

Who Goes Where and Why?

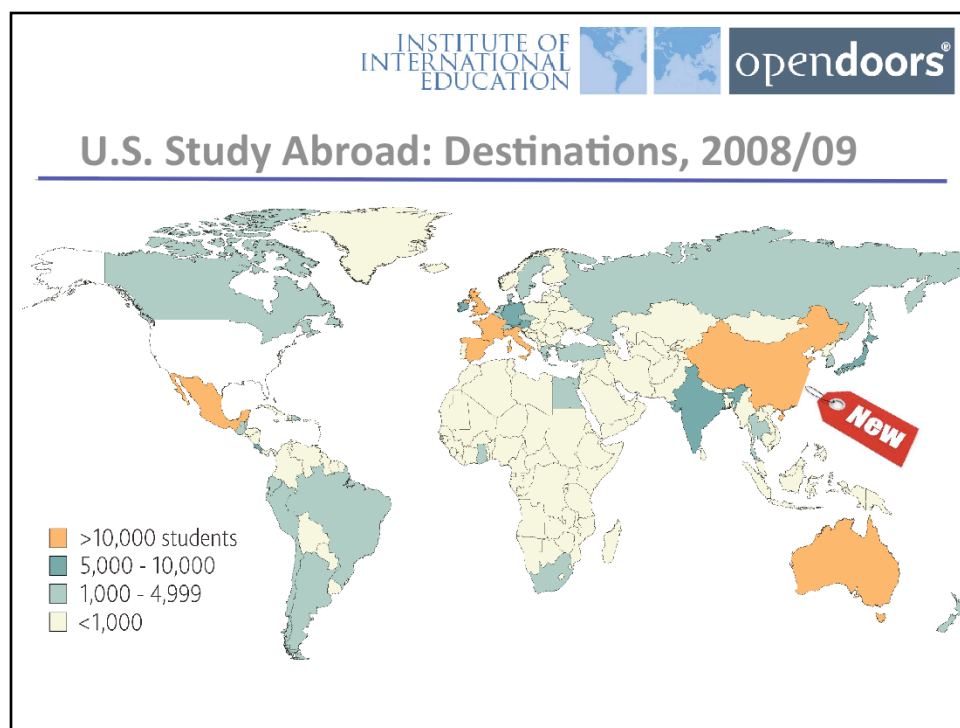
An Overview and Analysis of Global Educational Mobility

BY CAROLINE MACREADY AND CLIVE TUCKER

Fifth in a series of Global Education Research Reports –  
American Institute For Foreign Study (AIFS)

As a key part of our mission, IIE is working to increase the number and diversity of American students who go abroad and to encourage study in places of growing strategic importance to the United States.

Who goes where and why: Identify new programs to help expand U.S. study abroad in France



France is No. 4 in the world for US study abroad; China is 5th at approx. 14,000 students a year

President Obama's "100,000 Strong" -- China Study Abroad Initiative

100,000 Strong:

Citing the strategic importance of the U.S.-China relationship, in November 2009, President Barack Obama announced the "100,000 Strong" initiative, a national effort designed to increase dramatically the number and diversify the composition of American students studying in China. Secretary of State Hillary Clinton officially launched the initiative in May 2010 in Beijing. The Chinese government strongly supports the initiative and has already committed 10,000 "Bridge Scholarships" for American students to study in China.

U.S. Study Abroad Snapshot Survey: 2009/10 - Study abroad participation has rebounded for 2009/10:

55% of respondents report increases (39% in 2008/09)

32% report declines (59% in 2008/09)

12% report no change (2% in 2008/09)

Increases reported for China, Mexico, the Middle East and North Africa and Sub-Saharan Africa

Online survey conducted October 1-15, 2010 in cooperation with the Forum on Education Abroad

Snapshot of study abroad activity at 240 responding institutions during the 2009/10 academic year

This increase is fueled in part by an increase in new program opportunities, partnerships between higher education institutions in the United States and abroad, and a range of fields and program durations to accommodate the needs of an increasingly diverse study abroad population.



## Fast Facts - France

### Study in the U.S.

7,716  4.0%

### U.S. Study Abroad

16,910  -2.5%

### Economic impact:

\$215,330,000

Estimate based on data from NAFSA

### Economic impact:



\$182,930,000 est.

Estimate based on figures from a simple random sample of IIE Passport members (weighted by program duration).

“In June 2010, there were nearly a million international students in the United States (on Student, Trainee, or Exchange Visitor visas) who were actively undertaking educational or training programs (MACREADY & TUCKER (April, 2011))”

Historical trends: The number of French students in 2008/09 surpassed the 2001/02 high and increased again by 4.0% to 7,716 in 2009/10.

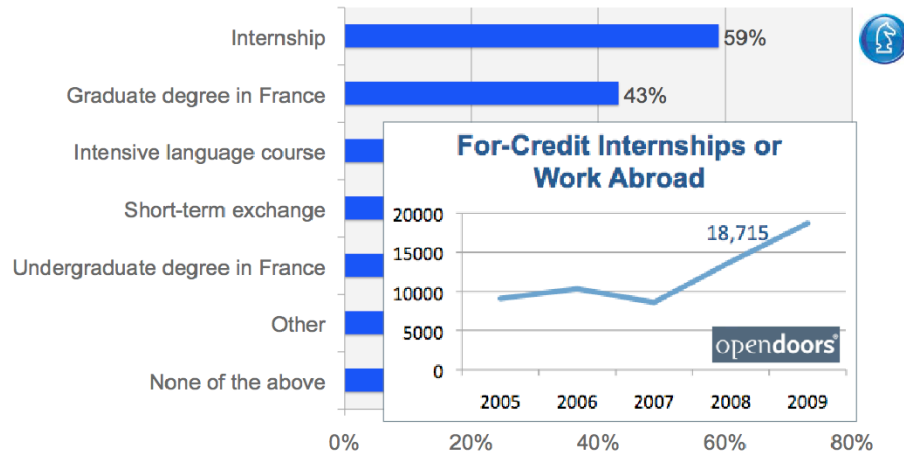
Academic Level: The majority of French students study at the graduate level. In 2009/10, their breakdown was as follows:

Undergraduate	31.1%
Graduate	34.2%
Other non-degree	25.7%
OPT (Optional Practical Training)	9.0%

[www.iie.org/en/Research-and-Publications/Open-Doors/Data/Fact-Sheets-by-Country](http://www.iie.org/en/Research-and-Publications/Open-Doors/Data/Fact-Sheets-by-Country)



## What types of programs would interest you if you were to continue your studies in France?



Survey conducted In April 2011 of n=150 U.S. study abroad students in France

For-credit internships data is from Open Doors 2010



## Field of Study

### U.S. Study Abroad Students

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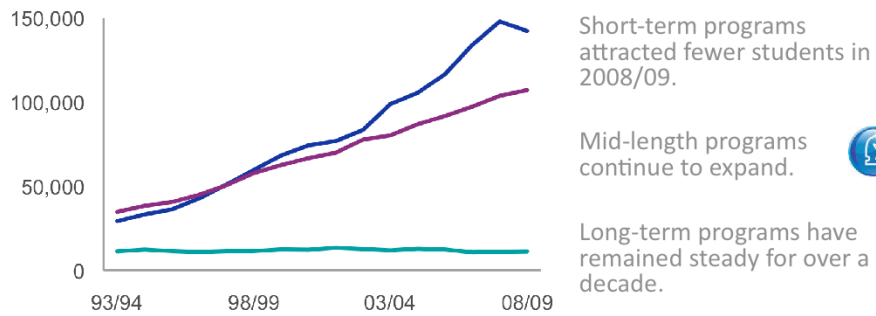
	<u>France</u>	<u>Worldwide</u>
Foreign Languages	42%	6.1%
Humanities	26%	12%
Business/Management	<b>22%</b>	<b>20%</b>
Social Sciences	16%	21%
Education	15%	4.0%
Physical/Life Sciences	<b>11%</b>	7.3%
Engineering	<b>1.5%</b>	3.2%

Survey conducted In April 2011 of n=150 U.S. study abroad students in France

	France*	Global
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## Duration of U.S. Study Abroad, 1993/94- 2008/09



Short-term: Summer, January term, 8 weeks or less during the school year

Mid-length: One quarter, two quarters, one semester



Long-term: Academic year, calendar year



## Who goes where and why?

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### Pull Factors:

- ✓ Specialized study opportunities
- ✓ Internationally recognized qualifications (& rankings)
- ✓ Courses offered in a language mobile students speak or want to learn
- ✓ Effective marketing (and timely communication) 
- ✓ Visa arrangements for study and work 

- MACREADY & TUCKER (April, 2011)

Why students move - finding an academic program they can't get at home

High-quality study opportunities

Specialized study opportunities

Courses offered in a language mobile students speak or want to learn

Traditional links and diasporas

Affordable cost

Internationally recognized qualifications (rankings of individual schools)

Good prospects of high returns

Post-study career opportunities in destination country

Good prospects of successful graduation within a predictable time

Effective marketing by destination country/institution

Home country support for going there to study

Helpful visa arrangements, both for study and for work while studying

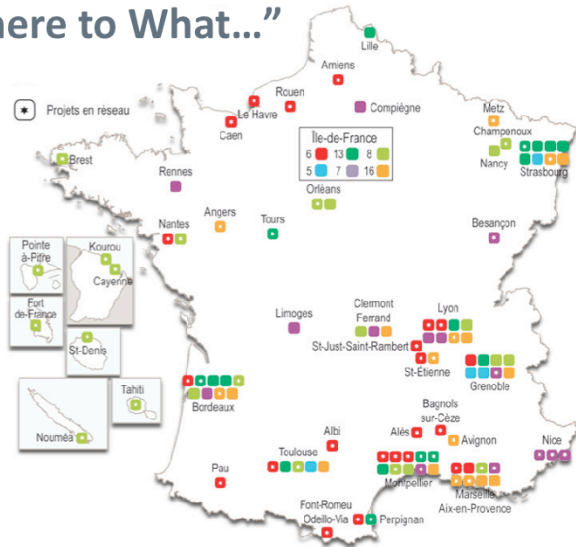
MACREADY & TUCKER (April, 2011)

## Focus on Excellence: “Shifting from Where to What...”

**Labex** – 100 Laboratories of Excellence  
**Idex** - Initiatives of Excellence

Secteur du projet

- Énergie
- Biologie - Santé
- Environnement - Sciences de l'univers
- Nanotechnologie
- Sciences du numérique
- Sciences humaines et sociales



Program Development – France can continue to be a destination for intensive language courses and cultural programming while developing content-based internships and study opportunities. Follow-on programs may target US study abroad students (and the economic benefits they offer). As we saw in the Open Doors figures, there is increasing demand for international practical training opportunities.

An estimated \$49 billion a year of R&D spending is by U.S. higher education institutions (Almanac of Higher Education).

Supply in France:

Labex - Laboratories of Excellence

Idex - Initiatives of Excellence

Opération Campus; Undergraduate Research; Gap year programs

Labex – 100 Laboratories of Excellence 25 March 2011: The majority of laureates (26) come from the field of social sciences and humanities and are concentrated in the Ile-de-France region.

RISE stats: Research Internships in Science and Engineering DAAD. Here are the numbers for U.S. participation in RISE 2011:

-- applications: 1128 (1029 in 2010)

-- scholarship holders: 190 (plus or minus one or two, there are still minor changes due to cancellations), out of 303 overall (others: British and Canadian)

RISE: “As a young scientist, it was an easy and natural choice to continue my higher education in Germany. I am proud and a little surprised to say that the single 3-month internship with RISE changed my life's course” She is now a master's student studying molecular biology at Max Planck Institute in Goettingen

Special thanks to John Yopp and Anthony Ogden, UK Lexington -- “Shifting from where to what”



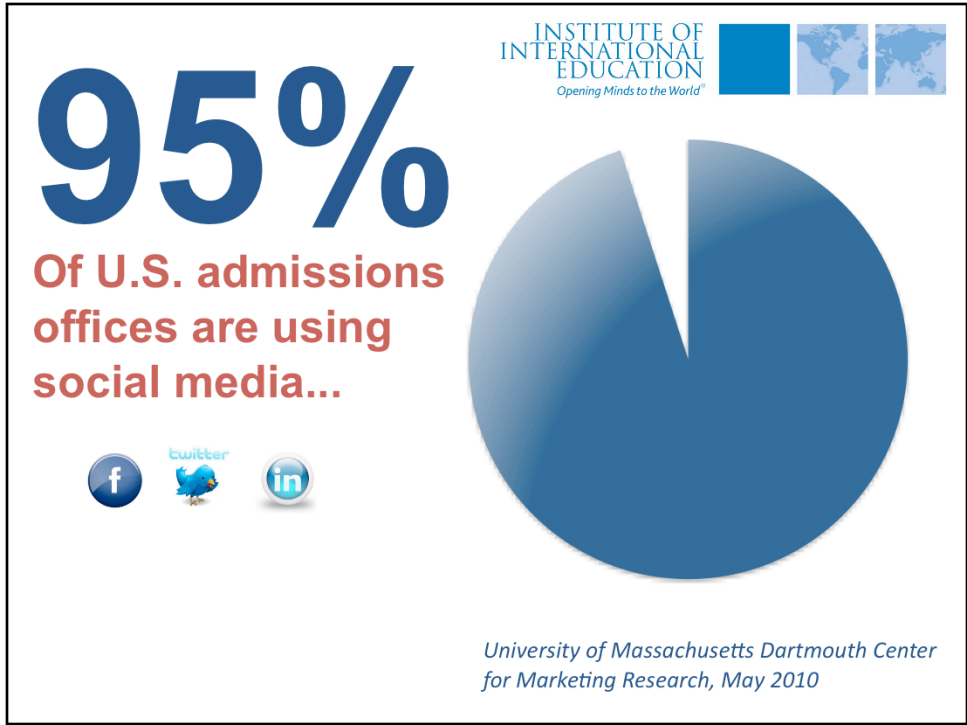
## The Forum on Education Abroad

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- Standards of Good Practice for Education Abroad (April, 2011)
- Standards of Good Practice for Short-Term Education Abroad Programs
- Code of Ethics for Education Abroad, 2nd Edition (April, 2011)

The resources above are free online.

The Forum on Education Abroad is a 501(c)(3) non-profit association recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for the field of education abroad:  
[www.forumea.org/about.cfm](http://www.forumea.org/about.cfm)



Effective marketing (and timely communication)



## Online Resources

### The Forum on Education Abroad

- Standards of Good Practice for Education Abroad (April, 2011)
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- Code of Ethics for Education Abroad, 2nd Edition (April, 2011)

### Institute of International Education

- [www.iiepassport.org](http://www.iiepassport.org) Directory of Study Abroad Programs - *Free listing online*
- [www.StudyAbroadFunding.org](http://www.StudyAbroadFunding.org) Funding for U.S. Study Abroad
- [www.iienetwork.org](http://www.iienetwork.org) *IENetwork: Resources for International Educators*
- [www.iie.org/programs/GlobalE3](http://www.iie.org/programs/GlobalE3) E<sup>3</sup> - Global Engineering Education Exchange Program
- [www.iiebooks.org](http://www.iiebooks.org) IIE's Online bookstore
  - "Where they go and why: An Overview and Analysis of U.S. Educational Mobility"
- [www.iie.org/gilman](http://www.iie.org/gilman) Gilman International Scholarship Program 
- [www.scholarrescuefund.org](http://www.scholarrescuefund.org) Scholar Rescue Fund

An independent not-for-profit founded in 1919, IIE is among the world's largest and most experienced international education and training organizations.

See the IIE Networker 2011 spring issue:

[www.nxtbook.com/nxtbooks/naylor/IIEB0111/](http://www.nxtbook.com/nxtbooks/naylor/IIEB0111/)

The Gilman Program provides up to \$5,000 (up to \$8,000 for students studying a critical need language) to participate in study abroad programs all over the globe.

"61% of all Gilman recipients are from underrepresented ethnic minority groups compared with 18% of the US study abroad population." [www.iie.org/gilman](http://www.iie.org/gilman)

\* France – U.S. working group

Document success and current state of cooperation

Set targets and indicators of success

Outreach and promotion – social media driven



***Merci de votre attention***

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Partner with EducationUSA Europe:

Wesley Teter

[wteter@educationusa.info](mailto:wteter@educationusa.info)

[www.educationusa.info/Fulbright-France](http://www.educationusa.info/Fulbright-France)

Through oversight and funding from the Department of State, Bureau of Educational and Cultural Affairs (ECA), the Regional Educational Advising Coordinator (REAC) Program is designed to foster international student mobility between the United States and the rest of the world through the EducationUSA network.

Under a cooperative agreement with ECA, IIE administers the REAC program providing the programmatic and administrative infrastructure enabling REACs to focus on enhancing the quality and effectiveness of educational advising services around the globe and increasing outreach and marketing efforts to promote the U.S. as the preferred higher education destination.

Centre EducationUSA, Franco-American Commission for Educational Exchange  
Paris, France

Advisers: Celine Ouziel and Charlotte Goodwin

[www.EducationUSA.state.gov](http://www.EducationUSA.state.gov)