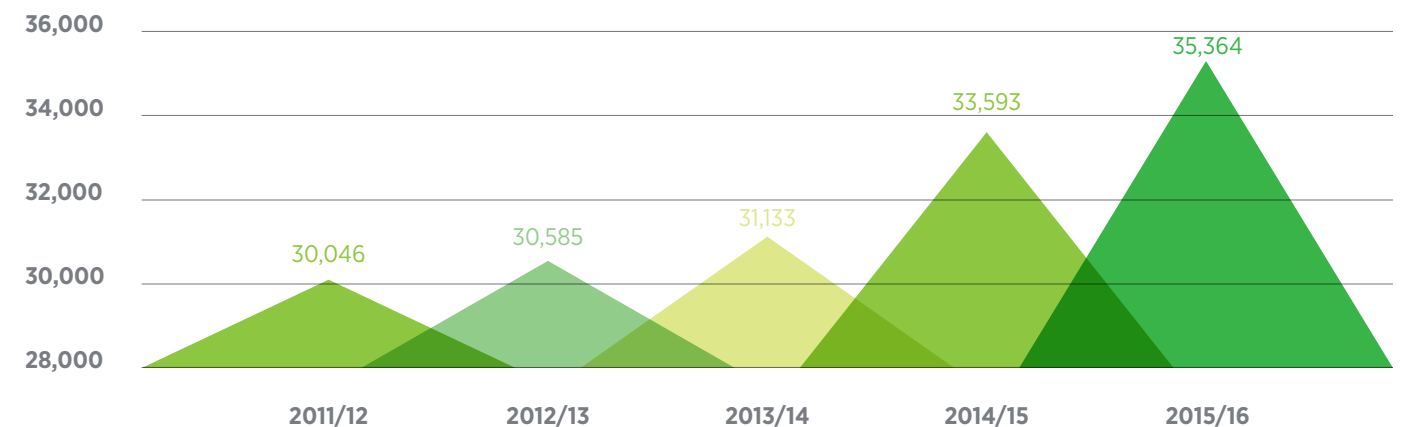
Graduate Students. Twenty-nine percent of students from Sub-Saharan Africa study at the graduate level. Countries with the highest number of their students at graduate level include: Comoros (63 percent), Eritrea (52 percent), Sudan (49 percent), Malawi (44 percent), Uganda (44 percent), and Ghana (43 percent). These countries' percentage of graduate students is greater than the world average of 37 percent. Each of South Sudan, Madagascar, Nigeria, and Liberia's percentage of graduate students is at 36 percent, which is above average for Africa. The number of graduate students has increased 14 percent since 2014.

According to the Council of Graduate Schools, in Fall 2016, 59 percent of African graduate students were enrolled



¹ "Africa" in this section refers to the 49 countries of Sub-Saharan Africa

Student Mobility in the Region (Five-Year Trend)



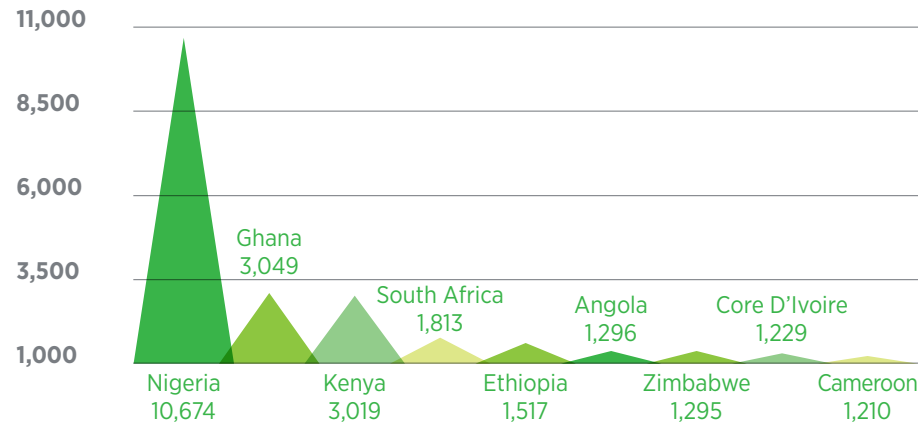
Sub-Saharan Africa

in Master's and certificate programs, while 41 percent were enrolled in Doctoral programs. Although enrollment at the graduate level decreased by 9 percent overall from the previous year, enrollment of first-time graduate students increased by 3 percent. According to the Survey of Earned Doctorates, three African countries earned spots in the list of the top 40 countries whose students earned U.S. Doctorates in 2015: Nigeria with 87, Kenya with 72, and Ghana with 62. The Graduate Record Examination (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 in Africa took the Graduate Management Admission Test (GMAT) than did students in Eastern Europe.

Recent Trends Increased Competition for African Students

U.S. HEI interest in Sub-Saharan Africa has significantly increased over the past eight years, demonstrated by the African Regional Institute's International Association for College Admission Counseling (International ACAC) and Council of International Schools' (CIS) programs, as well as the rise in number of recruitment visits by HEIs (an increase of more than 100 visits) and virtual sessions on various components of the Your 5 Steps to U.S. Study model. In addition, we are also witnessing increased efforts from countries including Saudi Arabia, China, the United Arab Emirates, and Ukraine to recruit African students. According to UNESCO, some 425,000 Africans

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



are studying outside their countries, a rate twice as high as the world average, establishing Africa as highly mobile and a target for study abroad opportunities.

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

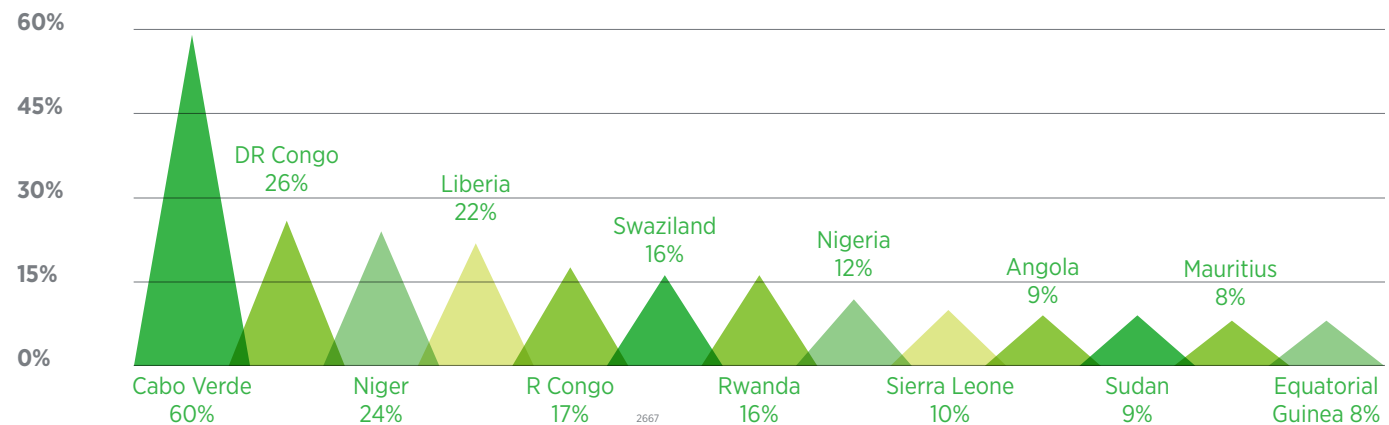
China has made a concerted effort to attract African students, both for degree programs and for vocational and shorter-term programs. In 2016, China's Ministry of Education reported that African students accounted for 12.5 percent of the country's total foreign student population. Between 2010 and 2014, the Forum on China-Africa Cooperation reportedly distributed 33,866 Chinese government

scholarships to African students, and the organization appears poised to continue funding a substantial number of African enrollments at Chinese institutions (<http://wenr.wes.org/2017/03/the-sino-african-higher-educational-exchange-how-big-is-it-and-will-it-continue>).

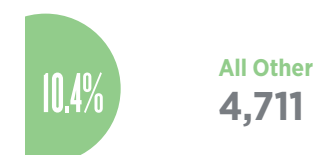
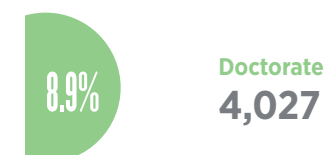
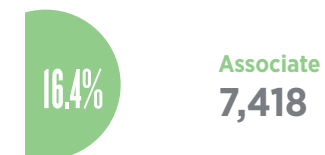
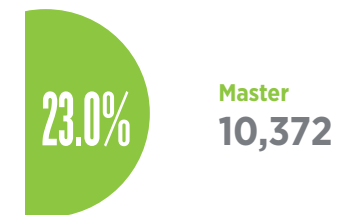
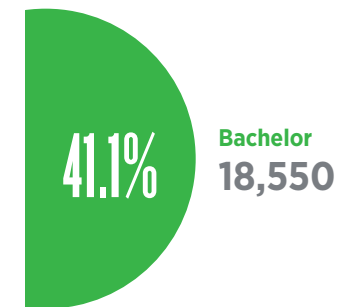
The South Korean government has provided scholarships for 170 Bachelor's and 800 Master's and Ph.D. degrees for developing countries for AY 2017-2018. African countries that qualify include Angola, Cameroon, Cote d'Ivoire, Ethiopia, Democratic Republic of the Congo, Ghana, Guinea, Guinea-Bissau, Kenya,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

Intra-African Mobility Developments
The development of intra-African academic mobility is by no means a new phenomenon, but its value

Fastest-Growing Countries in the Region (with over 100 students): 1-yr increase



African Students by Level of Study in the Region



Source: SEVIS, March 2017

and sustainability may be of greater importance than in other areas of the world. Africa offers extensive opportunities for research partnerships, faculty development programs, study abroad, and linkages. Interested educators can subscribe to *University World News: Africa edition* to keep abreast of developments. A few of the intra-African efforts aimed at taking advantage of international connections are captured here: <https://studyinthestates.dhs.gov/sevis-by-the-numbers> and <https://uis.unesco.org/en/uis-student-flow>.

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

Another mobility program established by the African Union is the Mwalimu Nyerere program that facilitates exchanges between African universities. A related program, the Intra-Africa, Caribbean, and Pacific academic mobility scheme, builds on the Mwalimu Nyerere program for Africa, granting additional funding and setting up a similar scheme for the Caribbean and Pacific regions.

The Carnegie African Diaspora Fellowship Program (CADFP) is a scholar-fellowship program for educational projects at African HEIs. Offered by the Institute of International Education (IIE) in partnership with the United States International University-Africa, CADFP is funded by a grant from the Carnegie Corporation of New York, and is targeted at African-born academics currently living in the United States and Canada working in higher education. The CADFP Advisory Council selected 35 African universities in Ghana, Kenya, Nigeria, South Africa, Tanzania, and Uganda to host 46 African-born scholars to build partnerships and address priority needs. The visiting fellows work with their hosts on a wide range of projects in such fields as banking and finance, therapeutics and environmental toxicology, computer science, media and communications, and interdisciplinary

public health. In October 2015, additional funding was secured from Carnegie to support as many as 140 fellowships. Fellows engage in educational projects and are hosted by faculty of public or private HEIs in Carnegie partner countries.

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

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

Regional Intensive English Students

Country	2015
Angola	442
Congo, Dem. Rep. of	258
Cote d'Ivoire	202
Burkina Faso	156
Equatorial Guinea	111
Gabon	108
Cameroon	92
Nigeria	91
Mali	90

Regional Student Totals by Top Five Countries of Origin

Country	2015/16	% Change 2014/15
Nigeria	10,674	12.4%
Ghana	3,049	-1.6%
Kenya	3,019	-1.7%
South Africa	1,813	-1.4%
Ethiopia	1,517	3.1%

Sub-Saharan Africa

2008, the program is a postgraduate training and research network of university institutes in five regions, supported by the African Union and the Association of African Universities. PAU addresses five crucial thematic areas through a network of five flagship institutes: basic sciences, technology, and innovation; life and earth sciences (including health and agriculture); governance, humanities, and social sciences; water and energy sciences (including climate change); and space sciences. The thematic areas are assigned to institutes hosted by existing universities of excellence across Africa's five geographic regions. PAU institutes are currently operational in four of Africa's five regions (the western, eastern, central, and northern regions), and negotiations are ongoing to operationalize the fifth PAU institute in southern Africa.

In 2014, along similar lines, the World Bank launched African Centers of Excellence (ACEs) to support the region in strengthening selected HEIs to deliver quality postgraduate education and build collaborative research capacity in specialized areas that are development priorities for the region. The first phase of this initiative was launched with \$150 million to finance 19 ACEs at 18 universities in seven countries (Benin, Burkina Faso, Cameroon, Ghana, Nigeria, Senegal, and Togo) in western and central Africa. In 2015, through additional financing, Cote d'Ivoire joined

the network with three centers in three universities.

In May 2016, the second phase, aimed at eastern and southern Africa, was approved with \$148 million for 24 ACEs at 16 universities in eight countries: Ethiopia, Kenya, Malawi, Mozambique, Rwanda, Tanzania, Uganda, and Zambia. These centers received funding for advanced studies in science, technology, engineering, and mathematics (STEM)-related disciplines.

An additional intra-African HEI effort is the African Institute for Mathematical Sciences (AIMS), a Pan-African network of centers of excellence for postgraduate education, research, and outreach in mathematical sciences. AIMS centers operate in South Africa, Senegal, Ghana, Cameroon, Tanzania, and Rwanda.

Heads of East African states announced the transformation of the East African Community (EAC) into a Common Higher Education Area, which will facilitate the recognition of academic certificates and the transfer of credits from HEIs across the region. From February 2017, university students in EAC states should be able to transfer credits from one university to another with significantly less difficulty.

The African Research Universities Alliance (ARUA) is a unique network of

16 top African universities from eight countries. Created in 2015 to increase the continent's contribution to global research and raise the profile of its research internationally, the alliance has widened research opportunities, improved training, and provided much needed support for students and professors at research campuses that might have been previously overlooked as a result of their rankings in the university system.

Economic

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

building stronger relationships to deepen student recruitment.

During 2011-2015, according to the World Bank seven African countries were among the fastest growing top 20 world economies: Ethiopia (+10.1 percent), Ghana (+7.7 percent), Mozambique (+7.1 percent), Rwanda (+7.0 percent), Tanzania (+6.9 percent), Zimbabwe (+6.4 percent), and Côte d'Ivoire (+6.3 percent). World Bank projections for 2016-2020 indicate the top 20 performing economies will include nine African countries: Côte d'Ivoire (+7.7 percent), Ethiopia (+7.3 percent), Tanzania (+6.9 percent), Senegal (+6.9 percent), Rwanda (+6.7 percent), Djibouti (+6.7 percent), Kenya (+6.3 percent), Ghana (+6.3 percent), and Mozambique (+6.0 percent) (A Measured US Strategy for the New Africa, *Atlantic Council Strategy Paper No 7*, p. 3).

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

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

Capital investments and jobs created in the first quarter of 2016 were more than those created in any year since 2005. China is the third biggest investor in the continent. Western Europe remains the largest regional investor in Africa, contributing 35.1 percent of FDI projects and 17.8 percent of capital investment in the first quarter of 2016.

Demographics

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

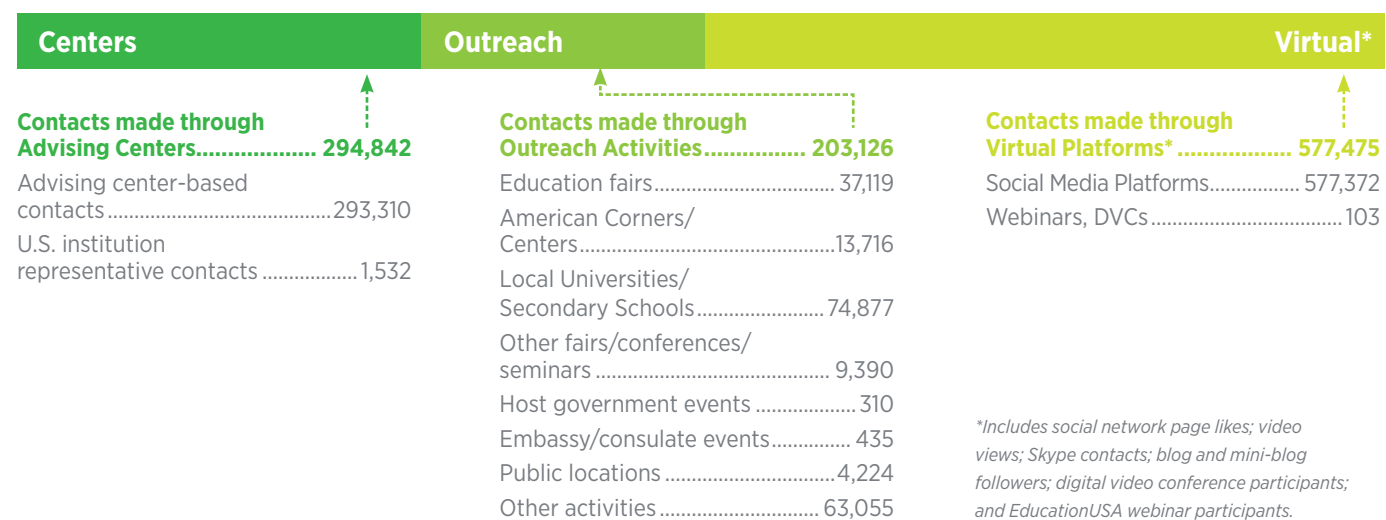
Countries across Africa are seeking to increase educational attainment, expand their higher education sectors, and

improve quality at all levels. However, neither capacity nor quality is likely to keep up with demand, leading to widespread expectations of continued outward push among African students seeking tertiary degrees beyond the borders of their home countries. (Sources: World Education Services (WES) "30 Countries with the Youngest Populations in the World," *worldatlas.com*, accessed March 2017; U.N., "World Population Prospects: Key Findings & Advanced Tables, 2015, Revision.")

A burgeoning middle class is another factor affecting African students' ability to study in the United States. In May 2017, Ipsos and the Unilever Institute of Strategic Marketing released the results of an 18-month study estimating the African urban "middle class" at 100 million people, commanding a spending power of at least \$400 million per day. The study involved qualitative and quantitative research in ten major African cities: Abidjan (Ivory Coast), Accra

EducationUSA Regional Reach

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



U.S. Study Abroad

Top Five Receiving Countries in the Region

Destination	2014/15	% Change
South Africa	5,249	5.7%
Tanzania	1,216	-6.0%
Ghana	737	-6.0%
Uganda	527	-23.1%
Zambia	299	2.7%

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

Country Name	2010/11	2014/15	% Change
Ethiopia	147	261	77.6%
Namibia	155	227	46.5%
Rwanda	196	275	40.3%
South Africa	4,337	5,249	21.0%
Malawi	166	195	17.5%

Sub-Saharan Africa

(Ghana), Addis Ababa (Ethiopia), Douala (Cameroon), Dar-es-Salaam (Tanzania), Kano and Lagos (Nigeria), Nairobi (Kenya), Luanda (Angola), and Lusaka (Zambia). Although income disparity continues across Sub-Saharan countries, increasing wealth is an indication that more families can afford a U.S. education.

Governance

Governance and economic management continue to improve in many African countries. In 2006, the Ibrahim Index of African Governance was created as a tool to measure and monitor governance performance in every African country. The overall governance index includes four categories: Safety and Rule of Law; Participation and Human Rights; Sustainable Economics; and Opportunity and Human Development.

According to the Index since 2006, 37 countries hosting 70 percent of African citizens have improved in overall governance measures. The greatest strides at the overall governance level over the past decade is Côte d'Ivoire (+13.1), followed by Togo (+9.7), Zimbabwe (+9.7), Liberia (+8.7), and Rwanda (+8.4). At the overall governance level, the three highest scoring countries in 2015 were Mauritius, Botswana, and Cabo Verde

Countries in the Spotlight

Ten countries have increased their student flows to the United States by more than 30 percent over the past five years. The Democratic Republic of the Congo leads the region, increasing its student flow by 277 percent over the last five

years, with 949 students enrolled in U.S. institutions in AY 2015-2016. It is followed by Equatorial Guinea with an increase of 185 percent (339 students) and Rwanda with a rise of 103 percent (928 students). Cabo Verde and Angola each increased their enrollment rate by 85 percent over the past five years. While ranked sixth in percentage of increase, the number of students from Nigeria grew from 7,148 in AY 2010-2011 to 10,674 in AY 2015-2016. The group is rounded out by Mozambique (43 percent growth), Congo (40 percent), Cote d'Ivoire (36 percent), and Swaziland (32 percent).

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

What to Expect in the Next Three to Five Years

- The spread of cohort group advising at EducationUSA centers produces stronger, more sophisticated, better prepared, and more reliable applicants to U.S. HEIs.
- A steadier flow of African students to the United States driven by improvements in economic growth, good governance, increase in middle class households, and increasing political stability.
- The United States remains Africa's most popular educational destination.

UNESCO's Institute for Statistics predicts that the United States will remain a strong magnet for students from Sub-Saharan Africa seeking a high-quality education, despite the expansion of higher education opportunities in most African countries and competition from other popular destinations for globally mobile students.

- The expansion of college fairs and admissions group tours to Sub-Saharan Africa enables recruiters and students to meet in greater numbers than ever before.
- A continuing focus on intra-African academic developments.

Foreign Government and Private Funding

- Government sponsorship for study in the United States remains limited in Sub-Saharan Africa. Government scholarships that support students who want to study in the United States are limited to only a few countries: Botswana, Mauritius, Namibia, and Rwanda. Nigeria is restructuring its government scholarship programs. In addition, Sierra Leone now operates a small scholarship program, and Angolan oil companies announced they would be reviewing their U.S. scholarships given the decline in oil prices.
- The MasterCard Foundation's commitment to African secondary and higher education is moving into Phase II 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 more than \$700 million to higher education in Africa, and recruitment of talented students nurtured through these programs holds promising potential for U.S. HEIs.

- Several HEIs have established scholarships for EducationUSA students in Africa. Although this effort is relatively small, it is moving in the right direction to help bring more financially-challenged students to U.S. campuses.
- The U.S. Agency for International Development (USAID), in partnership with the Association of Public and Land-Grant Universities and the International Maize and Wheat Improvement Center in Mexico, selected Michigan State University to implement the Feed the Future Borlaug Higher Education for Agricultural Research and Development Program. This major effort is intended to increase the number of agricultural scientists and strengthen scientific institutions in developing countries. The program will support long-term training of agricultural researchers at the Master's and Doctoral levels and will link scientific and higher education communities in Feed the Future countries and the United States. Participating African countries include: Ghana, Kenya, Liberia, Malawi, Mali, Mozambique, Rwanda, South Sudan, and Uganda.

Virtual and Social Media Usage

According to the Ericsson Mobility Report, Sub-Saharan Africa remains the region with the highest growth rate in mobile subscriptions globally. While the penetration level in 2010 approached just 50 percent, current forecasts indicate that close to 100-percent penetration will be achieved in 2021. This expansion has provided for a level of connectivity across the continent that was previously unthinkable and did not exist with fixed-telephone internet services. The rapidly growing youth population, affordability in mobile broadband, and an increase in the accessibility of smartphones as a result of lower prices are all factors driving the usage of mobile phones to access the internet. Monthly mobile and WiFi traffic is predicated to increase more than tenfold between 2017 and 2022. Nielsen's Africa Prospects Indicators report states that 40 percent of consumers now access the internet using their mobile devices, with

rates as high as 70 percent in Kenya and Zimbabwe, 67 percent in Ghana, and 65 percent in Nigeria. For an entire generation, the internet is now inextricably linked to mobile devices, with specific effects on access to education and specific content. These trends provide HEIs with greater and more efficient means to reach out to, and engage with prospective students. They are also significant as far as how instruction can develop across the continent, and institutions' ability to deliver courses remotely, or prepare students for the application process or higher-level studies.

According to the 2017 GMSA Mobile Economy Report, mobile has emerged as the platform of choice for creating, distributing, and consuming innovative digital solutions and services in Africa. Several factors are driving this trend, including the expansion of advanced mobile networks; growing adoption of smart devices; convenience of accessing real-time, feature-rich content and services on the go; and underdevelopment of alternative technologies, notably fixed-line connectivity, in the region. Although global content providers such as Facebook and Google have launched localized services to tap into the increasingly tech-savvy consumer base, there is growing interest from consumers in homegrown solutions that directly appeal to local interests and cultures and that address unique social and economic challenges faced by consumers in the region. For example, innovative solutions in the region leverage the size and reach of mobile infrastructure, distribution channels, mobile payments, and technologies to improve access to utility services for underserved communities.

During the past five years, Facebook has grown to become the most widely used social media platform across Africa, with nearly 20 million users (World Internet Statistics) in Nigeria and Kenya alone. Twitter usage is also increasing, with frequency of use as intensive as Facebook, despite the lower penetration rates.

Analysys Mason, in its Connected Consumer Survey analyzing mobile customer behavior in Sub-Saharan Africa, found that Facebook-owned WhatsApp is the leading Over-the-Top communications application in the region, and voice-centric applications such as imo, Skype, and WhatsApp are

also popular. "WhatsApp has established itself as a mass-market messaging service among mobile data users in Sub-Saharan Africa," said Stephen Sale, research director at Analysys Mason. "Its closest rival is Facebook Messenger." Sale added that Skype is also present in the region, as are a few other voice-centric applications, such as imo and Viber, both of which are popular in Ghana, Kenya, and Nigeria. However, he says, these services have not achieved the scale of WhatsApp and tend to be used within smaller market segments or for specific use cases, such as international calling.

Successful Recruiting Strategies

Each of the region's EducationUSA advising centers has published recruitment tips that were featured during the African Showcase at the EducationUSA Africa Regional Forum. Higher education representatives should ask for copies when contacting EducationUSA.

Stay connected! Join the EducationUSA Africa closed Facebook group, www.facebook.com/groups/EdUSA.Africa/, for the latest regional news, including features on EducationUSA center events, the economy, social media, technology, demographic developments, and success stories.

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

- Develop a student ambassador program. Ask students from the region who are studying in the United States to help promote their institution when they return home.
- Engage with your alumni. Local alumni understand the market and can represent your school at events held in locations to which travel might be impractical.
- Participate in college fairs: EducationUSA Botswana, Malawi, Angola, and Cabo Verde recently held college fairs that each attracted more than 400 students.
- Add French and Portuguese language sections to your website to help francophone and lusophone African students (and their parents) feel welcome and access information.

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

Country	2011/12	2015/16	%Change
Congo, Dem. Rep. of	249	949	281.1%
Equatorial Guinea	164	339	106.7%
Rwanda	465	928	99.6%
Angola	779	1,296	66.4%
Mozambique	67	109	62.7%

281.1%

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

Sub-Saharan Africa

- Use phones and platforms such as Google Hangouts and Skype to communicate with students and school officials. Most EducationUSA centers are capable of facilitating virtual sessions through digital video conferencing.
 - Cooperate with EducationUSA to engage top public and private high schools in every country that produce highly competitive, hardworking students who are ready for U.S. higher education.
 - Provide scholarship funds for students who are members of EducationUSA cohort advising programs (Competitive College Clubs, EducationUSA Scholars, etc.) and Opportunity Funds programs. These students are highly prepared and trustworthy students who make the most of educational opportunities offered to them. Funding scholarships for these students is a good investment for U.S. universities and colleges at both the undergraduate and graduate level.
 - Recognize that personal touch resonates in Africa, not only through in-person contact with prospective students but also by featuring successful local graduates on your school's website with whom prospective students identify. EducationUSA advisers post these stories on local EducationUSA Facebook and U.S. Embassy pages in ways that highlight successes and promote studying in the United States.
 - Involve parents in the admissions process. Parents in Sub-Saharan Africa are tremendously influential in the decision-making process.
 - Work with EducationUSA to interpret grading systems across the region and gain advice on standards and eligibility for admission to local schools.
- Additional suggestions from the WES survey report include:
- Emphasize quality and specific programs of study. "Better education outside of my home country" is the top reason 70 percent of African respondents leave their country of origin to enroll in institutions abroad.
 - Offer financial support or promote affordability. Cost is a difficult factor for many U.S. HEIs and prospective

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

Regional EducationUSA Events

U.S. Department of Commerce and EducationUSA are collaborating on the Commercial Service's second Africa Education Trade Mission to take place in Ghana and Nigeria in 2017:

- Nigeria/Abuja September 24–25
- Nigeria/Lagos September 26–27
- Ghana/Accra September 28–29

Best Times of Year to Interact with Students in the Region

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

West and Central Africa ... May to mid-July, October–November, January–March
Southern Africa February–May, July–August
East Africa March–June, October–November

Times to avoid travel: *Ramadan, Easter, Christmas, and exam periods: April–June and November–December.*

Undergraduate and graduate admissions recruiters from accredited U.S. colleges and universities are welcome. The registration deadline is July 31. For more information, see http://2016.export.gov/industry/education/eg_main_109335.asp.

Zimbabwe:

- Mutare: EducationUSA Homegrown College Fair, check with the EducationUSA adviser for the confirmed date
- Gweru: EducationUSA Homegrown College Fair, check with the

EducationUSA adviser for the confirmed date

Malawi:

- Women in Science, Technology, Arts, Engineering, and Mathematics Camp at Malawi University of Science and Technology, July 31–August 15
- EducationUSA Malawi Homegrown College Fair in Blantyre, October; check with the EducationUSA adviser for the confirmed date

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

U.S. Study Abroad in Sub-Saharan Africa

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

by almost 20 percent, to 10,647, as a result of the Ebola crisis. The decline was spread across several countries, with the biggest declines in The Gambia (-79 percent) and Ghana (-68 percent). Almost 50 percent of U.S. students studying in Sub-Saharan Africa choose South Africa, which had a 6-percent increase. By 2016–17, U.S. study abroad to West Africa rebounded to pre-Ebola levels.

East Asia and Pacific

Regional EducationUSA Profile

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

EducationUSA advising centers in East Asia and the Pacific (EAP) are as varied as this geographic region. Advising centers are located at U.S. embassies and 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

The EAP region encompasses an expansive area of land and sea, with almost a quarter of the world's population and a wide range of religions, languages, and cultures. This region includes many of the top places of origin for international students in the United States. With a total sending population of 501,307 students in the 2015–2016 academic year (AY), the region accounts for approximately 50 percent of all international students in the United States, and the numbers continue to grow each year.

Recent Trends

There has been steady growth over the past five years in the number of students studying in the United States, thanks to positive economic indicators and ongoing interest in international education. As competition for international students increases and more destinations in the EAP region expand their own presence in the international higher education market, U.S. institutions face both challenges and opportunities in meeting the growing demand for quality higher education for the region's expanding middle class.

Countries in the Spotlight

Australia. With 26 years of uninterrupted economic growth, Australia is both a

strong sender and recipient of international students. The number of Australian students studying in the United States has grown over the past five years; in the last year alone, the *Open Doors* report showed a 5.3 percent increase overall and an 11.5 percent increase at the undergraduate level. Robust numbers at education fairs, increasing numbers of U.S. school visits, and increased EducationUSA engagement with career advisers at high schools offer further evidence that there is a strong demand for information about studying in the United States. Education is Australia's third largest export, and government initiatives to promote the internationalization of higher education and attract international students will likely help the country maintain its position as a major destination in the region.

Brunei. The government of Brunei has begun to trim back scholarship funds for students to study overseas. It has, for example, converted some full scholarships into partial scholarships. Although stressful to families in Brunei, this approach has created an opportunity for U.S. community colleges and other affordable programs to develop and offer options to students in the Sultanate.

China. The Chinese government has continued to promote policies in Chinese secondary schools and universities that emphasize Chinese educational standards and avoid the promotion of Western ideas and values. Many Chinese high schools will no longer run an "international division" for students who plan to study abroad. Instead, students will be required to follow the Chinese *Gaokao* curriculum. This approach may push international programs off high school campuses, and has the potential to create competition within the private sector to administer schools with an international

58

EducationUSA
Advising Centers
in the Region

20 Comprehensive
24 Standard
14 Reference



East Asia and Pacific

curriculum. Similarly, the government has not actively encouraged students to study abroad, however, interest in, and respect for a U.S. degree has not diminished. Although the number of Chinese international students has continued to grow year after year, there are signs that growth in the number of Chinese students going to the United States will slow in coming years.

Japan. After a decade of decline, the most recent *Open Doors* report indicates that the number of Japanese students studying in the United States has stabilized and shows no change from the previous year. With recent government initiatives and the country hosting the 2020 Summer Olympics, Japan has generated new momentum in international education. The Prime Minister's "Japan Revitalization Strategy" emphasizes the importance of economic competitiveness and the development of globally competitive human resources. The government has set the goal of doubling student mobility by the year 2020, to 120,000 Japanese students studying abroad. Joint efforts by the government, private industry, and academia to achieve this goal are underway. Notably, the Ministry of Education has introduced initiatives to globalize 37 specially-designated universities, increase partnerships and degree programs with foreign universities, create short-term scholarships for Japanese high school and university students, and increase the number of International Baccalaureate schools from 42 to 200 by 2020.

Korea. Korea dropped from the third to the fourth largest sender of students to

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

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

has yet to be seen, however, previous governments have been strong and consistent supporters of education and national development programs, including educational advising and scholarships to for Mongolian students.

New Zealand. Interest in studying abroad, particularly in the United States, is strong in New Zealand. The 2016 *Open Doors* report shows a 9.2-percent increase over the previous academic year in the number of students from New Zealand in the United States, and a five-year increase of 33.6 percent. New Zealand is also a major sender of student athletes to the U.S. National Collegiate Athletic Association. Recent years have seen steady interest in full degree and exchange programs, and the government of New Zealand offers some scholarships for study abroad. Interest in high school exchange is also on the rise. As demand has increased, high school career advisers have actively engaged EducationUSA for information about how to guide students. New Zealand has also become a major higher education destination for students from many countries, especially in Asia, including the United States.

Taiwan. Taiwan's Ministry of Education and nearly 160 institutions of higher education face the challenge of deciding whether to merge, close, or repurpose schools in the coming years as the student population declines as a result of a low birth rate. Amid a changing demographic and slowing economic environment, EducationUSA has continued its outreach efforts and education-related programming to help



maintain the United States as the top study abroad destination for students from Taiwan. Local universities are looking for ways to partner with American institutions to encourage local students to study in the United States. Students often cite these partner relationships as a factor in how they choose their host university in the United States. Many of Taiwan's students in the United States study at the Master's level and are attracted to the academic rigor of U.S. institutions, as well as on-campus employment opportunities such as laboratory and teaching assistants.

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

Pacific Islands. Although interest in U.S. study remains high, geography presents a major challenge to U.S. higher education outreach in the Pacific Islands. A number of governments offer study abroad support for excellent students, though some scholarships require students to return to their home country to work for a period of time. Generous scholarships from foreign governments in the region including Australia, New Zealand, China,

Japan, and Taiwan offer study abroad opportunities in those countries. The Marshall Islands, Micronesia, and Palau have Compacts of Free Association with the United States, allowing students from those countries to receive federal financial aid as eligible non-citizens and to study in the United States without a student visa. As a visa is not required, the *Open Doors* statistics do not fully capture the number of students from those three countries.

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

What to Expect in the Next Three to Five Years

- The growth of regional education hubs in Australia, China, Malaysia, and Singapore, existing international programs, and the presence of foreign university campuses, will continue to offer an array of options for students to study abroad within the EAP region.
- China's "One Belt, One Road" (OBOR) Initiative seeks to link countries in Asia,

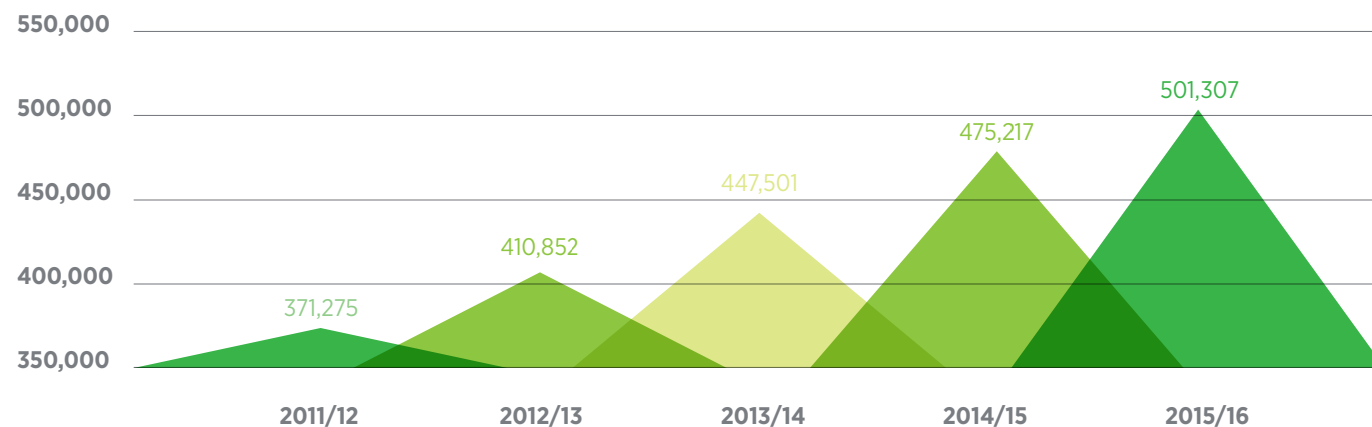
Europe, and Africa (along the Silk Road and other traditional trading routes), to enhance economic development and trade in these regions. China is reportedly investing heavily in related infrastructure projects, as the initiative is intended to create opportunities for business, education, and collaboration. Several countries have signed agreements to offer scholarships for students in OBOR countries.

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

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

- **Japan.** With strong government and private sector support for study abroad, student mobility to the United States and beyond will see increases supported by programs such as the *Tobitate* (<http://bit.ly/2qqJBdL>) and *Tomodachi* (usjapantomodachi.org) programs, which support short-term study

Student Mobility in the Region (Five-Year Trend)



East Asia and Pacific

abroad and cultural exchanges, and the TeamUp Roadmap (teamup-usjapan.org) program, which aims to facilitate institutional partnerships between the United States and Japan.

- **Korea.** Given the emergence of other countries as major education destinations for full degree programs and short-term English study, it is necessary to highlight the benefits of a U.S. education in comparison with other, possibly less expensive, options. Outreach beyond Seoul and effective use of alumni and currently enrolled Korean students to highlight the value of a U.S. education will be key to stimulating student mobility to the United States. Due to concerns about finances and employability, Korean students are particularly attracted to Optional Practical Training (OPT) and schools that offer scholarships and internship opportunities. Korean universities are keenly interested in institutional partnerships that involve both sending and receiving students.
- **Malaysia.** Factors that may affect Malaysian student mobility to the United States include the degree to which both students and parents perceive American campuses and communities to be welcoming environments and concerns about the decline in value of the Malaysian currency vis-a-vis the dollar. Opportunities include Malaysian public and private universities' interest in developing institutional partnerships, such as twinning programs or articulation agreements, with the American Degree Transfer Program institutions.

- **Taiwan.** Taiwan has one of the highest percentages of college-educated youth in the world. Approximately 70 percent of 18–22-year-olds are enrolled in higher education programs. Taiwan also has one of the lowest birth rates in the world and is expected to experience negative population growth by 2019. More and more of students from Taiwan are studying abroad on short-term exchange programs, allowing students to pay lower tuition rates for their study abroad experience. Although many students still prefer graduate-level education and full degree programs, there is increasing interest in summer work-travel programs and other short-term exchanges.

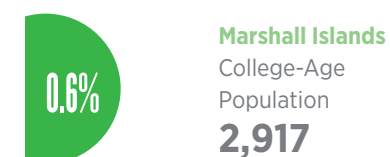
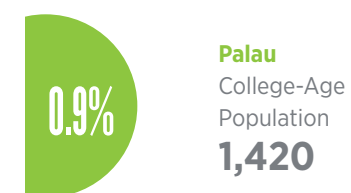
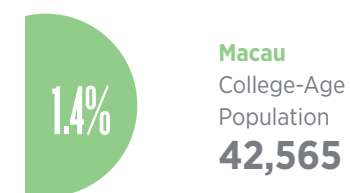
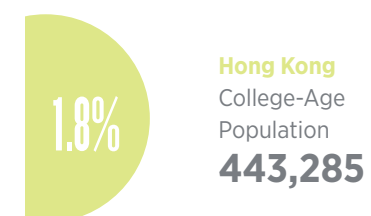
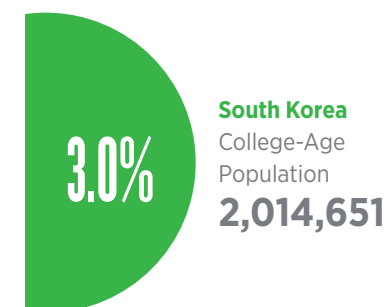
- **Vietnam.** The Vietnamese government has prioritized education reform, and the sector has evolved considerably with the establishment of international universities such as: Vietnam-France University, Vietnam-Japan University, Vietnam-German University, and the Fulbright University Vietnam. This approach provides Vietnamese students greater access to quality higher education programs at home. In addition, there are approximately 485 joint training programs between Vietnamese and foreign universities, of which 96.7 percent grant foreign certificates in Vietnam. Moreover, Vietnamese universities and colleges have increasing authority and independence, enabling them to improve the quality of academic programs and compete for enrollment with world-class institutions abroad. In the future, these factors may contribute

to fewer students pursuing studies abroad. Already there is a growing number of foreign students coming to Vietnam to participate in exchange or degree programs, especially from ASEAN countries. Currently, however, annual statistics show that the Vietnamese education system is still unable to meet the demand for higher education courses of study. In 2017, Vietnamese universities and colleges, managed by the Ministry of Education and Training (MoET), are planning to grant admission to approximately 10 percent fewer students compared to 2016, but at the same time, the number of students registered to take the university entrance exam has increased. Students in Vietnam often express a preference for foreign degrees, and the United States is still among the top destinations. Economic developments in the country support this trend. The middle class in Vietnam has grown to encompass more than 10 percent of the population, and the GDP growth rate is projected to trend around 6.2 percent in 2020. The number of Vietnamese students in the United States will therefore likely increase over the next five years.

Foreign Government and Private Funding

- **Australia.** The Australia Awards—Endeavour Scholarships and Fellowships are the Australian government's competitive, merit-based scholarships and fellowships providing opportunities for Australians to undertake study, research, or professional development overseas, and for foreign citizens to do the same in Australia (<http://bit.ly/2q2gYIE>).

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



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

- **Burma.** The Cetana Educational Foundation (cetana.org) and Prospect Burma (<http://www.prospectburma.org>) provide partial financial aid.

- **Brunei.** A number of government-sponsored scholarships annually provide citizens of Brunei with full funding for undergraduate and graduate studies in a wide range of fields (www.moe.gov.bn; <http://bit.ly/2pFQsff>). Non-governmental scholarships include the Sultan's Scholarship Scheme/Yayasan Sultan Haji Hassanal Bolkiah Scholarship (<http://www.yshhb.org.bn>), and the Brunei Shell Petroleum Scholarship (<http://bit.ly/2pFQhRO>).

- **China.** The China Scholarship Council (CSC) (<http://en.csc.edu.cn/>) has hundreds of scholarships for international and Chinese students to study in China and abroad. In the past year, CSC offered approximately 10,000 scholarships for students to study in the United States. CSC provides funding for Chinese and international students and scholars at all levels.

- **Hong Kong.** The Hong Kong SAR Government Scholarship Fund (<http://www.edb.gov.hk>) offers a variety of scholarships for local and international students to study in Hong Kong and abroad, including the Research Grant Council's Ph.D. Fellowships, the Sir Edward Youde Memorial Scholarship, and the Sir Robert Black Trust Fund. Hong Kong's universities are relatively inexpensive compared to U.S. universities, and many Hong Kong families cannot afford U.S. tuition without some financial support.

- **Indonesia.** The Indonesian government awards scholarships every year for graduate study in a myriad of disciplines (<http://www.lpd.kemenkeu.go.id/>). To increase mutual understanding and research among various religions, the Ministry of Religious Affairs offers scholarship for students interested in pursuing religion majors (<https://www.kemenag.go.id/>). A variety of other scholarships are available through the Fulbright Commission (<https://www.aminef.or.id/>), the United States – Indonesia Society (<http://www.usindo.org/>), and the Indonesian Scholarship and Research Support Foundation (ISRSF)

Arryman Fellows (<http://www.isrsf.org/arryman-fellows-and-arryman-scholars>)

- **Japan.** Many scholarships, both public and private, for Japanese students seeking full degree and short-term programs are consolidated in the online database on the Japan Student Services Organization's website (<http://www.jasso.go.jp>). The Ministry of Education, Sports, Culture, Science, and Technology offers 45 scholarships for graduating high school students who are seeking degrees abroad (<http://bit.ly/2q5w5Jv>).

- **Korea.** The Korean government and several organizations offer scholarships for study abroad, though most of the funding is for graduate study. The Korea Foundation for Advanced Studies offers 30 scholarships for students pursuing Doctoral studies abroad (<http://www.kfas.or.kr>). The Korea Student Aid Foundation offers the Dream Scholarship, which supports study abroad opportunities for students of exceptional financial need and strong academic performance (<http://www.kosaf.go.kr>).

- **Malaysia.** There are more than 20 scholarship bodies in Malaysia sending approximately 1,200 students per year to the United States to attend undergraduate and graduate programs. The majority of Malaysian students are sponsored by JPA, MARA, Petronas, Bank Negara, Khazana, and the Ministry of Higher Education. The Public Service Department of Malaysia offers scholarships for both undergraduate and graduate study abroad with a focus on the critical fields of medicine, dentistry, pharmacy, veterinary medicine,

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

Country	2011/12	2015/16	%Change
China	194,029	328,547	69.3%
Cambodia	333	499	49.9%
Burma	807	1,194	48.0%
Vietnam	15,572	21,403	37.5%
New Zealand	1,204	1,608	33.6%

69.3%

China 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	2015/16	% Change 2014/15
China	328,547	8.1%
South Korea	61,007	-4.2%
Vietnam	21,403	14.3%
Taiwan	21,127	0.6%
Japan	19,060	0%

East Asia and Pacific

engineering, and science and technology (www.jp.gov.my). Petronas also offers a comprehensive list of scholarships (<http://bit.ly/1QE2zTa>).

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

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

- **Singapore.** There is a strong tradition of government agencies and private companies offering scholarships for students to complete their studies overseas. Typically, these scholarships cover the full cost of tuition and fees plus a living stipend and airfare. Some of the more well-known scholarship programs are the Public Service Commission Scholarship, Ministry of Defense Scholarship, the A*STAR Scholarship, and the Singapore Industry Scholarship. Comprehensive lists of scholarship providers can be found on the websites www.brightsparks.com.sg and www.scholarshipguide.com.sg.
- **Vietnam.** The Fulbright program in Vietnam is the only U.S. government scholarship available in Vietnam for Master's degree programs in the United States. Each year, Vietnam sends about 15–20 students to the United States through Fulbright. The Vietnam International Education Department under MoET also works with some U.S. higher education institutions (HEIs) in the United States to provide scholarships

to Vietnamese students. Intel Products Vietnam, in partnership with Arizona State University (ASU) via the Higher Engineering Education Alliance Program, will offer as many as 19 Vietnam Grand Challenges Masters Fellowships to ASU. The government-funded Project 911 (www.vied.vn) sponsors 10,000 university faculty for Doctoral study at overseas universities through 2020.

Virtual and Social Media Usage

- **Australia.** Nearly three quarters of Australians are on social media, and most access social media through a mobile device. The most popular platform by far is Facebook, followed by Instagram, LinkedIn, Snapchat, and Twitter.
- **China.** Most mobile users in China communicate via WeChat. Many blogs and news sites are blocked in China, as are most common social media platforms, including Facebook, Twitter, Google, and YouTube. (Check www.blockedinchina.net for updates.) Most Chinese citizens have internet access and many use smartphones for work and personal activities. Chinese students and parents exchange information and discuss study abroad in their WeChat friend circles.
- **Hong Kong.** The most popular social media platforms in Hong Kong are Facebook, WhatsApp, YouTube, and Instagram. Young people in Hong Kong

use social media to maintain contact with friends and to obtain information or recommendations. Hong Kong has widespread broadband connectivity and the majority of the population is online with mobile devices and high-speed internet.

- **Japan.** Internet penetration is very high, and duration of access on a smartphone surpasses all other media, including TV, radio, and newspapers. Line is the most popular form of direct communication among students; Twitter and Instagram are also popular.
- **Korea.** South Korea has strong internet penetration, and although social networking sites such as YouTube, Facebook, and Twitter are extremely popular, the local instant messaging application Kakao Talk is used almost ubiquitously and the local search engine Naver and its associated services are still very widely used.
- **Mongolia.** As of June 2016, there were 1.5 million internet users in Mongolia, and 1.5 million Facebook users. Facebook is the most popular social media platform in Mongolia, with some recent increases in Instagram usage among youth. Mobile phone service has skyrocketed in recent years, with 3G service now available in many areas of the country. The majority of mobile subscribers use smartphones on a 3G network. In 2016, telecom companies reported more than 4 million subscriptions—for a population of 3 million people.
- **New Zealand.** Facebook, Instagram, Snapchat, and LinkedIn are widely used; Twitter is also popular, but less so among users under 25.

- **Pacific Islands.** Internet penetration varies between countries and from island to island as do connection speeds and costs. Facebook is popular in most countries, and most students access social media via mobile devices, even in countries with slower speeds and less internet coverage.
- **Taiwan.** Facebook and Line are popular social media platforms in Taiwan. The number of active Facebook users in Taiwan surpasses 14 million per month, with about 60-percent penetration, and the number of daily users has hit 10 million.

Successful Recruiting Strategies

- Diversify your recruitment. Target second- or third-tier cities, seek out untapped markets, and travel well beyond the big cities and large sending countries. Think in terms of a strategic long-term vision to make an investment that will yield returns in the future.
- Use your website or social media to share videos or testimonials of international student success stories from your institution (current students or alumni). These can be shared on social media in home countries to help spread the word about your school.
- Personal connections are very important in Asia. Conduct in-person presentations and meetings whenever possible. Try to provide materials translated into the local language to help parents and school staff better understand your message.
- Create recruitment strategies with both students and parents in mind. Some materials should be printed in the local language, for parents to understand
- Mobile-friendly websites and content with links for international students will attract more attention.
- Parents and students are very concerned about campus safety issues. Consider including information about safety and security measures specifically for international students in your materials and on your website.
- Connect your alumni in the region with the nearest EducationUSA advising center and capitalize on opportunities for them to represent your institution, talk to potential students, and share their experiences about studying in the United States.
- Set up accounts on local social media in areas where you have a strong recruitment focus. Use Chinese social media such as WeChat to reach Chinese parents and students. Similarly, Kakao Talk groups for Korean students have proven to be effective as a recruitment tool.

U.S. Study Abroad

Top Five Receiving Countries in the Region

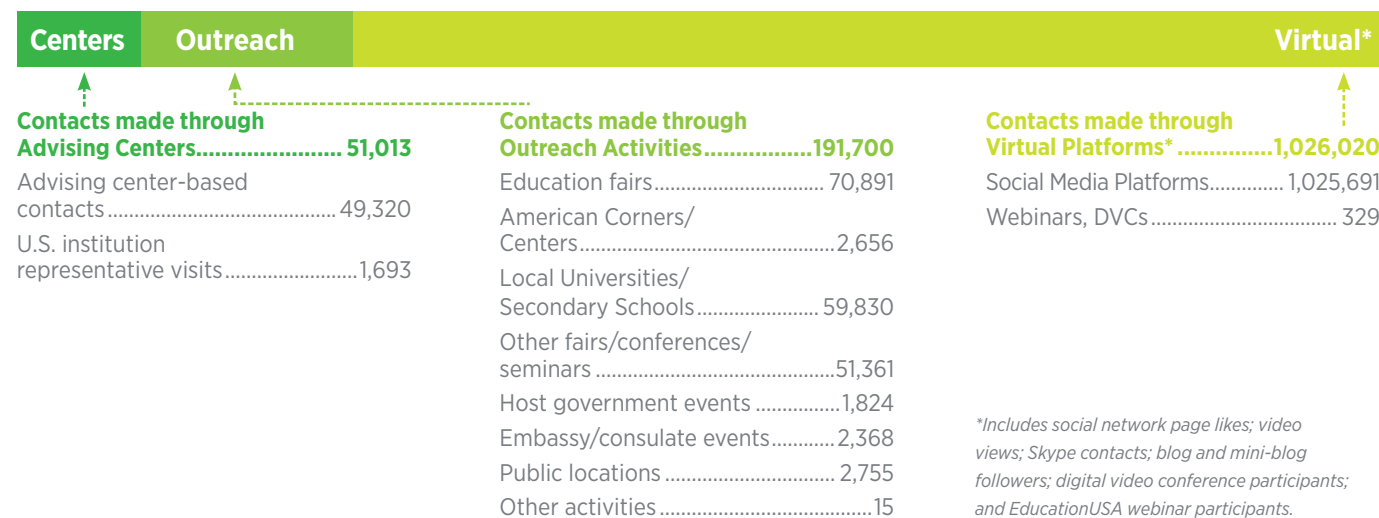
Destination	2014/15	% Change
China	12,790	-7.1%
Australia	8,810	5.3%
Japan	6,053	1.3%
South Korea	3,520	9.4%
New Zealand	3,325	10.1%

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

Country Name	2010/11	2014/15	% Change
Indonesia	223	534	139.5%
Cambodia	273	482	76.6%
Singapore	715	1,080	51.0%
Thailand	1,410	2,096	48.7%
Japan	4,134	6,053	46.4%

EducationUSA Regional Reach

2016 EducationUSA in East Asia and Pacific made **1,268,733** contacts



East Asia and Pacific

- Develop financial aid and scholarship programs for international students, from smaller amounts to full tuition, if possible. Publicize opportunities including research fellowships, teaching assistantships, or other programs for which international students can apply.
- Look for opportunities to travel and conduct joint presentations with other schools for a greater impact and access to more schools and larger audiences.
- Participate in high school counselor training programs as a presenter, where possible as a way to build relationships with local high school counselors and help them share better information with students.
- Consider school partnerships, sister city or sister state organizations, school exchange programs, or other ways to help open the door to schools, cities, or regions where you would like to recruit students.

Regional EducationUSA Events

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

Fairs and Conferences

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

- **The EducationUSA Pavilion at the Asia-Pacific Association for International Education (APAIE).** The 2018 APAIE Conference will be held March 25–29, 2018, at Marina Bay Sands, in Singapore (www.apaie.org),

where EducationUSA invites HEIs join the EducationUSA pavilion.

- **EducationUSA East Asia Pacific Law School Fair Series.** The 2018 EducationUSA East Asia Pacific Law School Fair Series will be held again in April 2018, at various cities in the EAP region.
- **Fall EducationUSA Expo and fairs in Japan.** EducationUSA Expo: September 9–19 in Tokyo, Nagoya, Osaka, and Fukuoka; Additional fairs in Okayama, October 28; and Naha, November 3.
- **EducationUSA Roadshow and fairs in Korea.** Multiple cities outside of Seoul in mid-to-late September 2017; fair in Seoul on September 29.
- **EducationUSA China High School Counselor Training.** September 2017 in two regions of China.
- **Southeast Asia Graduate Studies Fairs.** September 2017 in Thailand, Malaysia, Indonesia, Vietnam, Philippines, and Brunei.
- **Southeast Asia Community College Fairs.** October 2017 in Brunei, Indonesia, and Vietnam.
- **EducationUSA China Summer Program Fair.** December 2017 in four cities in China.
- **2018 Southeast Asia EducationUSA Fair Series.** Late February through March 2018; 15 cities in nine countries.
- **Spring EducationUSA Fair and School Outreach in China.** March 2018 in four cities.
- **EducationUSA Mini Fairs.** Many EducationUSA centers are able to host mini-fairs with a small number of schools representing a specific state, field of study, type of school, or other

Best Times of Year to Interact with Students in the Region

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

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

theme. Contact EducationUSA advising centers or check for events on the EducationUSA website for more details.

U.S. Study Abroad in the Region

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

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

Europe and Eurasia

Regional EducationUSA Profile

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

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

Regional Overview

The 46 countries that make up the EducationUSA Europe and Eurasia region provide an array of diverse options for recruiting talented students. The region boasts both large sending countries with sophisticated education systems and internationally-minded students, as well as emerging and lesser known markets whose students are talented, possess excellent English-language skills, and are highly motivated to seek study opportunities outside their home country. Many of the countries offer financial aid for their students who want to study abroad, and large numbers of students, with financial support from their families, are able to contribute some or all of the costs of studying in the United States.

EducationUSA advisers in Europe and Eurasia have received a significant amount of training and are expert professionals in their field. Many of them have been with EducationUSA for many years and serve as invaluable resources for other advisers in the region and around the world. EducationUSA remains a trusted source of information and support for students throughout the region. In 2016, advising

centers in Europe and Eurasia provided services to more than 268,000 students by meeting with students, providing phone and email support, and conducting group advising sessions. They also provided support to, or interacted with, 3,283 U.S. higher education representatives who visited the region to meet with advisers, students, and parents. More than 177,000 students in the region interacted with EducationUSA advisers and U.S. higher education institutions (HEIs) at education fairs and tours. EducationUSA advisers continue to seek out new and innovative ways to reach students, especially outside the capital cities, and to encourage interest in U.S. study. Advisers provide students with the tools and information they need to complete the undergraduate and graduate application process and gain admission to institutions that are a good fit for their academic, professional, and personal goals and aspirations.

The EUR region is also an outstanding source of students for U.S. colleges and universities. Students from the region are some of the most intelligent, well-equipped, and prepared students in the world. They have excellent English-language skills and acclimate well to the United States. Engagement with this region is a critical component of any recruiting strategy.

Although students in the 28 European Union (EU) countries can access quality options for higher education in Europe at a competitive price and with low admissions hurdles, many students continue to want to study in the United States. Students look to the United States for the quality, flexibility, and diversity of academic degrees and programs that are not widely available

121

EducationUSA
Advising Centers
in the Region

33 Comprehensive
40 Standard
48 Reference



Europe and Eurasia

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

Seventy-two percent of students from Europe and Eurasia are degree-seeking students. Forty percent are seeking undergraduate degrees, which tracks the worldwide average. The number of undergraduate degree-seeking students from Europe and Eurasia has increased 16 percent over the past five years. These students look at a wide array of majors, from the traditional science, technology, engineering, and mathematics (STEM) fields to social sciences, the arts, and humanities. European students consistently state that they appreciate the flexibility of exploring different majors before having to declare, and they consider this flexibility a strong selling point for the U.S. higher education system. Students are also very interested in internship opportunities that may, or may not, relate directly to the academic programs in which they are enrolled. The region is also blessed with gifted student athletes. Southeastern Europe, including Serbia, Greece, and Cyprus, produces many excellent student athletes who attract athletic scholarships from U.S. institutions.

Interest in community colleges is also growing in this region, and many

EducationUSA advisers have specific "campaigns" to promote community colleges. Countries with higher than average interest in 2+2 programs include Albania, Armenia, Azerbaijan, Belarus, Belgium, Czech Republic, Estonia, France, Latvia, Moldova, Poland, Portugal, Russia, Sweden, and Ukraine. An increasing number of community colleges participate in EducationUSA fairs and tours in the region to help generate interest in community colleges.

The number of students from Europe seeking graduate degrees has declined steadily over the past five years; 30 percent are enrolled in graduate programs this year. Countries with the highest proportion of students at the graduate level are Turkey, Germany, the United Kingdom, France, and Russia. Graduate students from Europe are particularly interested in the STEM fields, business and management, and computer science. However, there is also significant interest in Master of Laws (LLM) programs, especially in Western Europe, Russia, and Ukraine. EducationUSA organizes an annual LLM tour in the region, which will be held in November 2017. This tour allows representatives of U.S. LLM programs to meet with legal practitioners and prospective students in Europe. The tour currently covers the Netherlands, Belgium, France, Norway, Austria, Czech Republic, and Croatia.

Approximately 18 percent of European students in the United States are enrolled in non-degree programs. These can be either short-term exchange programs, summer

programs, or English-language programs. German students often look for short-term programs to complement the education they receive in Germany, and they are very interested in enrolling in internships as well. Although the region has seen a decline in students studying in Intensive English-language programs, there are still some good markets to target. Turkish students show great interest in these programs, as well as students from France, Germany, Italy, Russia, Spain, and Switzerland.

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

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

If an institution is able to provide full funding support to international students,



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

Recent Trends

- In the 2015–2016 academic year (AY), Open Doors reported a record number of 91,915 students in the United States from Europe and Eurasia, representing a 1.4-percent increase over the previous year and 9 percent of the total number of international students worldwide. The

top five countries of origin for U.S. study from Europe and Eurasia are the United Kingdom, Turkey, Germany, France, and Spain, and these five countries represent more than half of all students studying in the United States from the region. Some of the most impressive increases in 2015–2016 came from countries such as Kosovo (57.6 percent), Belgium (9.3 percent), the Netherlands (8.3 percent), and Ukraine (8.3 percent). Some smaller countries also show a sustained level of interest in U.S. study. In the 2015–2016 AY, more students from Austria, Bosnia and Herzegovina, Finland, Georgia, Greece, Hungary, Italy, Lithuania, Montenegro, Netherlands, Serbia, and Slovenia studied in the United States than in 2014–2015.

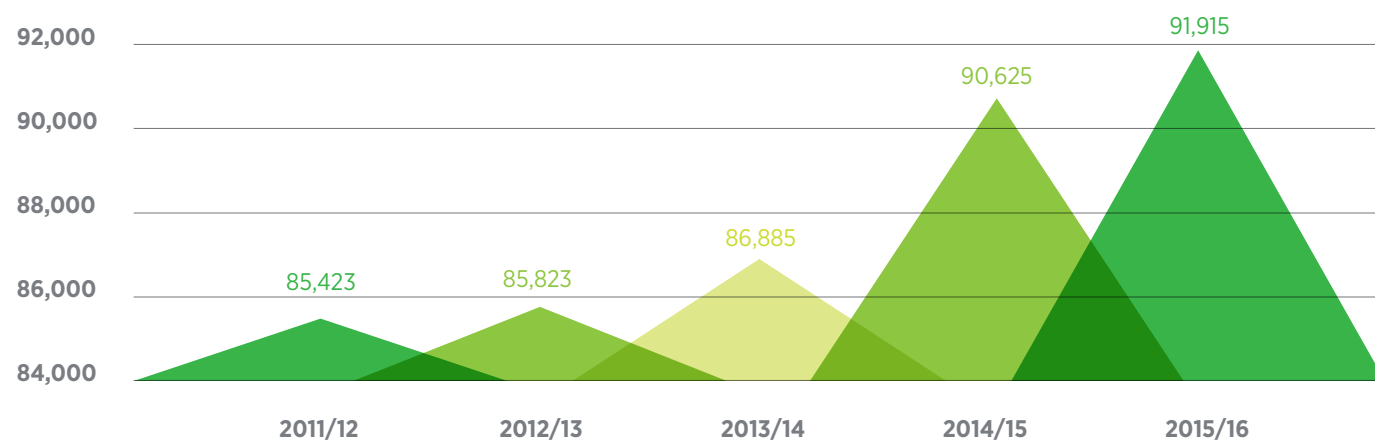
- In 2015–2016, a total of 12,862 students from post-Soviet countries in Eurasia and Central Asia studied in the United States, with the majority coming from Russia (42 percent), Kazakhstan (15 percent), and Ukraine (13 percent). There has been a 12-percent increase in student mobility from post-Soviet countries over the past ten years.

- Although there have been several highly-publicized economic crises in the region over recent years, they have not deterred students from seeking an

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

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

Student Mobility in the Region (Five-Year Trend)



Europe and Eurasia

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

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

Countries in the Spotlight

Belarus. Recruiting students from Belarus has been both challenging and rewarding for U.S. HEIs. Options for in-country engagement have been limited since 2008 due to the overall bilateral relationship between Belarus and the United States. The

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

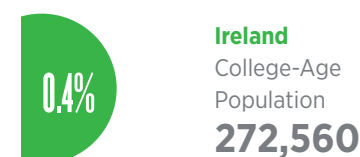
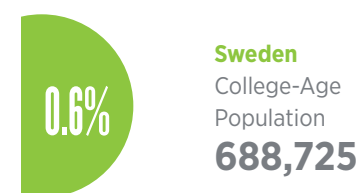
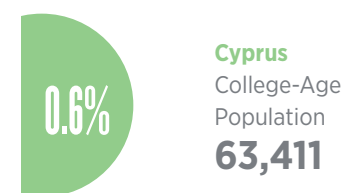
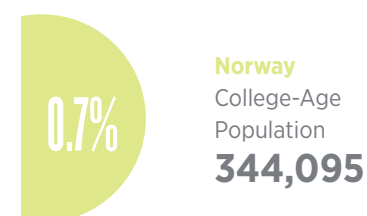
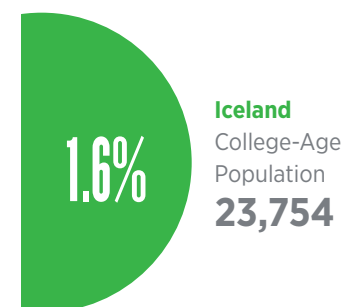
Beginning in early 2017, U.S. citizens and those from 79 other countries can now travel to Belarus for five days without a visa, making it significantly easier for U.S. university representatives to travel to the country for recruitment purposes. This is expected to help U.S. HEIs further promote themselves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

Even with the factors that adversely affect student mobility from Belarus to the United States, such as the ongoing demographic shift resulting in a much smaller student-age population, the number of students seeking a higher education in the United States has remained relatively stable. The largest growth over the past five years has

been among graduate students, though the number of undergraduate applicants increased slightly over the past year. Business and IT-related fields are among the most popular for students from Belarus, but international relations, law, marketing, and the arts are also gaining in popularity.

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

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



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

community colleges and opportunities to study abroad for one year in the United States after the baccalaureate (the French national high school diploma), which is sometimes referred to as a "gap year" program. Paris has been a stop on the LLM Europe tour each November.

The Franco-American Fulbright Commission will celebrate its 70th anniversary in 2018 and has planned major programming involving the EducationUSA advising center. Among other events, an EducationUSA adviser in France will take part in a year-long Fulbright Tour de France. Each month, the adviser will travel to a different city to meet Fulbright alumni and current U.S. Fulbright grantees and deliver talks on U.S. higher education to local high schools and HEIs. U.S. higher education representatives who are interested in joining the Fulbright Tour de France are encouraged to contact the EducationUSA center located at the Fulbright office in Paris for more information.

Italy. Italy remains a key country with regard to student mobility, both to and from the United States. The number of Italian students studying in the United States has risen more than 20 percent over the past five years, and among EU member states, Italy is the fifth largest sending country. More undergraduate students from Italy are studying in the United States than ever before, with a 52 percent increase over the past five years. Italian students are very interested in internship and employment opportunities, and actively engage in the OPT program. There are two EducationUSA advising centers in Italy, one in Rome at the Fulbright Commission and one in Naples at the U.S. Consulate. Many U.S. Embassy programs are strategically focused on the underserved south of the country, and the EducationUSA adviser in Naples hosts many outreach and information sessions that attract significant numbers of students. U.S. HEIs that are able to offer partial funding for more economically challenged families in the south will find a pool of excellent students eager to study at U.S. institutions. The EducationUSA center in Rome hosts virtual programs for graduate and undergraduate students throughout the country and webinars that institutional representatives can deliver on admissions-related topics. With more than 11,000 followers and an equal number of

weekly "likes", EducationUSA Italy has a very active Facebook community and reaches thousands of students through regular postings.

Italy is also the second most popular destination country for American students seeking to study abroad, following the United Kingdom. Italian universities are eager to engage in discussions to create partnerships with U.S. institutions for exchange programs, which often result in larger numbers of Italian students on the campuses of those schools that have signed these agreements.

Norway. The United States is one of three primary study abroad destinations for Norwegian students. Since the early 2000s, there has been a steady increase in the number of Norwegian students in the United States, and in 2015, Norway had the largest percentage growth of students from the region studying in the United States. In AY 2015–2016, 2,391 Norwegian students studied in the United States, an 18.6-percent increase from 2011–2012. The Norwegian government, partially through generous financial aid programs, is pushing for increased internationalization, with the United States designated as a "prioritized country."

Norwegian students choose to study in the United States because of the combination of specialized and high-quality academic programs, campus life with all its activities (sports being particularly popular), and for the opportunity to combine studies with internships, OPT, and research opportunities. Norwegians offer a very

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

Country	2011/12	2015/16	%Change
Kosovo	114	268	135.1%
Slovenia	171	256	49.7%
Spain	4,924	6,640	34.9%
Luxembourg	68	86	26.5%
United Kingdom	9,186	11,599	26.3%

135.1%

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

Regional Student Totals by Top Five Countries of Origin

Country	2015/16	% Change 2014/15
United Kingdom	11,599	8.0%
Turkey	10,691	-0.3%
Germany	10,145	-0.4%
France	8,764	0.2%
Spain	6,640	8.1%

Europe and Eurasia

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

Poland. The EducationUSA team in Poland continues to work on innovative programming to reach new audiences and fully use their in-country networks to promote U.S. higher education throughout the country. In 2016, the EducationUSA team at the Polish–U.S. Fulbright Commission, along with the U.S. Embassy in Warsaw, launched a country-wide mentoring cohort program for high school students and current university students. The program received 170 applications, and 28 students (70 percent of whom were high school students) from all regions of Poland were selected to participate. The students were matched with 19 alumni from U.S. colleges and universities, most of whom are Polish and U.S. Fulbright grantees, based on their intended field of study,

program, or institution. After the training, students and alumni continued to work together throughout the school year. More than 60 percent of the participating students have received admissions offers to U.S. institutions. As a result of sustained interest, the EducationUSA team at the Fulbright Commission and the U.S. Embassy intend to launch a new mentoring cohort in 2018 that will focus solely on high school students who want to pursue undergraduate degrees in the United States.

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

The United Kingdom is now the number one source of students from Europe to U.S. institutions, with 11,600 British students enrolled in American higher education in AY 2015–2016. In the past

year, there was an 8 percent increase in UK students studying in the United States. This increase is the largest year-over-year increase in students from the United Kingdom in more than 30 years. Undergraduate study remains the driving force for these increases.

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

What to Expect in the Next Three to Five Years

Student mobility to and from the United Kingdom might undergo significant changes over the next few years. The main drivers behind those changes include “Brexit” and the prospect of revised immigration laws. Those decisions might have significant impacts in regard to student mobility to the United Kingdom as students from the EU and other countries

might not be able to study there as easily as they do today. UK students, especially those from England, might increasingly consider study abroad options as tuition at its HEIs continues to increase.

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

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

Foreign Government and Private Funding

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

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

Macedonia. The Ministry of Education and Science awards academic scholarships to students accepted to either one of the top-100 ranked universities or the top 200-ranked universities in the field of technical

sciences according to the latest Academic Ranking of World Universities published by the Center for World-Class Universities at Shanghai’s Jiao Tong University.

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

Slovenia. The Slovenian government continues to offer various scholarships for study abroad. The most generous among these is the Ad Futura scholarship. Students receive as much as \$35,000 annually for the duration of their academic program. This scholarship program funds both graduate and undergraduate students. For the 2016–2017 AY,

approximately \$2,100,000 was awarded to 56 students out of almost 200 candidates. In subsequent years, the number of awards will depend on the amount of funding available and the financial need of the selected students. For more information, please visit www.sklad-kadri.si.

Norway. Norwegian students enjoy one of the most generous public financial aid schemes in the world. The Norwegian government, through the State Educational Loan Fund (Lånekassen), provides non-merit-based financial aid for Norwegian students studying in the United States through a loan/grant package. Most of the funding is offered as a loan that is partially converted into grant money upon completion of the degree. Most Norwegians who are eligible to enter university are also eligible to receive “Lånekassen support,” as it is called. A student that qualifies for all forms of assistance and decides to accept the full package will receive a total of \$53,375.00 per year as of April 2017.

U.S. Study Abroad

Top Five Receiving Countries in the Region

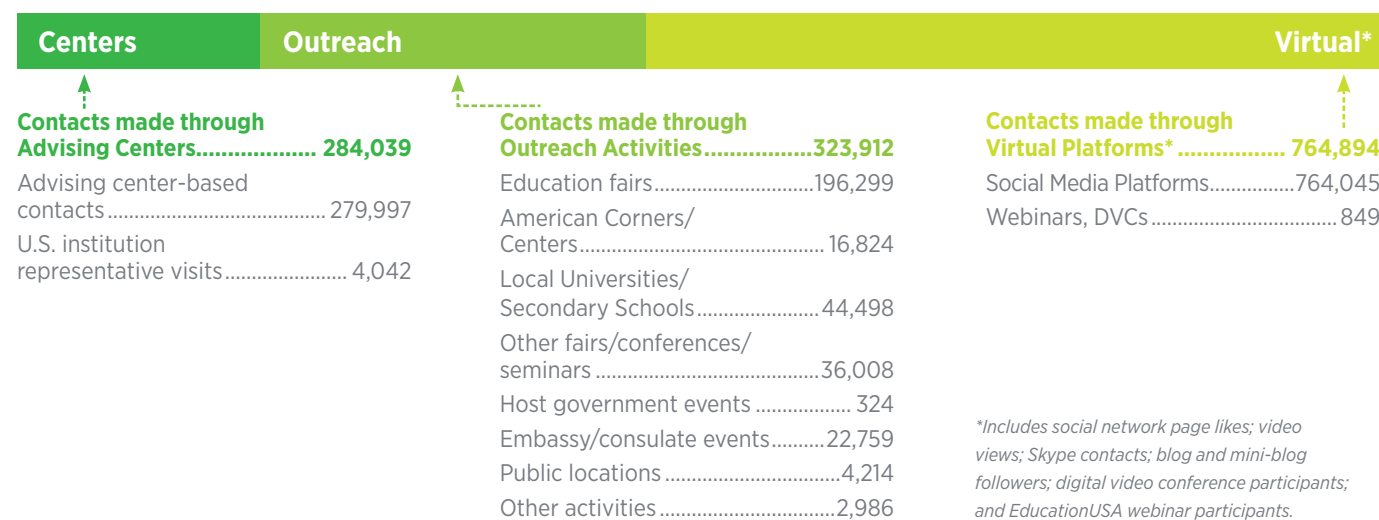
Destination	2014/15	% Change
United Kingdom	38,189	-0.2%
Italy	33,768	8.4%
Spain	28,325	5.1%
France	18,198	3.4%
Germany	11,010	6.1%

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

Country Name	2010/11	2014/15	% Change
Lithuania	32	110	243.8%
Iceland	218	513	135.3%
Cyprus	144	278	93.1%
Denmark	2,478	4,034	62.8%
Ireland	7,007	10,230	46.0%

EducationUSA Regional Reach

2016 EducationUSA in Europe and Eurasia made **1,372,845** contacts



Europe and Eurasia

Sweden. Traditionally, the Swedish government-funded loans and grants from Centrala studiestodsnamnden (CSN) cover only a part of the cost for studies in the United States. In recent years; however, CSN has been providing higher loans for students studying in the United States.

Germany. Germany's "Excellence Initiative" is investing significant amounts of financial support into the internationalization efforts of a number of German HEIs. This program will help support and enhance cooperation agreements between Germany and HEIs from around the world. The German Academic Exchange Service, DAAD, the largest funding organization for students and scholars worldwide, supports a wide array of scholarships, including those to the United States. Scholarships are for both undergraduate and graduate studies.

The Association of German-American Clubs provides 30 annual scholarships for German students to study at a select number of U.S. institutions. German students may also receive a limited amount of federal support, "BAFOEG," if a semester abroad is mandatory for their studies.

Portugal. Portugal's Fulbright Commission and the Foundation for Science and Technology (FCT) will continue to provide financial support to graduate students enrolled in accredited institutions in the United States. In AY 2015-16, FCT awarded 299 grants to Ph.D. candidates from Portugal for study and to conduct research outside of the country, including in the U.S. Students who receive these grants are responsible for identifying appropriate academic programs in which to enroll or research collaborators with whom to work. Based in the Ministry of Science, Technology, and Higher Education, FCT is Portugal's national funding agency and supports students in the fields of science, technology, and innovation.

France. In France, U.S. institutions are encouraged to increase partnerships with French institutions so that French students are able to maintain a link with the French higher education system and pursue double or joint degree programs. This relationship with French higher education might allow French students to access critical financial aid that would help them cover the cost of studying in the United States.

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

- **Eduarda Justo Foundation.** The foundation provides scholarships for graduate study in the United States, giving priority funding to outstanding applicants from the city of Almeria in Andalusia.
- **Fundación La Caixa.** La Caixa is the biggest savings bank in Spain. It offers 45 scholarships to study postgraduate courses in the United States (for either Master's degrees or Ph.D.s).
- **Fundación Rafael del Pino.** This foundation offers scholarships for graduate students abroad. They award several scholarships annually that cover tuition and fees, travel expenses, and a monthly allowance.
- **Fundación Ramon Areces.** Ramon Areces sponsors scholarship programs for Spanish postgraduate students to study at research centers abroad.
- **Talentia Scholarships.** Talentia Scholarships for Master's and Ph.D. programs are aimed at identifying and supporting young Andalusians whose intellectual and leadership potential are likely to empower them to contribute to the future development of the region of Andalusia.

United Kingdom. The Sutton Trust Program in the United Kingdom welcomed its sixth cohort of students in April 2017. The program provides generous support to economically disadvantaged students with outstanding academic qualifications to apply to U.S. colleges and universities that can provide generous scholarship awards. Costs related to testing, application fees, a week-long summer program at a U.S. HEI prior to the students' last year of secondary school, and other expenses are all covered by the program. A large percentage of these students gain admission to prestigious institutions across the United States and receive generous scholarship awards.

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

- **Armenia.** More than 15 private foundations provide scholarships for Armenians to study in the United States; for more information visit <https://educationusa.state.gov/centers/yerevan-american-councils>.
- **Moldova.** The WNISEF Seed Grant Program aims to provide financial support to managerial talent from Moldova who are admitted to one of the top 50 MBA programs in the United States, per the U.S. News Full-Time MBA Programs rankings, and are committed to returning home and investing their talents in their country of origin.
- **Ukraine.** WorldWideStudies grants cover university fees, study materials, and health insurance (60 percent of expenses; as much as \$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. The WNISEF Seed Grant Program is also available to students from Ukraine and can also cover MPH programs.

For a complete list of European and Eurasian government and private-funded scholarship programs, visit the higher education section of the EducationUSA website.

Virtual and Social Media Usage

In an effort to reach more students and provide them with structured advising support, EducationUSA advisers in Belarus and Russia have incorporated free virtual classroom platforms, called Eliademy and OpenLearning, respectively, into their cohort programming and created sessions around *Your 5 Steps to U.S. Study* that are similar to massive online open courses (MOOCs). Such online platforms have allowed EducationUSA advisers to expand their programming to more geographically diverse regions and provide comprehensive advising services to students who otherwise would not be reached by traditional virtual outreach methods.

Since the first launch of the virtual classroom platform in Russia in the 2015-2016 AY, 746 students have registered and participated. An additional 1,061 students have registered for the five-step online course since September of

2016. The team in Belarus has been using Eliademy with CCC and graduate student cohorts since 2015, but in April 2017, they launched their first open course on U.S. graduate studies for Belarusian students. The EducationUSA advising teams in Belarus and Russia continue to develop and improve their programming on these platforms as a means to widely promote U.S. higher education and improve the quality of their services to local students.

This year, EducationUSA Macedonia launched a campaign to promote U.S. higher education to its students through Facebook. With almost 3,000 followers on Facebook, the advisers produced a collection of 90-second videos of both students and advisers talking about study in the United States and the application process.

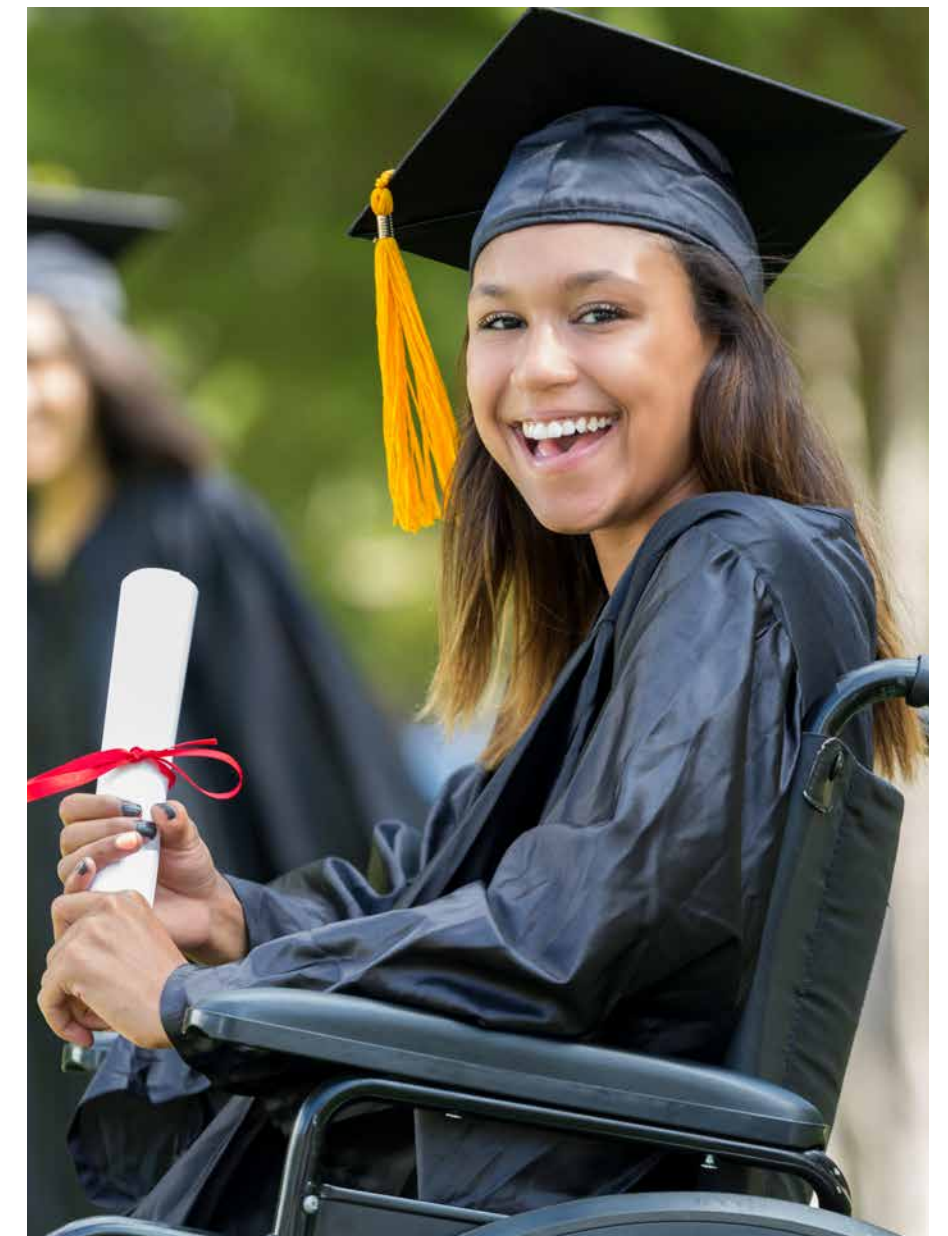
In Armenia, the EducationUSA Armenia advising center consists of just one adviser who serves the entire country of three million people. To effectively serve the local student population, the adviser has expanded access to students through virtual platforms. The online programming currently includes monthly webinars with U.S. higher education representatives that are open to, and accessed by, students in all of Armenia's ten regions, and the adviser maintains a library of recordings that are regularly shared with new students. The CCC cohort also takes advantage of online programming for members in Yerevan and three other regions in Armenia. The most popular topics for such webinars have been those that provide skills development on essay writing and funding opportunities.

In addition to webinars, EducationUSA Armenia will pilot a program in 2017 that will employ a more interactive way to reach students beyond the capital city. The adviser will launch live chat sessions through the five American Corners in Armenia. This pilot program is aimed at reaching new audiences and strengthening ties with the American Corners. Speakers for the program will include the EducationUSA adviser, local alumni from U.S. programs, and visiting U.S. higher education representatives. HEI representatives are especially encouraged to take part in this program. Live chat sessions are part of EducationUSA Armenia's broader goal of offering all presentations and sessions

online for audiences throughout Armenia by the end of 2017.

Bosnia and Herzegovina has four very active centers in American Corners, reaching students throughout the country. With centers in Sarajevo, Mostar, Banja Luka, and Tuzla, advisers are able to coordinate efforts and expand the reach of their programs. Advisers in Bosnia developed a series of monthly webinars that are jointly hosted by all four centers and focus on topics such as finding the "right fit," undergraduate financial aid, professional Master's programs, athletic scholarships,

and many more. The advisers regularly look for U.S. university representatives who can contribute to these webinars. Because the centers are so active in their communities and each center also connects to another American Corner that is not an EducationUSA center, EducationUSA is able to conduct outreach throughout the entire country, helping schools find students from underrepresented areas. Bosnia and Herzegovina is consistently able to identify top students, many of whom attract substantial funding from U.S. universities. The combination of CCCs that are hosted both in person and virtually, as well as the



Europe and Eurasia

regular webinar series, are excellent ways to connect to students in this country.

Security concerns in Turkey over the past couple of years have discouraged much of the outreach that Turkey normally sees by U.S. HEI representatives. However, Turkey remains a very important sending country in the EUR region with more than 10,000 students studying in the United States annually. In fact, the United States is the number one destination for Turkish students. EducationUSA, the U.S. Department of Commerce, and the Mezun Group hosted the country's first ever virtual college fair in December 2016. This innovative pilot program was very successful, and will take place again this year.

Sweden primarily uses its website and Facebook to communicate externally with students. A new initiative this year has been to use the Snapchat platform as well. This social media application, developed by EducationUSA's "student corps" of volunteers, is particularly popular with students and allows EducationUSA to reach new and broader audiences. In addition, EducationUSA in Sweden uses Instagram to successfully promote key events. The feedback from students is that Facebook outreach is geared toward "older" students, whereas picture-based, short-text platforms

(Snapchat, Instagram, and Twitter) are used more among younger students.

The EducationUSA center based at the Fulbright Commission in Belgium has a strong virtual presence, including outreach via Facebook, Twitter, and Instagram. In addition, the Commission runs a popular YouTube channel that features instructional videos as well as interviews with students, Fulbright grantees, and representatives of U.S. universities. Although live webinars are usually not particularly successful, EducationUSA has discovered it can be helpful to record presentations about topics related to university admissions (e.g., the Common Application) and post them online.

EducationUSA Norway posts testimonials from current Norwegian students in the United States for prospective students to watch. EducationUSA advisers note that Norwegian students enjoy this format and are interested in knowing more about extracurricular activities, including sports and internship opportunities. Videos and social media posts about those opportunities are effective ways to promote an institution.

EducationUSA Ireland encourages U.S. HEIs to share videos of Irish students on campus. Short videos are shared widely

by students and teachers on their social media platforms.

Successful Recruiting Strategies

Through the network of EducationUSA centers in the region, U.S. institutions have many opportunities to reach students beyond capital cities. For example, EducationUSA advisers in Bosnia and Herzegovina, Ukraine, Macedonia, and Russia organize fairs and other special outreach opportunities in regional cities outside of the capitals. EducationUSA operations have also expanded to American Spaces, and full time advising services can be found at American Spaces in countries such as Kosovo, Macedonia, Bosnia and Herzegovina, and Hungary. In countries where American Spaces do not offer comprehensive advising services, the local American Spaces are still closely engaged with EducationUSA and the U.S. Embassy and provide extensive outreach in the regions where they are located.

Many students in southern Europe continue to win athletic scholarships in the United States. Advising centers in the region are knowledgeable about advising student athletes, and some centers offer cohort advising programs specifically designed for student athletes. U.S. institutions are encouraged to

work with the CCC cohorts in the region if they are looking for talented undergraduate applicants. EducationUSA advisers welcome U.S. university and college representatives to support their programming with virtual content and in-person visits. Topics that expand students' knowledge about the diversity and benefits of U.S. higher education are particularly helpful. Programming may include discussion sessions with current students on campus, mock lectures with professors, and workshops on career development.

Students and parents are ready to make investments in education and they are very interested in the "return on investment" that they can expect from a given institution in the United States. Programs that directly build job skills are particularly attractive to students from Europe and Eurasia. Focus on providing information on internships, strong OPT placement programs, or other advice regarding career development to engage prospective students and provide more information to their parents.

Highlighting cost-savings opportunities or reducing the cost of attendance with scholarships, even partial ones, can also make a tremendous impact on whether a student enrolls in a particular institution. Community colleges should highlight the cost-savings of 2+2 articulation agreements, especially for students from Eurasia and southern Europe. Also, look closely at the highly talented students who receive Opportunity Funds grants from EducationUSA. These students often participate in intensive cohort advising programs and are well-prepared for success in U.S. classrooms and communities.

Many EducationUSA centers host annual alumni fairs featuring recent alumni. Schools can cultivate relationships with current international students and international alumni, and invite them to attend or even represent the school at EducationUSA fairs if travel there is not feasible. When American students visit the region for study abroad, schools should make sure they bring materials and are ready to promote them while abroad. Peace Corps volunteers and Fulbright English Language Teaching Assistants are especially effective at participating in educational fairs, so when possible,

connect with these alumni before they travel to the region.

Set up direct linkages and exchange agreements with European HEIs. 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. HEIs can be part of these consortia (formerly, Erasmus Mundus but now part of Erasmus+). Many universities in Eurasia are also seeking such partnerships with U.S. institutions to increase their student mobility and faculty-exchange. These institutions are especially interested in developing their capacity to host U.S. students and creating dual-degree programs.

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. Prospective graduate students seek opportunities to develop job skills that stand out in a competitive market.

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

Regional EducationUSA Events

EducationUSA Europe and Eurasia is pleased to host the 2017 EUR Regional Forum, which will take place in Madrid, Spain, from September 19–21, 2017. This year's event is slated to bring approximately 90 EducationUSA advisers from throughout the region and an equal number of representatives from U.S. colleges and universities. Advisers and institutions will deliver a series of high-quality and informative sessions that focus on developing successful recruitment strategies in the region. For more information and to register, please visit: <http://bit.ly/2oufvR5>.

Fairs and Conferences

- The EducationUSA Pavilion at EAIE, September 12–15, 2017, Seville, Spain. Last September, more than 5,000 higher education professionals from over 80 countries attended the EAIE conference in Liverpool, England. EAIE is the largest conference of its type anywhere in Europe. U.S. HEIs that exhibit at the booth have reported that the EducationUSA

Pavilion led to an increase in their school's visibility at the event, more students from Europe on their campuses, and an increase in exchange-related income for their institutions. One university reported an estimated \$250,000 per year will be generated from recent partnership agreements first established at the EducationUSA U.S. Pavilion. Accredited U.S. colleges and universities are welcome to join the EducationUSA Pavilion at the 2017 EAIE conference. Learn more at <https://educationusa.state.gov/events/educationusa-pavilion-2017> or <http://www.eaie.org/seville.html>.

- The EducationUSA advising center at the U.S.–UK Fulbright Commission continues to run a highly successful annual USA College Day in London. In 2016, more than 4,500 visitors and 190 exhibitors participated in the event, smashing previous records. During the past seven years, the USA College Day has almost doubled in the number of universities participating. This year's USA College Day fair will be held September 29–30, 2017; email collegeday@fulbright.org.uk for registration info.

- The EducationUSA center at the Fulbright Commission in the Netherlands will host the EducationUSA Fair in Amsterdam in conjunction with Ivy Circle on September 28, 2017. The Ivy Circle network has grown to 19 member alumni clubs representing a few thousand alumni living in the Netherlands.

- Join EducationUSA fairs in Athens (October 10) and Nicosia (October 11), part of the 2017 European and Mediterranean College Fair Series organized by AMIDEAST, CIS, CollegeCouncil, the Fulbright Commissions in Belgium, the United Kingdom, and Greece, the U.S. Embassy Luxembourg; and StudyUSA Higher Education Consultants.

- The EducationUSA office at the Fulbright Commission in Belgium and Luxembourg will hold its annual College Night fair on October 2, 2017. See www.brusselscollegenight.be to register. As the only U.S.-focused college fair in Belgium, it provides university representatives with unparalleled access to high school students from across Belgium, including a number of international schools in the region of Brussels.



- The 7th Annual Eurasia Tour includes fairs in six cities and five countries and are the only U.S. higher education fairs in Eurasia. The Eurasia Tour is from October 16–October 27, 2017. More information about the tour can be found at <http://educationusaeurasiatour.org/>.

- EducationUSA is planning to hold the Baltics tour every two years, usually attached to the Eurasia tour. The next Baltics tour is likely to be in October or November of 2018.

- EducationUSA will host its third annual LLM tour November 1–November 15, 2017, with stops in Amsterdam, Paris, Brussels, Luxembourg, Oslo, Prague, Zagreb, and Vienna. Look for more information in an upcoming edition of the *U.S. Higher Education Monthly Update*.

- The Higher Education and Scholarships Fair, organized by EducationUSA Croatia is the largest fair of its kind in Croatia or any other country in Southeastern Europe. It is a unique event that will take place in major Croatian university cities: Zagreb (October 17, 2017) and the Adriatic coastal city Rijeka (October 19, 2017). More than 10,000 Croatian students, pupils, parents, adult learners, and higher education professionals are expected to attend. The fair is now widely known both in Croatia and Southeastern Europe. For more information, view a short video at <https://vimeo.com/202174638>, or contact EducationUSA Croatia.

Spring Events, 2018

- The 5th Annual Russian Winter Tour with stops in Moscow, St. Petersburg, Novosibirsk, Yekaterinburg, and Vladivostok will take place February 23–March 5. Look for more information in the *U.S. Higher Education Monthly Update*.

- The 5th Annual Iberian (Portugal and Spain) Fairs are tentatively scheduled to take place in March 2018 and include a stop at the Futuralia Fair in Lisbon, Portugal.

- EducationUSA Germany is planning to offer several fairs across the country in March 2018 immediately before the Iberian Fairs. EducationUSA Germany will announce cities and dates in September 2017.

- The 5th Annual EducationUSA Southeastern Europe Tour will include fairs in Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, Macedonia, and Kosovo. The tour generally takes place in April. Dates will be confirmed in the summer of 2017.

Sign up to receive the EducationUSA monthly newsletter on Europe and Eurasia to keep in touch with recruiting events planned in the region, as well as information about emerging trends, by emailing Europe@educationusa.info.

Best Times of the Year to Interact with Students

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

U.S. Study Abroad in the Region

Europe continues to attract the majority of U.S. study abroad students and received 54.5 percent of all study abroad students from the United States in the 2014–2015 AY. This majority represents an increase of more than 8,000 students, or 5.3 percent, from the previous AY. Six of the top 10 destination countries (and ten of the top 25) are in Europe, led by the United Kingdom, which receives 12.2 percent of all U.S. study abroad students. The increased numbers of Americans studying abroad in Europe between 2013 and 2015 (at nearly 6 percent) far outpaces the more modest 2.9-percent growth of Americans studying in other world regions.

Over the past five years, U.S. study abroad in Europe and Eurasia has grown by 14.2 percent. During that period, the number of students studying in the United Kingdom grew by 15.1 percent. Italy, the number two destination, saw an 11.2-percent increase, and the number of students from the United States in Germany, the fifth largest study abroad destination, grew by 22.1 percent. Increases have occurred in many other countries in the region as well. During the same five-year period, for example, study abroad to the Czech Republic increased by an impressive 24 percent.

Bilateral exchange agreements between U.S. and European universities are increasing the number of students who are internationally mobile on both sides of the Atlantic. These agreements are aided by the Erasmus+ Program that is supported by the European Commission (see section entitled “Opportunities for Participation in EU Programs”), and the U.S. Department of State’s study abroad capacity-building grants. Competitions for this program are periodically announced and available to all accredited U.S. HEIs, including community colleges (<https://studyabroad.state.gov/us-government-resources/programs/institutions/capacity-building-grants-us-higher-education>).

Examples of ambitious initiatives to increase the number of international students in Europe include Germany, where public institutions are free of charge to all students, including Americans. In 2015, there were 4,728 U.S. students enrolled at German HEIs, of which 59.2 percent were degree-seeking. Similarly, U.S. students in Norway study tuition-free and they can apply for funding through the Norway-America Association at www.noram.no.

European and Eurasian universities are increasingly looking to attract international students to their degree programs and offer more than 4,000 English language Master’s degrees. The Netherlands, for example, offers 2,100 programs taught in English, and the number continues to grow across the region as they become increasingly popular.

Opportunities for Participation in EU Programs

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

An effective way for U.S. HEIs to participate in an Erasmus+ Program is in collaboration with an existing institutional partner from the EU. In many cases, a European institution must serve as the lead applicant to an Erasmus+ Program, so schools are encouraged to identify an Erasmus+ point of contact at a European institution to explore options. It’s important to remember that these programs are sometimes narrowly focused in the sense that they foster student mobility in specific disciplines. Faculty from selected academic units at both institutions, therefore, will eventually need to get involved in activities such as curriculum reviews to ensure credit transferability, which is a process similar to what’s done with most student exchange agreements. The upfront work to engage in this program can be substantial, but so can the benefits of participation.

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

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

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

- Through the Bilateral Science and Technology Agreement, the United States and EU have a cooperation agreement in science and technology that provides a framework to enhance and develop science, technology, and innovation partnerships and offers scope for institutional and individual cooperation. The BILAT 2.0 framework has closed, and has been succeeded by the BILAT 4.0 framework, which will run through 2019 (<http://ec.europa.eu/research/iscp/index.cfm?amp;pg=usa>).

- 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 (<https://euraxess.ec.europa.eu/worldwide/north-america>).

- 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 (<https://eit.europa.eu/>).

Best Times of Year to Interact with Students in the Region

Generally speaking, September to November and March to May.

Times to avoid travel: Please check with the EducationUSA adviser in the respective country(ies) before making any travel plans. Advisers in each country will advise about national holidays or other factors to consider before planning a visit.

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

- U.S. and EU universities can send and receive students, Doctoral candidates, and faculty for programs as long as 12 months. Institutions must sign inter-institutional agreements based on the terms and principles of the Erasmus Charter (https://ec.europa.eu/programmes/erasmus-plus/updates/20150824-international-credit-mobility-selection_en).

- U.S. universities may join a consortium of EU HEIs to award dual or joint Master’s degrees. All institutions design and deliver the program to their students (https://eacea.ec.europa.eu/erasmus-plus/actions/key-action-1-learning-mobility-individuals/erasmus-mundus-joint-master-degrees_en).

Jean Monnet-branded modules, chairs, and Centers of Excellence (https://eacea.ec.europa.eu/erasmus-plus/actions/jean-monnet_en).

- Horizon 2020 (<https://ec.europa.eu/programmes/horizon2020/>) is the EU’s framework program supporting research and innovation, with a budget of 80 billion euros over seven years.

- 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 and Innovation Staff Exchanges (<https://ec.europa.eu/programmes/horizon2020/en/h2020-section/marie-sklodowska-curie-actions>).

Middle East and North Africa

Regional EducationUSA Profile

Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestinian Territories, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates (UAE), Yemen



28

EducationUSA
Advising Centers
in the Region

17 Comprehensive
6 Standard
5 Reference

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

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

EducationUSA advisers in the MENA region conduct their work in an environment of frequent change and opportunity. An ever-increasing number of students use the EducationUSA network for help, and the region continues to show strong increases in students studying in the United States from year to year. The 2016 *Open Doors* report indicates 4.8 percent more students from the region studied in the United States during academic year 2015–2016 than in 2014–2015. The previous academic year saw an increase of 11.5 percent.

The region boasts many Competitive College Clubs (CCCs) in which advisers meet semimonthly with academically engaged high school students to prepare them for study on highly competitive U.S. campuses, and to guide them through the unique aspects of their college application processes. Advisers work with students to find the best institutional fit—academically, socially, and financially. CCC activities include community service projects, book clubs, poetry recitals, spelling bees, guest speakers, test preparation, and information sessions on the application process. All CCCs foster student leadership skills. More than 140 students from the MENA region have successfully completed a CCC program and will study in the United States in fall 2017. Currently, there are CCCs in Jordan, Lebanon, Morocco, Tunisia, Egypt, the Palestinian Territories, and Saudi Arabia.

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

High school guidance counselors meet frequently to share best practices in the admissions application process and to discuss topics such as applying for student visas, writing school profiles, meeting application deadlines, and guiding students in selecting the institutions that best meet

their needs. The EducationUSA network provides counselor groups with college advising resources as well. The relationships that advisers share with these counselors ensure that visiting U.S. admissions officers have productive trips that allow them to interact with a broad range of students.

Regional Overview

The United States remains one of the top higher education destinations for students from the Middle East and North Africa, as reflected in the 4.8 percent increase in the number of Middle Eastern students enrolled at U.S. colleges and universities in 2015–2016 from the previous year. 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 are, in some cases, revamping 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. Student demand for postsecondary education far exceeds the capacity of local universities in some countries. In addition, the uneven quality of the higher education systems in the region leaves some students without all the necessary skills to enter a competitive labor market.

Countries such as Lebanon, the Palestinian Territories, and Tunisia remain interested in exploring the benefits of community colleges and at times have included two-

year institutions on their lists of approved institutions for scholarship recipients. Most countries in the region have engaged the U.S. government and U.S. colleges and universities to expand local higher education capacity through institutional linkages.

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

Recent Trends

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

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

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

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

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

Middle East and North Africa

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

Countries in the Spotlight

Lebanon. Lebanon is made up of diverse socioeconomic and religious backgrounds, with 18 official sects in the country. The current crisis in Syria has created extraordinary political and economic pressures on the country. With a population of about 4.5 million, Lebanon is now hosting 1.5 million Syrian refugees, pushing it to become the highest per capita host of refugees in the world. The EducationUSA Lebanon office currently serves very diverse students: Lebanese, Palestinian refugees, and Syrian refugees. Lebanese advisers use the CCC alumni network to reach out to various secondary schools and promote educational advising. The EducationUSA offices in Lebanon work closely with high school counselors, and depend heavily on different social media platforms. The Lebanese government does not organize education fairs. Recently, EducationUSA offices have seen an increasing number of students express interest in transferring to U.S. institutions in the middle of their degree programs. More students are looking to study abroad, as the cost of education in Lebanon has increased drastically. Many are applying for financial aid or merit scholarships.

Jordan. Although there is no official governmental scholarship program for

Jordanian students, several scholarships are available at U.S. institutions that are only offered to Jordanian applicants (i.e., 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 have to commit to return to Jordan to teach at the university level for a number of years following their period of study. EducationUSA Jordan promotes graduate programs that are primed to contribute to Jordan's economic growth through GradJobs JO, a series of interactive opportunity fairs that connects students with U.S. HEIs.

Kuwait. In 2014, the government of Kuwait increased the number of scholarships awarded to undergraduate students for U.S. study. Each year the government continues to expand the scholarship program, which led to an 8.2 percent increase in students coming from Kuwait in AY 2015-2016. With more than 9,000 students in the United States, Kuwait is now the 16th leading place of origin of international students, after joining the top 25 list only three years ago.

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

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

virtually since 2011 through email and social media platforms, including Facebook, Twitter, Skype, and Google+ Hangouts.

Iraq. The Government of Iraq's Ministry of Higher Education and Scientific Research (MoHESR) will award 100 scholarships for students with Bachelor's degrees to earn doctorate degrees at universities abroad, including the United States, with a focus on science, technology, engineering, and mathematics (STEM) and a variety of medical sciences. This is the first time that the modern scholarship program has funded students to earn a combined Master's/Doctorate degree abroad. Working with a U.S. partner, MoHESR would like to open an English language center at the Ministry to provide scholarship recipients with English language instruction before they apply to U.S. institutions. The Ministry has taken steps to grant accreditation to private, not-for-profit, American-style universities in Iraq. The American University of Iraq—Sulaimani received accreditation from MoHESR in February 2017, and the American University of Kurdistan—Duhok has entered the accreditation process. Recognizing the benefits of an American-style education and the value of offering more choices to students, MoHESR would like to open another American-style university in Baghdad. Education officials in the Iraqi Kurdistan region are also considering steps to accredit the American-style K-12 education offered at several private schools in the region.

What to Expect in the Next Three to Five Years

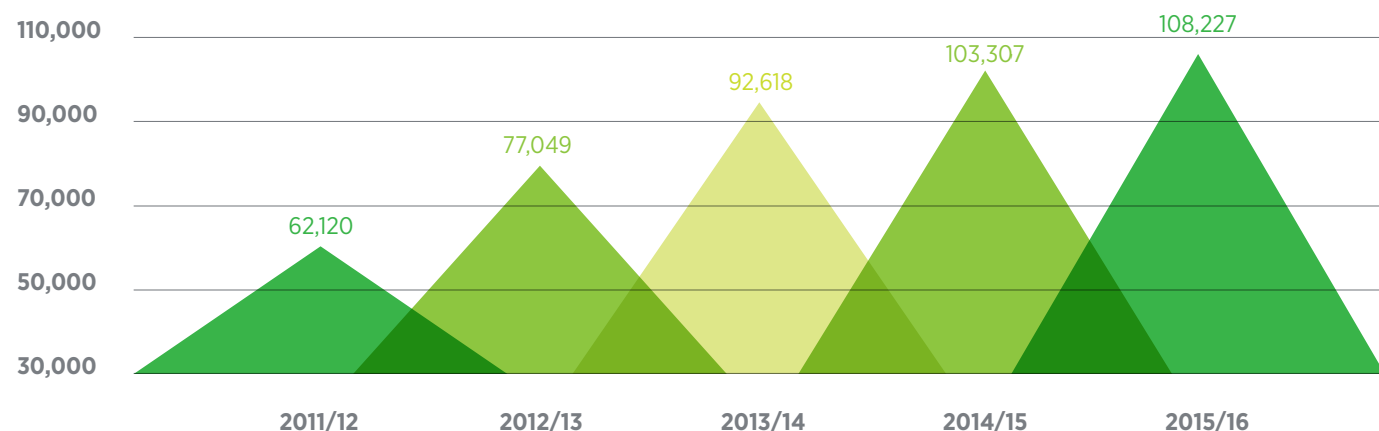
American higher education institutions (HEIs) will see increased interest from students in countries offering government scholarships, particularly in graduate education and professional Master's degree programs. However, stricter standards might apply to conditions of eligibility and location of study.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

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

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

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

Student Mobility in the Region (Five-Year Trend)



430.9%

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

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

Country	2011/12	2015/16	%Change
Oman	538	2,856	430.9%
Kuwait	3,722	9,772	162.6%
Iraq	809	1,901	135.0%
Yemen	269	599	122.7%
Saudi Arabia	34,139	61,287	79.5%

Middle East and North Africa

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

- Syrian students will struggle to afford U.S. higher education as a result of the continuing civil war; institutions interested in recruiting these students will need to offer financial support. Many

of these students have fled Syria and will be applying from other locations throughout the world.

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

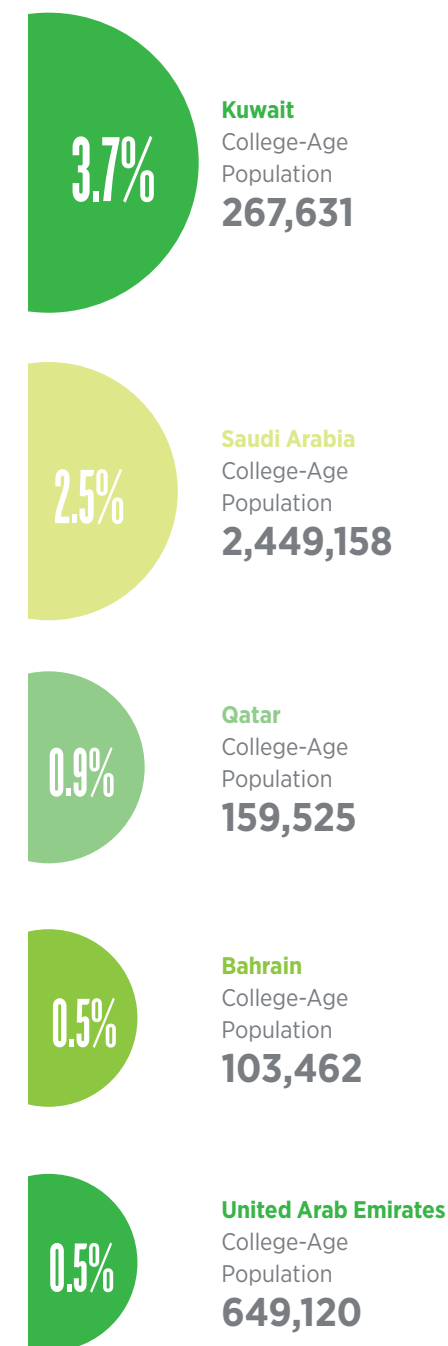
Foreign Government and Private Funding

- Bahrain, Egypt, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and UAE currently fund government scholarship programs. Among the chief barriers to recruiting funded students is that many governments maintain lists of approved U.S. institutions and will only support study at these colleges and universities. One strategy to raise awareness of U.S. institutions and increase the chances of inclusion on these

lists is to visit the cultural missions of these countries in Washington, DC, or to reach out to them directly by email or phone. A visit or phone call gives U.S. institutions the opportunity to inform these countries about their programs of study, express interest in hosting students from the region, and explain how U.S. institutions are prepared to be effective and qualified hosts for their international students.

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

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



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

employees working in the STEM fields. Abu Dhabi National Oil Company, SABIC, and Saudi Aramco have programs for high school students who are on track to become employees at these companies following the completion of a Bachelor's degree in the United States.

- The drastic increase in the number of Libyan students studying in the United States over the past five years was a direct result of the introduction of the Libyan North America Scholarship Program in 2010. The scholarship program was managed by the Canadian Bureau for International Education in Ottawa, Canada, but has now been handed back to the U.S. Embassy in Libya. There is a new EducationUSA adviser for Libya who provides virtual support to prospective students and institutions seeking information about recruiting Libyan students.
- The Abdulla Al Ghurair Foundation for Education (<http://alghurairfoundation.org>), in Dubai, UAE, launched this spring with plans to spend \$1.1 billion over a 10-year period. The foundation aims to provide high-achieving, underserved Emirati and Arab students with the opportunity to study at top universities in STEM-related fields. Currently, there are three programs: Young Thinkers, STEM Scholars, and Open Learning Scholarship Program. The STEM Scholars scholarship will be available to students from the 22 Arab League countries.

Virtual and Social Media Usage

- According to Internet World Statistics, there are 141 million internet users in the MENA region. Internet connectivity is generally sufficient both in homes and cyber cafés in large cities, with few exceptions (namely Yemen, the Palestinian Territories, Syria, and Libya). Challenges to virtual and social media usage in the MENA region include power outages, which are common in some countries, connectivity issues, and internet restrictions. As a result, large files can be difficult for students to open. U.S. HEIs can send promotional videos and other large electronic files directly to EducationUSA advising centers where students can open and view them more easily.

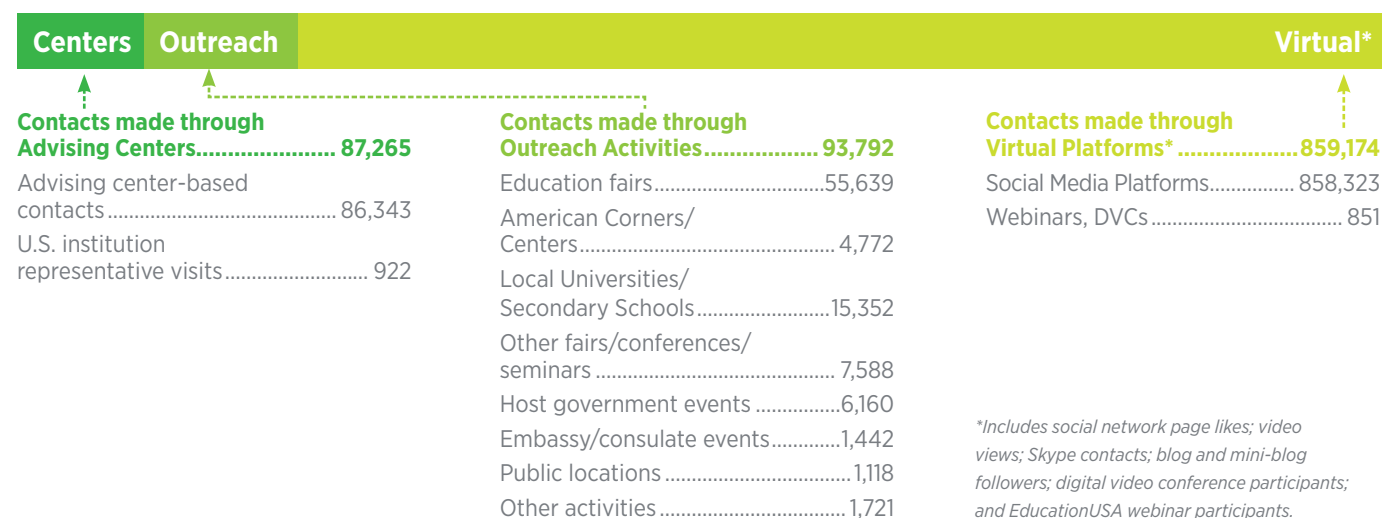
- Over the past year, EducationUSA has seen a record number of Iranian students participate in web chats,

webinars, and virtual fairs. The EducationUSA Iran adviser, based in the United States, 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 students with accurate, comprehensive, and current information. The EducationUSA virtual adviser for Iran works with hundreds of students and has a dedicated website in Farsi that can be found at www.educationusairan.com.

- The EducationUSA advisers in Libya, Syria, and Yemen continue to work virtually, assisting students through Skype and other online communication tools. In March 2017, EducationUSA hosted the first two-week massive open online course (MOOC) camp in Yemen, based on "Searching and Researching Online." The course featured ten intensive workshops, and two advising sessions, to enable students and young professionals to build the online research skills they need to identify appropriate universities and potential scholarship opportunities, and to initiate the application process. EducationUSA virtual centers depend on these useful platforms to reach students.
- Facebook is the most visited website in most of the region, with more than 49 million active users. YouTube is widely used by students to view videos posted by colleges and universities.

EducationUSA Regional Reach

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



Regional Student Totals by Top Five Countries of Origin

Country	2015/16	% Change 2014/15
Saudi Arabia	61,287	2.2%
Iran	12,269	8.2%
Kuwait	9,772	8.2%
Egypt	3,442	15.7%
United Arab Emirates	2,920	1.5%

Even in countries where the site is banned, students are able to access it through proxy servers. SnapChat, WhatsApp, and Instagram also have a large following in the Middle East and North Africa. This year, EducationUSA Saudi Arabia used YouTube to reach almost 5.4 million Saudi students and parents with an eight-episode cartoon video series called *Amreeka 101* (www.amreeka101.net) about studying in the United States.

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

Successful Recruiting Strategies

- Translate websites into Arabic, Persian, or Kurdish and record videos of students from the Middle East and North Africa as a means to engage parents and

students with 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 support and student services (academic, extracurricular, social, as well as security and medical services) for those students who bring families and chaperones, as well as for those who travel alone. Conduct focus groups with new students to ask them about how to simplify the application and settling-in process.

- Keep family members in mind. They play an important role in students' decision-making. Many graduate students will be in the United States with their families and prefer institutions that provide support for their households.
- Leverage the power of "word of mouth," as it is particularly important in the region. Cultivate relationships with current international students and

international alumni and visit 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 campus, as they can provide insights and advice to prospective students from their home countries and regions during the recruitment and student orientation seasons.
- Consider recruiting off the beaten path and going to North Africa. This market is untapped. The region does not get many HEI visits, but there is great potential. Contact EducationUSA to assist with a trip to Morocco, Algeria, Tunisia, or Egypt. More than 1,000 students attended each of the EducationUSA public fairs held in Casablanca, Algiers, and Tunis, showing that students from North Africa are very interested in U.S. education and eager to meet admission representatives.

Regional EducationUSA Events

Across the Middle East and North Africa, EducationUSA centers plan several in-person events throughout the year. Check the EducationUSA website and Facebook pages to find information about webinars, fairs, and workshops in specific countries. Also engage in ongoing virtual outreach opportunities in challenging recruitment environments like Syria, Iran, and Yemen, as well as in Egypt, where the majority of outreach is accomplished through online platforms. Go online and attend a MENA monthly EducationUSA webinar where the REAC and in-country adviser will provide a one-hour briefing on a specific country. The webinars organized by the REAC are advertised in the EducationUSA monthly HEI newsletter and across various listservs and social media platforms. To find more information search under "Find an Event" on the EducationUSA website. Webinars include information about the educational system in respective MENA countries. To date, there have been webinars on Saudi Arabia, Algeria, Egypt and UAE, the Palestinian Territories, Tunisia, Qatar, Jordan, and Syria.

Fairs and Conferences

While participating in the many in-person student recruitment opportunities offered, such as EducationUSA fairs and

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

- EduTrex with the Sultanate of Oman MOHE: August 8-10, 2017, Salalah, Oman** www.edutrex.com
- EducationUSA Pavilion at the International Exhibition and Conference on Higher Education:** Expected to be held in April 2018 in Riyadh, Saudi Arabia—participate in the EducationUSA Pavilion at the largest government-sponsored education expo in Saudi Arabia www.ieche.com.sa/en/
- GHEDEX: April 2018, Join EducationUSA in our special section at GHEDEX, Oman's largest Higher Education Expo** www.ghedex.om
- I-ACAC MENA Regional Institute: October 19-21, 2018 Abu Dhabi, UAE** www.oacac.com/mena-institute The American Community School of Abu Dhabi is hosting this regional institute aimed at connecting secondary school counselors within the Middle East and North Africa with university admission tools

- EducationUSA Pavilion at NAJAH: October 25-27, 2018 in Abu Dhabi, UAE**—participate in the EducationUSA Pavilion at NAJAH, the official government-sponsored education expo attracting more than 11,500 visitors; register at <http://www.cvent.com/d/x5qjbs>

Center Events

- Many of our 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 Gulf also conduct orientations in January. American institutions should advise their accepted 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 centers host Counselor Monthly Meetings with counselors from the surrounding secondary schools in their cities. These meetings are a great way to get to know different schools and meet prospective students. Interested representatives should contact an adviser and ask to attend the next meeting.

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 number of U.S. students studying abroad in the rest of the world. The region hosted only two percent of all U.S. study abroad students in academic year 2014-2015; however, the region saw a 7.8 percent increase over the previous year, with numbers growing in Israel, Morocco, UAE, and Jordan. Although EducationUSA advising centers in the region do not host study abroad programs, they offer internship opportunities and are eager to work with U.S. student volunteers. Study abroad staff can inform U.S. students about potential internships and connect students with the local advising center.

U.S. Study Abroad

Top Five Receiving Countries in the Region

Destination	2014/15	% Change
Israel	3,317	15.3%
Morocco	1,413	12.6%
Jordan	985	-9.2%
United Arab Emirates	619	-15.8%
Qatar	138	39.4%

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

Country Name	2010/11	2014/15	% Change
Oman	36	92	155.6%
Qatar	67	138	106.0%
Palestinian Territories	15	30	100%
Morocco	1,038	1,413	36.1%
Jordan	731	985	34.8%

Best Times of Year to Interact with Students in the Region

October-December, February, April-May

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

Times to avoid travel: *Mid-May-September (summer, Ramadan/Eid breaks). Exam periods and religious holidays can vary since not all countries, or school systems within a country, are on the academic timetable. Advisers try to accommodate representatives' needs and plans throughout the year.*

South and Central Asia

Regional EducationUSA Profile

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

28

EducationUSA Advising Centers in the Region

15 Comprehensive
11 Standard
2 Reference

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

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

Regional Overview

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

Countries of the region, stretching from Kazakhstan in the north to Sri Lanka in the south, share common traits: students seek similar fields of study (notably, STEM and business) and look for the development of skills that translate into jobs. They and their parents are impressed by the perceived prestige of particular academic programs, and view the award of a scholarship similarly. Everywhere, students are eager to obtain job experience through practical training opportunities. But the region's differences are also pronounced. Some areas, usually major cities, have easy access to fast and reliable internet service, while other areas have weak connectivity, if any at all. Government imposed restrictions may limit online activity in some countries. Across the region, there is a wide variety of educational systems, including local government-supported schools and private English-medium schools. Students from Central Asia are most likely to seek out English-language learning programs abroad. In Central Asia, students seek out English as a Second Language (ESL) programs, but in India and the rest of South Asia students are able to master English in their home countries.

Challenges in SCA countries include the development of renewable energy



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

Internet is available in South and Central Asia, but the average speed is slow (1.7 Mbps). The region experiences frequent disruptions to power, with some countries experiencing as many as 18 hours a day without electricity in the winter months. This situation affects students' 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 computers with internet connectivity.

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

Recent Trends

- India and Nepal remained among the top 25 countries in the world sending undergraduate students to the United States in the academic year (AY) 2015–2016 according to the Open Doors report. Within the region, India ranks first, followed by Nepal, Bangladesh, and Pakistan.
- The 2015–2016 AY saw a 23-percent increase in mobility in the region, with 195,135 students in the United States.
- 18 percent of the total international student population originates from South and Central Asia.
- Notable regional increases in students pursuing higher education in the United States come from India, Bangladesh,

Nepal, and Pakistan. Although India and Nepal are the top senders of undergraduate students, Bangladesh showed a notable 19 percent increase in AY 2015–2016. There has been a notable increase in undergraduate students from Bhutan and Nepal, while graduate student mobility increased in India and Kazakhstan.

- Several factors influenced growth in the number of graduate students from the region. A lack of opportunity to pursue research locally leads many students to foreign research institutions, especially in the United States. It is widely understood in the region that careers are built on connections made during graduate studies, which leads students to pursue a local Bachelor's degree with the intent of studying in the United States at the graduate level. The cost of an undergraduate education in the United States is also an important factor in this approach.
- In some countries, private English-medium schools are intentionally preparing students for undergraduate study abroad. Although such schools hesitate to sacrifice class

South and Central Asia

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.

Countries in the Spotlight

Afghanistan. The number of Afghans studying in the United States increased from 471 in 2015 to 498 in 2016, with 214 undergraduate and 240 graduate students enrolled. Each year, more Afghans take advantage of educational opportunities at the local secondary level, and are increasingly learning about the opportunities to study in the United States. The U.S. Embassy in Kabul has an EducationUSA program that provides extensive virtual outreach throughout the country. The Kabul Educational Advising Center, also an EducationUSA advising center, provides advising services as well as access to the TOEFL iBT and Graduate Record Examination (GRE) in Kabul and Mazar-i-Sharif. There are now 35 public universities in Afghanistan and more than 80 private universities. Private institutions are eager to establish partnerships with HEIs in the United States. In addition, many technical and vocational institutions controlled by the Ministry of Education seek to build partnerships and articulation agreements with four-year degree programs in the United States to facilitate exchanges.

Uzbekistan. Uzbekistan is Central Asia's most populous country with over 30 million people, many very young, with

more than 64 percent younger than age 30. The number of Uzbek students studying in the United States has increased by 8 percent in AY 2015–2016. Forty-nine percent of Uzbek students in the United States are pursuing an undergraduate degree, including students at community colleges. The most popular fields of study include business administration, information technology/computer science, and economics/finance. The Islam Karimov Foundation was established in 2016 in honor of the late president. It announced a competition to select gifted young people to study in American and European Master's programs. The grant is open for the following fields of study: natural sciences (renewable energy and chemistry), water and land resources management, engineering technology, food technology, food safety, food production and marketing, architecture (urban development and protection and restoration of architectural monuments), design (product design, industrial and architectural design), as well as painting. The fund fully covers tuition and living costs in foreign countries for up to two years. Uzbek students, generally, can afford as much as \$10,000 per year to study abroad. Community colleges attract attention and interest along with short-term or ESL courses. Students continue to pursue higher education in Russia, China, and the United Kingdom as a result of the ease of access and affordability. In 2017, the new president signed a resolution, "On measures to further develop the system of higher education." Under the new program,

at least 350 highly skilled foreign instructors and scientists will be involved in the development of Uzbekistan's colleges and universities each year.

Bangladesh. 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 prime target for student recruitment. Gross domestic product growth averages more than six percent per year. Bangladesh saw a 19 percent increase from AY 2014–2015 to 2015–2016 in the number of Bangladeshi students on U.S. campuses. This past year (2015–2016) also saw a 19.5 percent rise in the number of undergraduate students, from 1,494 to 1,786, and the graduate student population continued to grow steadily with a 17 percent increase. The most popular fields of study include engineering, business, and a growing interest in liberal arts. There are sectors of the population that can afford to fully fund students' studies in the United States. Receiving a scholarship is often a matter of pride and prestige. Students pursue higher education opportunities in Canada and the United Kingdom due to ease of access, residency opportunities, and perceived affordability. Bangladesh is a relatively small country in area but is the second most densely populated country in the world, with 53 percent of the population younger than age 30.

Higher education in Bangladesh has made immense strides, but a foreign degree is still seen as a significant career

asset. At the undergraduate level, there is a need to connect education to the labor market, making experience-based Bachelor's 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 degree in Bangladesh before pursuing a second graduate degree abroad.

India. India is the second leading place of origin, accounting for nearly one in seven international students studying in the United States. The number of students from India increased by 25 percent in 2015–2016, to a record high of 165,918. Of these, 61 percent are enrolled in graduate programs, an increase of 20 percent from the previous year. Twelve percent of Indian students are in undergraduate programs, an increase of 17 percent compared with the previous year. OPT program participation accounts for 25.5 percent of Indian students in the United States. Some of these increases can be attributed to more readily available bank loans for study abroad. Mobility trends from India are often connected to the U.S. economy and job market. Students and their families are savvy consumers, making decisions about higher education destinations only after cautious scrutiny of local and international options, and often considering worldwide macroeconomic trends. Families expect a return on investment through OPT. The improved U.S. job market and economy allows Indian students to feel confident that jobs will be available when graduates apply to the OPT program.

In 2016, the sudden currency demonetization disrupted the local economy, but is expected to be a temporary setback for families planning to send their children to study abroad. Families that invested in real estate to be sold and used for a son or daughter's education abroad may face delays due to related challenges in the property market. Demonetization has also affected access to cash borrowing, with many parents preferring informal financial arrangements within families rather than bank loans. The situation largely does not affect members of the high income, salaried middle-, and upper-middle classes. However, those depending on family-owned business and trades may be affected over the short term.

As of 2017, the All India Council for Technical Education has made it mandatory for engineering students pursuing their undergraduate programs at Indian universities to complete an internship or co-op program over three to 24 months. American institutions can use this opportunity to explore partnering with Indian institutions to offer research-based internship exchanges.

There are 136 International Baccalaureate schools in India, along with a large number of high schools offering the International General Certificate of Secondary Education (IGCSE) and other international examinations. These schools continue to fuel growth in undergraduate mobility, which is also boosted by intense competition for the limited number of seats available at these respected institutions. Prep schools that traditionally focused on preparing their students for 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 in the growing number of students taking the Advanced Placement (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 2015–2016 student mobility to the United States remained stable. A negative four-percent change (overall) is largely the result of the shift from undergraduate students to graduate student mobility. Although undergraduate numbers decreased by nine percent, graduate student numbers increased by 29 percent. Since 2011 the government's "Bolashak" Scholarship program has funded professional development and technical skills development to address a shortage of specialists in fields related to economic development. The "Bolashak" program includes funding for arts and mass media industry professionals, along with public servants, academic and medical staff, engineers, and technical workers. The program provides full 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 and Ph.D.

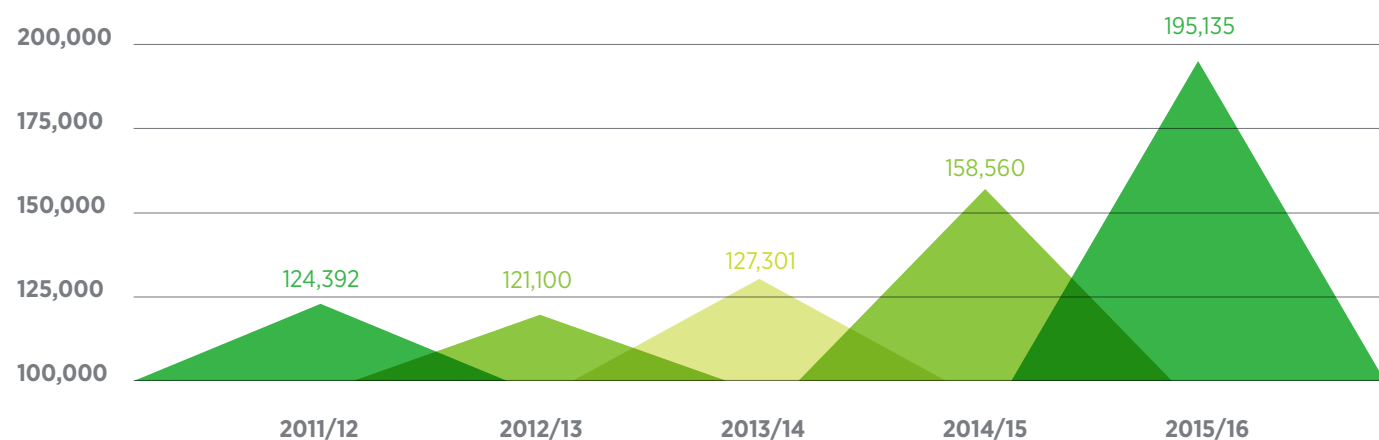
programs, as well as short-term scientific training opportunities.

Kazakh students seeking Bachelor's degrees in English typically first consider Nazarbayev University, the flagship university that has partnerships with many U.S. universities. 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 population of more than 17 million. The rapidly growing economy is largely dependent on the country's oil and gas reserves. Exchange rate issues affect families' decisions about study abroad, with parents and students seeking more affordable educational options. Most consider studying domestically or in China, South Korea, Malaysia, Germany, or Russia. Kazakhstan's new minister of education announced that the education system will gradually become trilingual in 2018, and the sciences are expected to be taught in English in all schools across the country. Kazakhstan has more than 66,000 students studying abroad, but fewer than three percent choose to study in the United States.

Nepal. Nepal has seen a huge surge in interest in studying abroad. The 2016 *Open Doors* report indicates an 18 percent increase in students from Nepal. Nepal continues to hold its rank in the top 25 places of origin of international students in the United States, ranking 17th in 2016, up from 19th in 2015. According to EducationUSA advisers, 2016 was the busiest year in the history of the EducationUSA center. Advisers recorded more than 84,000 in-person student visits in 2016 compared with 67,000 in 2015, and 59,000 in 2014. Undergraduate numbers increased by 32 percent to 4,394 students in 2015–2016. Graduate numbers show steady growth with a 15-percent increase. The most popular fields of study include STEM fields, information technology/computer science, and business administration. Australia and Japan receive the most students from Nepal, while the United States ranks third according to the Nepali Ministry of Education. Students in Nepal are

Student Mobility in the Region (Five-Year Trend)



South and Central Asia

attracted to countries where they expect an easy student visa process or reduced educational expenses. The Nepal Ministry of Education for Overseas Studies reports that of the total recipients of no objection letters from the Ministry of Education for Overseas Studies (a letter that gives Nepali students permission to go abroad for higher education), 15,549 chose Australia, 6,880 chose Japan, and 5,509 chose the United States. To encourage more students to choose U.S. study options, EducationUSA Nepal continues extensive independent outreach efforts as well as efforts 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 had been a substantial increase in the number of students seeking information and assistance from EducationUSA Nepal.

Pakistan. In AY 2015–2016, there was a 15 percent increase over the previous year in the number of Pakistani students studying in the United States, to 6,141, according to Open Doors. The highest increase was among undergraduate students, with an increase of 21 percent over the previous year. 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 United States are administered by the U.S. Educational Foundation in Pakistan, which also hosts three of Pakistan's four EducationUSA advising centers. Through these exchange programs, hundreds of students from Pakistani universities have studied at U.S. campuses for a semester or more since 2010. Upon returning to Pakistan, these students share positive experiences with their peers, influencing opinions and shaping mobility trends among Pakistani students toward U.S. academic programs. Pakistani youth are academically strong and globally aware as a result of the widespread internet use and exposure to 20 television news channels now available in the country. These well-informed young Pakistanis are increasingly interested in U.S. study options, and able to make discerning choices when comparing international study options.

Sri Lanka. The number of Sri Lankan students in the United States increased by seven percent in the 2015–2016 AY. The largest increase was in the undergraduate population, with an increase of 12 percent. Demand in Sri Lanka for higher education cannot be met by the limited higher education opportunities that exist locally. Students are therefore keen on pursuing degree programs abroad. Decreased numbers of Sri Lankans on U.S. campuses are most probably the result of people turning more frequently to academic opportunities that exist within the

region. Study destinations in India, China, Malaysia, and Singapore especially attract students due to lower costs, and their proximity to Sri Lanka. Many Sri Lankan students are attracted to Australia due to proximity and possible employment and residency opportunities upon completion of a degree program there.

What to Expect in the Next Three to Five Years

- Indicators point to a continuing increase of students from Bangladesh. The rapidly rising number of students from Bangladesh on U.S. campuses (an increase of 19 percent in the 2015–2016 AY) is anticipated to continue in 2017 and beyond. HEIs should note this trend and related recruiting opportunities.
- Across the region, competition for limited seats at respected local undergraduate institutions, particularly for engineering and business, may result in an increase in undergraduate applicants to the United States. Targeted recruitment efforts should yield measurable results.
- The United States and India are interested in strengthening higher education cooperation in student and faculty mobility, institutional partnerships, credit recognition and transfer, and philanthropic support for India-focused programs. India is already the second highest sender of students to the United States, with significant growth in recent years.
- The government of India is drafting a new Education Policy that could

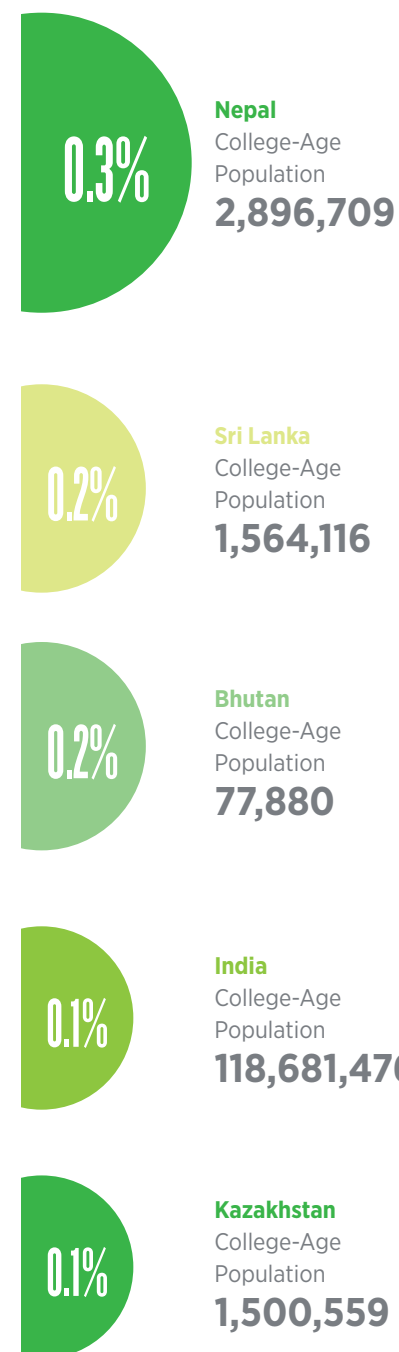
Five Countries of Origin (with over 100 students) with Highest Percentage Growth, International Students in the Region (Five-Year Trend)

Country	2011/12	2015/16	%Change
Bangladesh	3,314	6,513	96.5%
India	100,270	165,918	65.5%
Bhutan	100	143	43.0%
Afghanistan	371	498	34.2%
Pakistan	4,600	6,141	33.5%

96.5%

Bangladesh 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



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

increase opportunities for foreign universities to collaborate and operate in India. U.S. and Indian HEIs 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 HEIs in the United States. These three-year partnerships promote professional development for faculty, curriculum reform, joint research, and increased mutual understanding between Pakistan and the United States through sustainable peer-to-peer relationships. Eighteen partnerships have been established, and their success is expected lead to more institutions seeking comparable programs.

Foreign Government and Private Funding

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

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

Bhutan. The Scholarship and Student Division at the Department of Adult and Higher Education, Ministry of Education, Royal Government of Bhutan, hosts and

manages scholarships offered by American institutions specifically for Bhutanese students. If interested in designing a scholarship for Bhutanese students, please contact the New Delhi-based REAC to facilitate meetings with the Ministry of Education. An example is the University of Texas El Paso (UTEP)/Bhutan scholarship program (<http://admin.utep.edu/Default.aspx?tabid=53233>). For more information, visit <http://www.education.gov.bt/scholarship>.

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

Virtual and Social Media Usage

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

- Instagram, Snapchat, WhatsApp, and Twitter are popular throughout the region.
- Facebook, Twitter, WhatsApp, and Instagram are popular in South Asia.

Regional Student Totals by Top Five Countries of Origin

Country	2015/16	% Change 2014/15
India	165,918	24.9%
Nepal	9,662	18.4%
Bangladesh	6,513	19.4%
Pakistan	6,141	14.7%
Sri Lanka	3,080	6.9%

South and Central Asia

- Central Asians most commonly use Facebook, Instagram, Odnoklassniki, Vkontakte, Telegram, and Moy Mir.
- In Central Asia, social media platforms are among the strongest ways to promote study programs, scholarships, and EducationUSA center events.
- Internet connections cannot always sustain successful webinars and remote sessions. Messaging tools and announcements through social media and messaging are highly effective. Messages about success stories, as well as short, engaging bits of information are most popular.
- EducationUSA advisers in India and Nepal host virtual advising through weekly live chats on Facebook and live sessions via Skype and New Row.
- EducationUSA in Sri Lanka hosts a weekly Facebook chat enabling students to get immediate replies to their questions.
- EducationUSA at the Edward M. Kennedy Center in Dhaka, Bangladesh, schedules regular Skype sessions for students to interact with U.S. HEIs.
- In Afghanistan, few people have regular internet access. Information is shared over SMS text messages. To send information via SMS about a U.S.

institution or program, contact the EducationUSA advisers in Kabul for assistance.

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

Successful Recruiting Strategies

- Connect with students through EducationUSA college and university fairs. Graduate and undergraduate applicants appreciate the opportunity to meet university representatives, discuss available options, and have questions answered to feel well informed when making decisions about where to apply.
- Initiate summer programs for high school students. A positive experience at a summer program encourages students to continue toward a degree program with that institution.
- Connect and meet the EducationUSA advisers at centers in the region. Provide informational seminars that showcase the breadth of U.S. higher education and highlight the strengths of educational institutions or offer insights into specific fields of study that might not be familiar. This subtle promotion of institutions or programs can significantly enhance recruitment efforts.
- Combine multiple partial financial aid awards into larger awards for fewer students. Providing larger awards serves as a magnet to attract good students who in turn share their positive experiences with peers, encouraging them to apply. Word of mouth is the most effective recruiting tool in the region.
- Encourage alumni to become engaged and represent the college or university at EducationUSA fairs, and visit the EducationUSA centers to meet students and conduct information sessions.
- Provide opportunities for parents of enrolled students to meet parents of prospective students to provide a sense of security to families anxious about sending children abroad.
- Clearly inform prospective students of options for internship possibilities and other practical training experiences. Career prospects greatly influence and pique the interest of applicants in the region.
- Talk to applicants and their parents via Skype and take advantage of multimedia capabilities and webinar options at advising centers. Students appreciate the opportunity to speak directly to a U.S. university representative or student.
- Expand the list of cities considered for recruitment destinations. EducationUSA

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

- Institutions should showcase success stories. Emphasize the value of a degree from a particular institution, options for affordable financing and scholarships, as well as the successful career trajectories of alumni. Publicize the successes of international students through the EducationUSA centers in their home country. Interest is piqued when such highlights are posted on Facebook or other social media.
- In India, American universities should target overlooked, growing cities such as Coimbatore, Pune, Vishakhapatnam, Kochi, Vijayawada, and Guntur to maximize reach and establish recognition.

Regional EducationUSA Events

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

Fairs and Conferences

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



U.S. Study Abroad

Top Five Receiving Countries in the Region

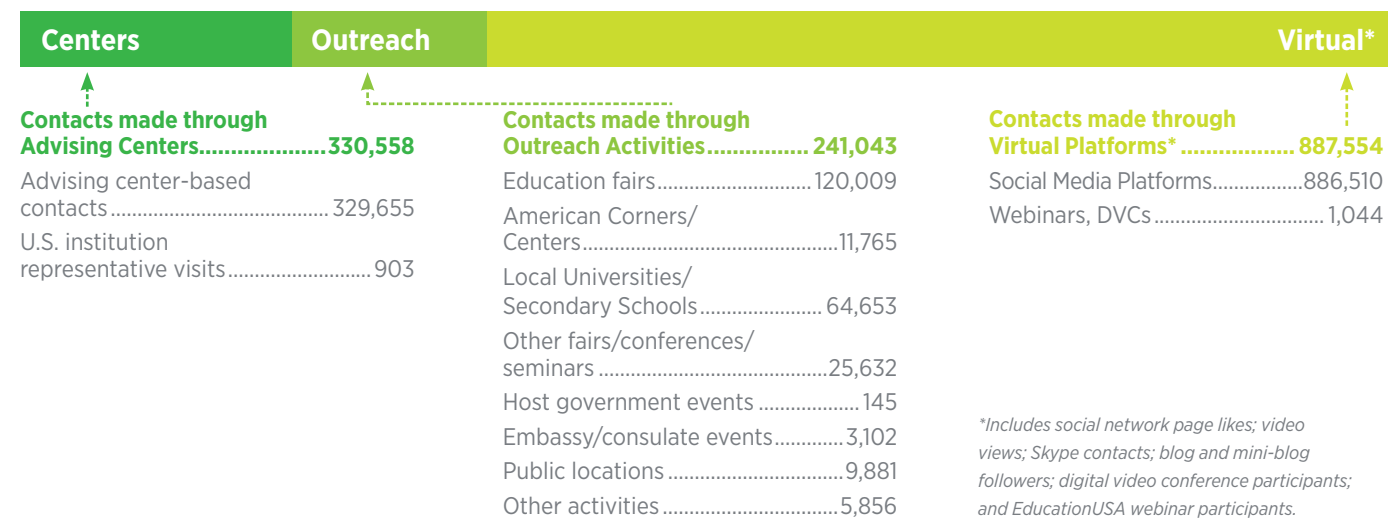
Destination	2014/15	% Change
India	4,438	-3.2%
Nepal	368	-20.0%
Sri Lanka	121	21.0%
Bangladesh	81	50.0%
Kazakhstan	55	48.7%

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

Country Name	2010/11	2014/15	% Change
Kyrgyzstan	9	30	233.3%
Sri Lanka	69	121	75.4%
Nepal	210	368	75.2%
Bhutan	24	41	70.8%
India	4,345	4,438	2.1%

EducationUSA Regional Reach

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



South and Central Asia

through six cities. For details, email scasiatour@educationusa.info.

- **Afghanistan.** An annual education expo has been initiated in Kabul. For two consecutive years, the event has attracted large numbers of interested students. To share information at the expo, contact the EducationUSA adviser in Afghanistan at 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 at ijahan@educationusa.info.
- **India.** The EducationUSA Tour in India is hosted in partnership with EducationUSA host institutions. The tour takes place in the fall and travels through as many as eight cities. EducationUSA India also hosts Alumni Fairs in December/January. For details, contact the New Delhi-based REAC 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 mid-September. U.S. institutions are invited to contact for more information.

U.S. Study Abroad in the Region

South and Central Asia overall saw a decrease of three percent in the number

of U.S. exchange students in 2014-2015 compared to the previous year, with 5,162 American students traveling to different countries in the region. India continues to attract the largest number of study abroad students among countries in the region with more than 4,000 American students in the 2014-2015 AY, followed by Nepal with more than 300 students. For the 2014-2015 AY, Pakistan and Bangladesh saw a significant increase, with the number of American students more than doubling, along with increases in Kazakhstan and Sri Lanka.

Best Times of Year to Interact with Students in the Region

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

Bangladesh: February-March.

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

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

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

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

Pakistan: September-January.

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

Tajikistan: February-April and October-November.

Turkmenistan: August-November, April-June.

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

Western Hemisphere

Regional EducationUSA Profile

Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Cuba, Dominica, the Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, Uruguay, Venezuela

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

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

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

EducationUSA advising centers in the region offer at least one pre-departure

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

EducationUSA fairs are organized at least once a year in Mexico, Central America, the Caribbean, and South America, which attract massive crowds of qualified students interested in study in the United States. In 2016, EducationUSA in the Western Hemisphere supported Education Trade Missions organized by the U.S. Department of Commerce as well as multiple U.S. regional and state education consortia visits to promote the diversity of options for higher education in the United States.

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

In the past year, WHA EducationUSA advisers hosted more than 400 webinars to link U.S. college and university representatives with local students to inform them about U.S. higher education, using EducationUSA's *Your 5 Steps to U.S. Study* model and recommended timeline. In addition, in coordination with the Bureau of International Information Programs (IIP), EducationUSA promotes via social media interactive web chats on topics related to *Your 5 Steps to U.S. Study*. Advisers host viewing parties at their centers as well as at local high schools and HEIs, and they

138

EducationUSA
Advising Centers
in the Region

70 Comprehensive
55 Standard
13 Reference



Western Hemisphere

frequently organize follow-up discussions with students after the presentations. Many of these sessions are integrated into cohort advising curricula, which are also offered virtually.

Advisers use virtual advising to target non-traditional audiences in remote locations like Patagonia, the Galapagos Islands, the Amazon, and the Canadian Arctic as well as throughout Venezuela, where because of the current political environment, it is difficult to organize in-person presentations. 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 and virtual services.

Advising centers in the region rely heavily on alumni and the collaboration of current international students in the United States for advising and outreach purposes. Students' personal experiences are a powerful tool for a new generation

of potential applicants. EducationUSA works closely with U.S. Department of State alumni programs as well as with U.S. universities interested in reaching out to current students and alumni. In addition, EducationUSA advising centers reach out to U.S. alumni in-country to support activities such as alumni fairs, cohort advising, and outreach.

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

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

International universities continue to express great interest in developing and strengthening partnerships with U.S. HEIs to increase academic exchanges

between the United States and the Western Hemisphere. To strengthen internationalization efforts, EducationUSA advisers in several countries act as liaisons to local universities, offering capacity-building workshops, funded by the Bureau of Educational and Cultural Affairs' U.S. Study Abroad Branch, on best practices for study abroad.

Regional Overview

Canada, Latin America, and the Caribbean make up the Department of State's WHA region, a diverse area that spreads across 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 111,881 students in the United States during the 2015–2016 AY), WHA countries are second only to Asia in terms of international student mobility to the United States. With steady growth in the numbers of undergraduate and graduate students, the Western Hemisphere represents 10.7 percent of the global figure of international students in the United States. The governments of countries such as Argentina, Bahamas, Bolivia, Brazil, Canada, Chile, Colombia, the Dominican Republic, Ecuador, Mexico, Panama, Paraguay, Peru, and Uruguay currently provide funding that supports this flow.

Even with lower prices for metals and oil, the economies of Bolivia, Chile, Colombia, and Peru continue to grow. Panama's economy is growing steadily through IT and Canal-related industries. Mexico's energy,



automotive, aeronautical, and manufacturing industries continue to grow quickly, taking advantage of cross-border opportunities. As a result, several countries in the region have allocated substantial resources to expand science, technology, and innovation-promoting initiatives through international exchange. The Caribbean's tourism-driven economy continues to benefit from highly trained professionals.

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

Recent Trends

- The leading education initiative for the WHA region is the 100,000 Strong in the Americas Innovation Fund—the dynamic ongoing public-private sector collaboration between the U.S. Department of State, Partners of the Americas, and NAFSA—leveraged by contributions from private sector entities, foundations, regional education partners, and universities. The Innovation Fund grant competitions inspire U.S. universities and community colleges to team up with other universities in the Americas to create partnerships that provide new student exchange and training programs for students to and from the region. The Innovation Fund stimulates collaboration between HEIs to increase student mobility in the Americas and promote regional competitiveness for the global workforce. Since its inception in January 2014, a total of 93 Innovation Fund grants have been awarded to teams of 210 HEIs from 20 countries—from Vancouver, Canada, to Tierra del Fuego, Argentina. EducationUSA centers and U.S. embassies are actively engaged with the 100,000 Strong in the Americas Innovation Fund and work with HEIs to encourage partnerships using these grants to increase student mobility. Bi-national centers are eligible to submit Innovation Fund grant proposals in partnerships with WHA HEIs and U.S. universities/colleges. More than 1,650 HEIs have joined the Innovation Fund network. To stay informed about 100K

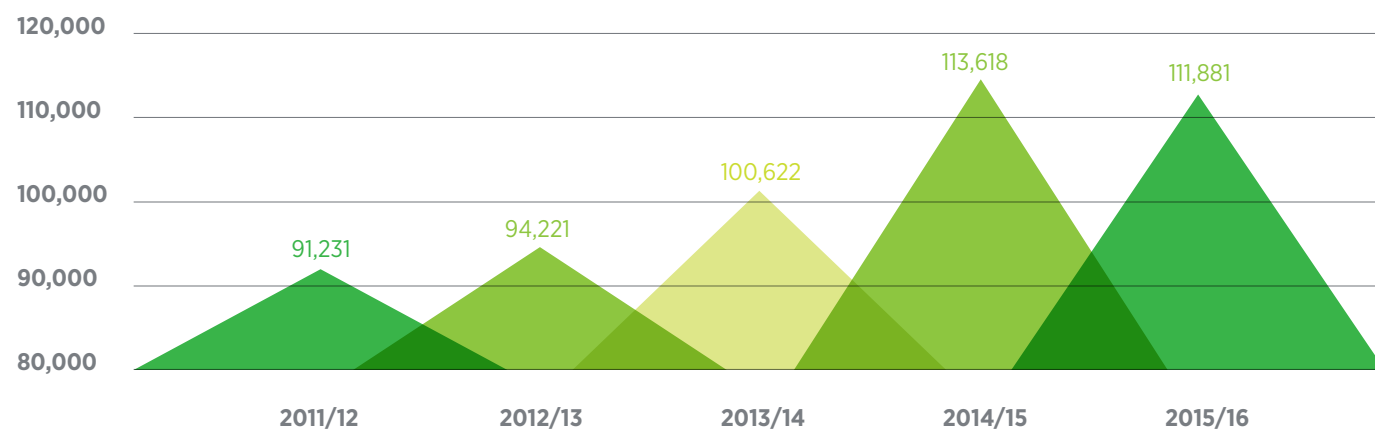
Innovation Fund grant competitions, workshops, and special events, please visit www.100kStrongAmericas.org.

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

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

- Migratory trends and offers of in-state tuition rates continue to attract students from across the region to Florida and

Student Mobility in the Region (Five-Year Trend)



Western Hemisphere

New York. In the case of Mexico and Canada, as a result of their proximity to the United States, student interest is concentrated in states near the borders of those countries. For example, students from Mexico tend to study in Arizona, California, New Mexico, and Texas. Similarly, Canadian students tend to choose institutions in Massachusetts, Michigan, and Minnesota.

- Central American countries continue to report steady northbound mobility with a high-percentage of international students enrolled in two-year institutions. Honduras continues to lead this sub-region in numbers of students going to the United States with 12 percent growth in 2016. In the past year, several education missions organized by the U.S. Department of Commerce and supported by EducationUSA visited Costa Rica, Guatemala, Honduras, and Panama, highlighting two-year institutions as viable options for students from the region. In the Andean region, there is more awareness of the benefits of community colleges and 2+2 programs. Both Colombia and Ecuador 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 continue to attend a capacity-building program in the United States to increase the training of teachers and foster more partnerships. The American Association of State Colleges and Universities (AASCU) is also working with the Ministry of Education in Brazil to build

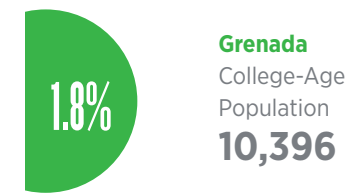
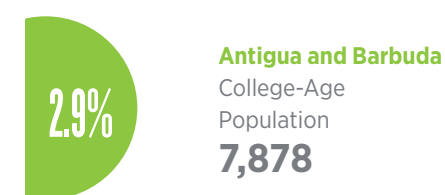
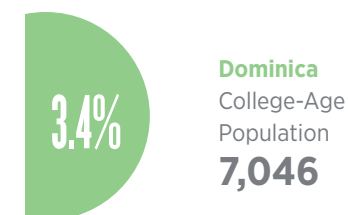
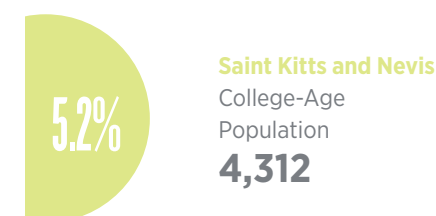
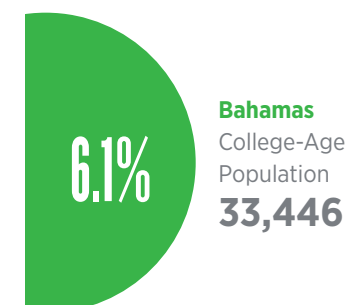
capacity through a train-the-trainers exchange program.

- Throughout the region, especially in Bolivia as well as in North and Central America and the Caribbean, there is an increased interest from students in short-term and pre-professional experiences in the United States. 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 the 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.
- English learning continues to be a main focus in the region. Brazil, Colombia, Mexico, Panama, and Peru are investing in improving teachers' English-language skills by sending them to U.S. universities for short-term programs to enable long-term positive impact on students' proficiency. In addition, governments such as Costa Rica, the Dominican Republic, and Panama are implementing local programs to increase access to teacher training and curriculum development.
- The Ecuadorian government continues to invest in English-language learning. The Ministry of Education is focusing

on improving English levels at public schools by bringing young international teachers to Ecuadorian classrooms through the "Time to Teach" program. In 2016, they brought more than 300 teachers, and in 2017, the goal is to bring 500 more. Higher education reform initiatives in Ecuador focused on quality assurance continue to push local universities to seek opportunities for young faculty members to pursue graduate degrees abroad.

- Brazilians make up the fourth largest group of students enrolled in Coursera, with more than 400,000 students in online courses. This high level of interest has led the company to partner with the Universities of Sao Paulo and Campinas to create courses tailored for Brazilian teachers.
- The worsening of Venezuela's political and economic environment continues to increase the flight of professors to other countries in the region and has deeply affected the quality of local higher education, resulting in more students looking for educational opportunities abroad.
- HEIs 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. institutions. To overcome obstacles related to the transfer of academic credit, these schools are working together toward the creation of a regional credit system to facilitate

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



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

exchange between the United States and schools in the region.

Countries in the Spotlight

Argentina. In 2016, a new government quickly initiated economic changes that are expected to lead to an expansion of educational opportunities and exchanges. At the May 2017 EducationUSA Western Hemisphere Regional Forum in Buenos Aires, the Minister of Education and Sports indicated during his keynote speech, that the Government of Argentina is funding 1,000 scholarships to the United States in 2017, including 500 for teachers. He said his goal is for 50 percent of Argentine teachers to be bilingual (English/Spanish) by 2026.

Bolivia. The country's steady economic growth over the past six years, combined with a 20-percent decrease in poverty from 2005–2014 has resulted in a dramatic increase in the size and spending power of the middle class. EducationUSA centers in Bolivia have seen an increase in the number of students looking for graduate programs, not only in the United States but also in other Latin American countries and Europe. Advisers also continue to see an increase in the number of students interested in short-term programs, especially at the high school level. However, challenges still affect student mobility to the United States. Bolivian awareness about higher education in the United States continues to be low, and students are more familiar with Latin American and European systems. EducationUSA Bolivia believes more visits from U.S. HEIs to help conduct outreach and raise awareness of the opportunities that exist in the United States will have an overall positive effect on mobility.

Brazil. The Brazilian government scholarship agency, CAPES, announced during the latest FAUBAI conference that the scholarship fund formerly known as Science Without Borders will no longer use the same name, but the government remains committed to supporting educational mobility. A new model may involve sending funds directly to Brazilian HEIs. In that case, Brazilian institutions would select their own international partners, making it essential for U.S. HEIs to travel to Brazil to establish partnerships. The in-country program, Languages Without Borders (Idiomas sem Fronteiras), remains in place and has shifted its goal to the internationalization

of Brazilian universities. The program offers Intensive English-language classes for 120,000 students at 43 federal universities. The Fulbright Commission and the Brazilian government will receive 120 ETAs at universities across Brazil to support English teaching at Brazilian HEIs. A group of large international companies is funding the creation of new language teaching laboratories with support from the U.S. mission in Brazil. Languages Without Borders is working with the U.S. Embassy in Brazil through the AASCU to send student teachers abroad to enhance their skills. The Fulbright Commission together with CAPES is expanding its professional development support for public school teachers and will send 1,040 teachers to U.S. HEIs for one-month teacher training programs. The current economic situation and local university strikes are motivating Brazilian students to pursue education abroad. EducationUSA's spring 2017 Brazil Roadshow saw more than 4,500 students seeking information about U.S. study.

Chile. In the 2015–2016 AY, there were 2,630 Chilean students in the United States, maintaining the steady growth rate seen over the past ten years. The areas with most growth were Chilean students pursuing OPT, with an increase of 33 percent from the previous year, and students pursuing an undergraduate degree in the United States, with an increase of 17 percent from the previous year. Students pursuing non-degree studies saw a 4.7-percent increase, while students pursuing graduate studies saw a 4.2-percent decrease. Becas Chile, a government-supported scholarship

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

Country	2011/12	2015/16	%Change
Cuba	57	153	168.4%
Brazil	9,029	19,370	114.5%
Paraguay	342	564	64.9%
El Salvador	1,151	1,632	41.8%
Honduras	1,407	1,985	41.1%

168.4%

Cuba 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	2015/16	% Change 2014/15
Canada	26,973	-1.0%
Brazil	19,370	-18.2%
Mexico	16,733	-1.9%
Venezuela	8,267	4.8%
Colombia	7,815	9.0%

Western Hemisphere

program now under the coordination of the National Commission of Scientific and Technological Research (CONICYT), has helped to significantly increase the number of students studying in the United States. Since 2008, slightly over six million Becas Chile scholarships at the graduate (Master's and Doctoral) level have been awarded to Chilean students and residents to study abroad. Chile is still in the process of educational system reform, with efforts at all levels to guarantee the right to a free and high-quality education. At the postsecondary level, some aspects of the reform that have passed into law include increased access to university and postsecondary education and the creation of 15 public postsecondary vocational training centers. In 2017, its second year of implementation, it is estimated that more than 250,000 students will benefit from these provisions.

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

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

Cuba. The EducationUSA advising center for Cuba is currently located within the Public Diplomacy section of the U.S. Embassy in Havana. Between January 2016 to the present, the center has focused on providing advice and information to Cuban students looking for opportunities to study in the United States. Eleven EducationUSA Cuban advisees were admitted to U.S. colleges and universities in the fall semester of 2016, most of them at the graduate level. The total estimated amount of financial aid received was nearly \$500,000. Financial aid availability was of critical importance because the majority of Cuban students require full funding to study in the United States. With U.S. HEIs

expressing interest in collaboration with Cuban universities, the EducationUSA adviser and other embassy staff have stayed busy providing information and guidance. Although U.S. universities can establish independent pathways to Cuba, EducationUSA's participation in college fairs, meetings, and other events aimed at engaging with Cuban students and institutions requires the approval of the Cuban Ministry of Foreign Affairs and the Ministries of Education or Higher Education, as appropriate. The EducationUSA adviser manages the only TOEFL and GRE testing centers currently available in Cuba. The Educational Testing Service (ETS)-approved testing space is at the U.S. Embassy's Information Resource Center (IRC). The International School of Havana is the only place that Cuban citizens may sit for the SAT exams.

Mexico. Based on the Mexico-U.S. bilateral Forum on Higher Education, Innovation, and Research (FOBESII), the United States, Mexican, and Canadian governments, in collaboration with the private and education sectors of each country, respectively, continue to support academic mobility. Some of the accomplishments reported in a recent high-level meeting in Washington, DC, highlighted 300 student and faculty mobility programs, 40 teaching collaborations, 32 research partnerships, and a variety of other forms of higher

education engagement between the United States and Mexico. FOBESII's efforts have heightened the significance of educational issues as a part of U.S.-Mexico relations. For a full report on 2017 FOBESII accomplishments, please visit <https://mx.usembassy.gov/wp-content/uploads/sites/25/2017/03/FOBESII-Achievements-March-2017.pdf>.

Panama. The Panamanian government announced its "Panama Bilingue" initiative in 2014, with the goal of supporting 10,000 English-language teachers through two-month teacher training programs by 2019 in an effort to increase the quality of English teaching in public schools. To date, 1,400 Panamanian English teachers have traveled to the United States to participate in the program, and 4,000 have benefitted from similar programs in Panama. In addition, the National Secretariat of Science Technology and Innovation (SENACYT) continues to administer several scholarship programs at the undergraduate and graduate levels in a wide range of fields, including a Fulbright-SENACYT scholarship.

Peru. Peruvian interest in studying in the United States has grown exponentially in the past few years. According to the 2016 *Open Doors* report, Peru experienced a significant increase (17.8 percent) in the number of international students in the United States since the previous year. This growth is partly driven by Peruvian government scholarship initiatives. Current economic growth has also had a positive impact. EducationUSA advisers have seen a great increase in demand for advising services and interest in the yearly EducationUSA fair. English-language skills continue to be an obstacle for students to pursue academic programs in the United States. In 2015–2016, the Peruvian government invested funds in English training of top high school and undergraduate students, helping prepare a strong cohort of students ready to study abroad though the Peruvian government scholarship initiatives. Another important government initiative is the development of the "Colegios de Alto Rendimiento" program. Peru built elite public high schools across the country to educate the best students in the country with intensive English training and international baccalaureate curriculum. These students will be excellent candidates for studying in the United States.

What to Expect in the Next Three to Five Years

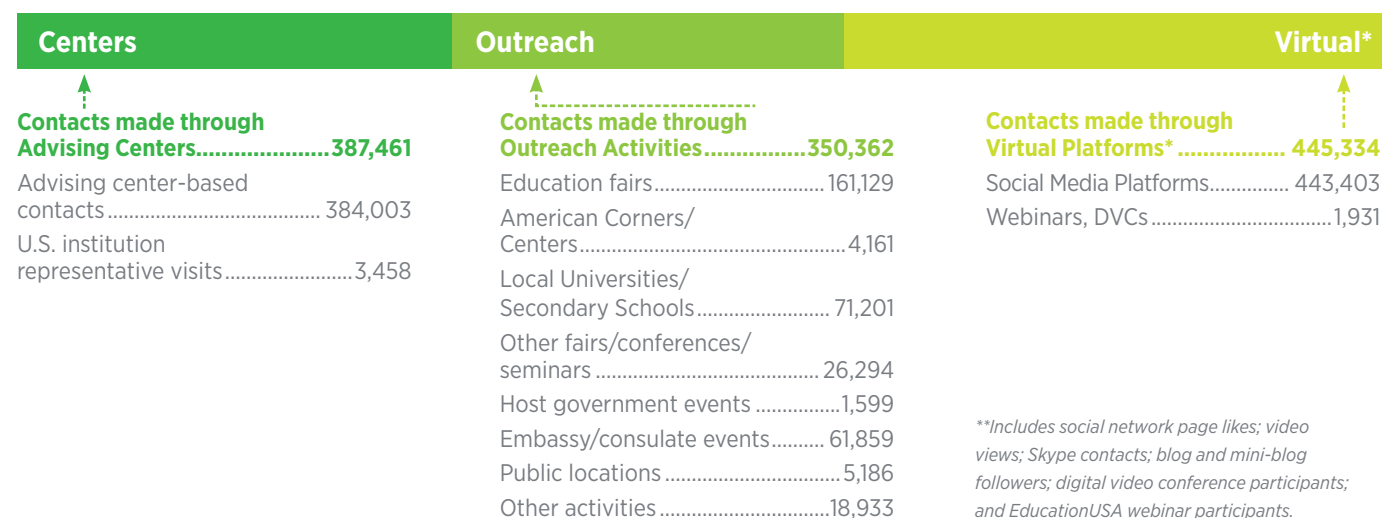
Although students in the region have increasingly posed questions surrounding their welcome in the United States, security concerns on U.S. campuses, as well as concerns about perceived obstacles in obtaining a student visa, these issues should not have a great influence on the number of students from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

North and Central America and the Caribbean

- EducationUSA Canada continues to encourage traditional and non-traditional audiences' interest in studying in the United States. Increased outreach and engagement with local partners, supported by the U.S. Embassy and Consulates in Canada, aims to expand exchange model options such as transfer agreements from colleges in Canada to HEIs in the United States and vice versa; public-private partnerships in support of workforce development; and short-term programs, in support of the 100,000 Strong in the Americas initiative.
- Panamanian and Dominican students continue to express interest in studying in the United States and in options for fully funded undergraduate and graduate scholarships through their governments' ministries of science, technology, and education. Institutional partnerships and agreements with

EducationUSA Regional Reach

2016 EducationUSA in the Western Hemisphere made **1,183,157** contacts



U.S. Study Abroad

Top Five Receiving Countries in the Region

Destination	2014/15	% Change
Costa Rica	9,305	8.5%
Mexico	4,712	6.0%
Brazil	3,836	-9.2%
Ecuador	3,746	1.3%
Argentina	3,708	-13.8%

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

Country Name	2010/11	2014/215	% Change
Cuba	375	2,384	535.7%
Colombia	200	664	232.0%
Haiti	213	532	149.8%
Dominca	72	147	104.2%
Nicaragua	1,064	1,930	81.4%

Western Hemisphere

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

- As workforce development continues to be a priority for most Central American countries, interest in short-term certificate programs and partnerships between local technical universities and U.S. community colleges continues to grow with the objective of providing vocational education to workers in emerging industries such as renewable energy, tourism, and mining.
- The Netherlands Antilles, traditionally Eurocentric, continues to demonstrate interest in the United States as a study destination, as a result of financial support, accessibility, and proximity, resulting in significant increases in mobility in the past year. U.S. universities are seen as offering welcome personalized attention to students and are focused on their students' success.
- In early 2015, the governments of Mexico and the United States signed a letter of intent to establish a J-1 internship exchange program between the two countries. The agreement represents an opportunity to strengthen the U.S.-Mexico bilateral relationship. According to the U.S. Department of State, 160 Mexicans participated in professional internship programs in 2016 under the U.S.-Mexico bilateral FOBESII-inspired

Memorandum of Understanding. Currently, 15 Mexican interns are lending their talents to Silicon Valley companies. Internships will become one of the strongest ways to support student mobility in North America.

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

South America: Andean Region

- Governments in Colombia, Ecuador, and Peru have invested heavily in English-language training for local students and young professionals. In the upcoming years, these initiatives will bear fruit with a group of prospective students that are better prepared to study in the United States.
- The new government in Peru will continue to offer scholarship opportunities to Peruvian students interested in studying abroad over the next couple of years. The government

has indicated its support for educational opportunities including for U.S. higher education and is therefore likely to encourage Peruvians to choose the United States as a study destination. The number of students studying in the United States is expected to continue to rise given increased economic means to study abroad.

- There will be an increase in Bolivian students studying abroad given the country's stable economy. The challenge will be to help students choose the United States as a destination because Bolivians have tended to prefer Europe and other Latin American countries. This preference is the result of the language barrier and perceptions that these regions are more affordable for study. EducationUSA is focusing its efforts in building more local knowledge of the U.S. higher education system so that in the next few years Bolivian students will be better prepared to apply to U.S. institutions.
- Ecuador is currently undergoing an economic recession, which will negatively affect the number of students studying in the United States over the next few years. The government is predicted to decrease funding for studying abroad, which will impact the number of graduate students in the United States. Online options will become a popular cost-effective approach. The flow of undergraduate students will likely continue, as Ecuadorian students from private schools traditionally have chosen to study in the United States. Local higher education restructuring is expected to continue to move forward and local institutions will continue to look for opportunities for international partnerships with U.S. institutions.
- As Colombia enters a period of greater stability with the signing of the peace agreement, there will be an increase in institutional partnerships between the two countries. The government will continue to invest in education, especially at the university level, pushing for more internationalization opportunities. Though the country's economy is doing well, the devaluation of the peso may have an impact on the number of students choosing to study in the United States. Some heightened anxiety among Colombians following

the peace accord is causing more Colombian parents to contemplate sending their children to study abroad.

- Unfortunately, the next three to five years will continue to be challenging for Venezuela due to economic conditions. The political and economic environment will continue to drive Venezuelans to send their children to study abroad. However, the number of Venezuelans studying in the United States might decrease or stagnate as it is a more affordable option for Venezuelans to migrate to other countries in the region.

South America: Southern Cone

- For Brazil, political uncertainty in the country has contributed to a hold on funds at the federal level for almost one year. The government has just announced that funds will be given directly to Brazilian HEIs, which will select U.S. HEI partners. U.S. institutions of higher education can expect to receive more Brazilian students through partnerships already established with Brazilian HEIs for the next two years. There will be a shift of government in 2019. Languages Without Borders, a Brazilian government program, provides free Intensive English-language classes to students at federal universities in Brazil, forming a substantial pool of prospective students for future study abroad.
- Although Argentina is no longer the leading receiving country in South America for U.S. students, the country remains focused on expanding the number of U.S. students at Argentine universities. Numbers are expected to continue to increase as more Argentine universities begin to recruit U.S. students, capitalizing on the already large presence of U.S. students on their campuses. Many Argentine universities have expressed interest in forming partnerships with U.S. universities to teach Spanish and Latin American Studies courses to visiting U.S. students. The Fulbright Commission is offering capacity-building workshops to help develop more partnerships between Argentine and U.S. HEIs. The present elected cabinet will remain in government for the next four years, and most of its members studied in the United States.

- Chile is still in the process of educational reform, with efforts at all levels to guarantee the right to a free and high-quality education. At the postsecondary level, some aspects of the reform that have passed into law include increased access to university and postsecondary education and the creation of 15 public postsecondary vocational training centers. In 2017, its second year of implementation, it is estimated that more than 250,000 students will benefit from these provisions.

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

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

Foreign Government and Private Funding

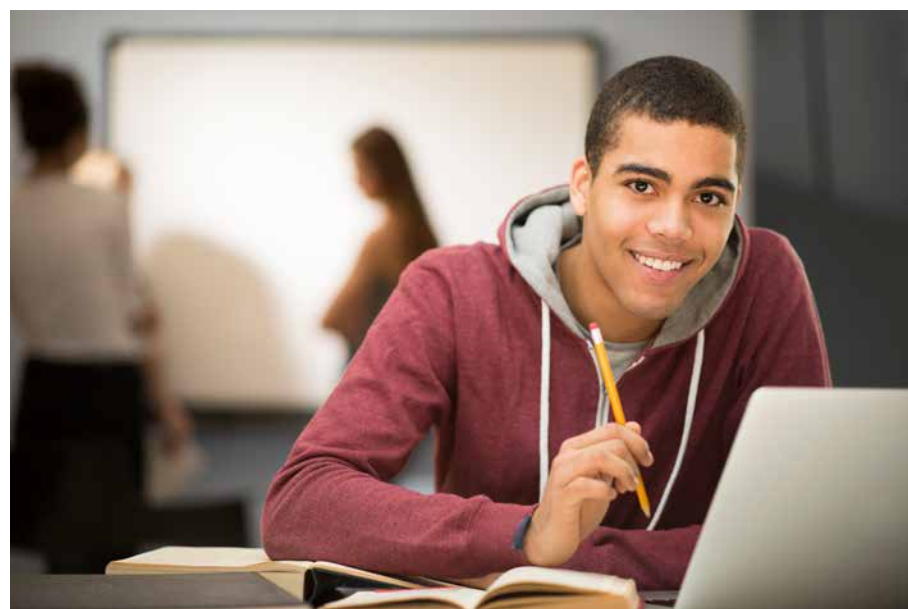
- **Antigua.** Antigua and Barbuda offers a government-funded grant of approximately \$5,000 annually as well as low-interest loans to students pursuing tertiary-level studies, including online study at the undergraduate and graduate levels.
- **Bahamas.** The Lyford Cay Foundation scholarships are generally worth as much as \$15,000 per AY. In addition, the Bahamian Ministry of Education has implemented a tier system to award anywhere from \$7,500 to \$35,000 in scholarships for study abroad. The awards are in the form of non-payback grants and merit scholarships.
- **Barbados.** The Barbados Scholarships and Exhibitions are merit-based undergraduate scholarships awarded to approximately 30 students with very

high scores on the Caribbean Advanced Proficiency Examinations (CAPE) 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. In addition, the National Development Scholarships provide approximately ten scholarships each year in various disciplines based on training needs of the country's public and private sectors. The National Development Scholarships are available to people between the ages of 18 and 40 who have already been accepted at an internationally-accredited university at the undergraduate or postgraduate level.

- **Bolivia.** In 2014, the Bolivian government launched a scholarship program called "Soberania" for pursuing graduate studies (Master's and Ph.D.) in the STEM fields at top international universities. So far, there have been two calls for 100 scholarships each. Advisers in Bolivia work with students who are interested in applying to study in the United States through this government program. The scholarship covers all costs, including, in some cases, local costs of language preparation. Students need to apply for the scholarship first and then to the university program. One challenge students face when applying to U.S. programs is that the dates when the scholarships are awarded are not synced to the deadlines for applying to U.S. universities. Therefore, many students are unable to apply to U.S. universities through this scholarship program.

- **Brazil.** The Brazil Scientific Mobility Program no longer exists. However, the government of Brazil, through CAPES, just announced that funds will be given directly to Brazilian universities for student mobility with their partner HEIs. To become involved, U.S. HEIs should visit Brazil and connect with HEIs in the country.

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



Western Hemisphere



- **Chile.** Becas Chile, a government scholarship now administered by CONICYT, has increased the number of students studying in the United States. Since 2008, more than 6,000,500 Becas Chile scholarships have been awarded to Chilean students and residents at the graduate and Doctoral level to study abroad. In 2016, 50 (of 360) recipients of the Becas Chile scholarship pursued Doctoral studies in the United States, and 77 (of 377) pursued a Master's degree. Top areas of study were engineering science, education and history, anthropology, and archaeology for Doctoral studies, and medical sciences and public policy at the Master's level.

- **Colombia.** The Colombian Foundation, COLFUTURO, continues to offer loans/scholarships to qualified Colombian graduate students to study abroad. Since 2012, COLFUTURO has also administered the COLCIENCIAS program, which, along with the National Planning Department program, provides funding for study leading to Doctoral degrees abroad in science, technology, and engineering fields. Passport to Science, one of the

components of a larger Colombian government initiative called "Colombia Científica," will offer loan scholarship opportunities for Colombians to study at the Master's and Doctoral levels abroad in critical fields of study: health; agriculture and food safety; energy, mines, and sustainable development; environment, biodiversity, and biotechnology; engineering and materials; and social sciences for post-conflict. ICETEX, a Colombian institution offering educational loans to students for undergraduate and graduate study within Colombia and graduate study abroad, has increased its maximum loan amount to \$25,000, an increase from the previous maximum amount of \$15,000.

- **Costa Rica.** The Costa Rica-USA Foundation continues to support a series of programs to support exchanges, mainly at the graduate level in STEM fields, with World Bank support as well as support from 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 on CAPE. In addition, the Dominica government awards approximately five scholarships annually to the best student in each of the five faculties of the Dominica State College.

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

- **Ecuador.** The National Secretariat of Higher Education, Science, and Technology continues to provide opportunities for study abroad for both graduate and undergraduate studies, though the number of

scholarship opportunities has been reduced. Currently, there are two programs for graduate studies, "Convocatoria Abierta 2017" and "Universidades de Excelencia 2017." "Grupo de Alto Rendimiento" is a program for undergraduate studies available for a very small selection of public school students. All programs have lists of qualifying international universities, with a handful of U.S. universities included, though the revised lists give priority to other regions, especially Asia and Europe. All scholarships focus on key strategic fields of study: STEM, education, health, and arts. The selection process uses affirmative action parameters to determine the scholarship winners.

- **Guatemala.** GuateFuturo offers loans of as much as \$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 can also obtain an additional ten percent discount if, upon returning to the country, they engage in employment for one year in the public sector or as teachers or researchers in public or private institutions. Those pursuing Master's degrees in management or Master's of Business Administration (MBA) programs are awarded only 25 percent of the loan amount as a scholarship.

- **Honduras.** HONDUFUTURO offers loans of up to \$50,000. Students may be awarded scholarships for 50 percent of the loan amount, provided they meet 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 can also obtain an additional ten percent discount if, upon returning to the country, they engage in employment for one consecutive year as teachers in public or private universities. Those pursuing Master's degrees in management or MBA programs are awarded only 25 percent of the loan amount as a scholarship.

- **Mexico.** The government of Mexico's "Proyecto 100,000" initiative continues to support programs focusing on short-term

exchanges, research, language acquisition, and teacher training. The U.S. Embassy in Mexico, with support from local higher education associations and in partnership with HEIs, has been supporting a series of short-term programs focusing on women and minority empowerment as well as workforce development. The Fulbright Commission in Mexico, COMEXUS, in addition to managing the traditional Fulbright exchanges, supports non-Fulbright innovative short-term programs in support of undergraduate research, teacher training, and professional internships, both in Mexico and the United States. Graduate support continues to be channeled mainly through the Fulbright Commission and the National Council of Science and Technology.

- **Panama.** The Panamanian government announced its "Panama Bilingue" initiative in 2014, with the goal of supporting 10,000 English-language teachers in six-month teacher training programs in an effort to increase the quality of English teaching in public schools by 2019. To date, 1,400 Panamanian English teachers have traveled to the United States to participate in the program, and 2,000 have benefitted from similar programs in Panama. In addition, the National Secretariat of Science Technology and Innovation (SENACYT) continues to administer several scholarship programs at the undergraduate and graduate levels in a wide range of fields, including a Fulbright-SENACYT scholarship.

- **Paraguay.** In 2015, the Paraguayan Government launched the first scholarship program, "Becas Don Carlos A. Lopez" (www.becal.gov.py/). This scholarship funds as many as 1,500 scholarships for Master's and Doctoral 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 United States through the "Beca Presidente de la República." The scholarship covers Master's and Doctoral studies in STEM, public policy, and education. To apply for the scholarship, students need to show proof of admission to a university. In addition, the government

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

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

Virtual and Social Media Usage

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

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

- Skype is one of the main platforms advisers use for virtual advising. Several advisers hold virtual office hours through Skype.

- Instagram is growing in popularity across the region.

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

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

the *5-Steps to U.S. Study* as a model. Interested U.S. institutions can contact EducationUSA Colombia to “follow” ED on social media and share content.

- EducationUSA Mexico’s animated series “Vamos a Estudiar en USA,” is designed to connect through Facebook and YouTube with a younger audience and provide useful information on studying in the United States.

- EducationUSA Mexico has developed a series of blogs and newsletters that highlight all U.S. financial aid opportunities, 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. In addition, advisers have developed and implemented a cohort outreach program, where they return to a school or university three times to meet with a small cohort of students. During a series of three cohort sessions, the advisers explain how to: 1) choose a university, 2) fill out the Common Application, and 3) search for financial aid.

- Venezuelans rely heavily on social media for information from U.S. universities. Security concerns in the country make it more difficult for students to attend events in person, making virtual events such as EducationUSA’s CollegeWeekLive fairs very popular.

- In 2016, EducationUSA Bolivia focused on outreach and advising through social media to reach a larger audience. EducationUSA partnered with the U.S. Embassy in La Paz to conduct a nationwide campaign promoting EducationUSA services and studying in the United States. The promotional campaign appeared on public buses and billboards across the country with the message to follow EducationUSA Bolivia on Facebook. This campaign incremented EducationUSA Bolivia followers exponentially. Currently, EducationUSA Bolivia has an average of 1,350 reactions to posts per week. In 2016, EducationUSA Bolivia also hosted a Facebook Live event and had more than 3,000 views.

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

Successful Recruiting Strategies

- Interact with students through EducationUSA webinars and 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 are still home to numerous students interested in studying in the United States.

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

- Request an HEI login to the EducationUSA website and 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 on their recruitment lists, with great success.

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

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

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

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

Regional EducationUSA Events

Rely on the EducationUSA website and country Facebook pages to find 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 in participating, such as beginner adviser trainings, thematic sub-regional workshops, and capacity-building workshops for local HEIs.

Fairs and Conferences

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

- **Caribbean.** Aside from traditional independently organized Caribbean College Fairs, EducationUSA Antigua, Bahamas, Barbados, Dominica, Jamaica, Nevis, and Trinidad and Tobago host fairs featuring large public and research institutions, small liberal arts colleges, historically black colleges and universities, and community colleges. The next fair will take place in fall 2017. To register, contact ncac@educationusa.info.

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

- **South America.** The 2016 South America EducationUSA fair circuit attracted more than 120 universities with more than

200 representatives traveling through 13 cities and with 35,000 students in attendance. The 2017 South America EducationUSA Tour will take place August 20th–September 14th, 2017 (<http://educationusafair.org/university>).

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

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

Center Events

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

- EducationUSA Costa Rica hosts its 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. For more information, please contact sanjose@educationusa.info.

- EducationUSA Canada organizes its monthly webinar series, highlighting the application process and opportunities in the United States. For more information, please contact ottawa@educationusa.info.

- EducationUSA Panama, with support from the U.S. Embassy, is offering radio and television interviews once a

month to promote the United States as a study destination. EducationUSA Panama welcomes special guests for these media appearances. For more information, please contact panamacity@educationusa.info.

- In addition, EducationUSA Nicaragua has relaunched its Opportunity Funds program by offering interviews to local TV stations. HEIs who have hosted Opportunity grantees are welcome to join these efforts when they visit Nicaragua. Please contact managua@educationusa.info for more information.

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

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

U.S. Study Abroad in the Region

With an 8.5-percent increase in 2015, Costa Rica continues to be the region’s top receiving country with 9,305 U.S. students studying abroad, making it the eighth most popular study abroad destination for U.S. students. Mexico, Brazil, Ecuador, and Argentina are also leading host destinations in the region, ranked globally 12th, 16th, 17th, and 18th, respectively. Other rapidly growing destinations for Americans studying abroad include Colombia, Paraguay, and Peru in South America; El Salvador in Central America; Canada in North America; and Aruba, Cuba, and Dominica in the Caribbean. 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 2016 *Open Doors* report showed that the number of U.S. students studying in Colombia increased by 51.3 percent, to 664 students (in AY 2014–2015). Although the raw numbers are still low relative to other countries in the region, the large percentage increase reflects a promising trend in U.S. institution collaboration with and presence in Colombia. More faculty-led groups and short-term programs are choosing Colombia as a destination. Twenty-six accredited Colombian universities have created a consortium called “Colombia Challenge Your Knowledge,” with the aim of promoting Colombia as an academic destination.

U.S. embassies and Fulbright Commissions in Argentina, Brazil, Canada, Colombia, Ecuador, El Salvador, Guyana, Honduras, Mexico, Nicaragua, and Peru have received grants from the U.S. Study Abroad Branch at the U.S. Department of State in Washington, DC, to carry out capacity-building projects to promote U.S. study abroad in the region. EducationUSA centers have collaborated to support these initiatives.

Currently ranked 12th in the world, Mexico is regaining its regional lead as reflected in the number of U.S. students traveling to study there. The public and private sectors, along with academia, support diverse short-term study programs, including summer programs, service learning opportunities, and internships.

Increased mobility from the United States to the Caribbean (13.5 percent) is the result of faculty-led programs as well as established exchanges, many focusing on health-related fields, as well as on gender and social issues. The leading receiving countries include the Bahamas, Cuba, the Dominican Republic, and Jamaica.

EducationUSA advising centers in the region work closely with U.S. Fulbright grantees and Gilman scholars to provide 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 in the Region

CanadaSeptember–November, January–early March, May
Mexico August–October, February–May
Central AmericaJanuary–March, September–October
CaribbeanSeptember–November, January–early March
South America (Andes and Southern Cone)March–June, August–November

Times to avoid travel: 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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EducationUSA.state.gov

