



# Expanding U.S. Study Abroad to Brazil: A Guide for Institutions

Patricia Chow and Charles Gale  
Center for Academic Mobility Research  
Institute of International Education

May 2012



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## Institute of International Education (IIE)

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## I. EXECUTIVE SUMMARY AND KEY FINDINGS

The steady growth of U.S. study abroad in the past couple of decades has been accompanied by an increasing interest on the part of U.S. students to study in what might be considered “nontraditional destinations.” Because the majority of U.S. students have gravitated toward Western Europe in the past, countries in Asia, Latin America, Africa and the Middle East have been viewed as nontraditional destinations. Emerging interest in these study destinations is due to a combination of reasons, including the growing need to learn about cultures that are critical to U.S. strategic interests, as well as acquiring languages that provide a competitive advantage in an increasingly global workplace. As more and more U.S. students have sought study opportunities in nontraditional destinations, their home institutions too have begun to expand study abroad programs to these countries while also enhancing other forms of partnerships such as joint and dual degree programs and faculty exchanges.

In light of the growing interest among U.S. students and institutions in study abroad to nontraditional destinations, the Institute of International Education (IIE), with the support of the U.S. Department of State’s Bureau of Educational and Cultural Affairs (ECA), launched an initiative to expand the capacity of key nontraditional destinations to host a larger number of U.S. study abroad students. The study was carried out beginning in 2008 in India, Turkey, Brazil and selected other countries, in partnership with EducationUSA, the Forum on Education Abroad and the American Association of Community Colleges.

The key goals of the project are:

- To assess the current capacity of the countries to host significantly expanded numbers of U.S. study abroad students and to assess the scope for future expansion in each target country;
- To collaborate with project partners and EducationUSA advisers to strengthen advisers’ capacity to serve as a key liaison between local institutions in the host country and U.S. institutions interested in expanding their study abroad programs in the country; and
- To disseminate findings to institutions interested in expanding their study abroad offerings in the selected destination countries.

This report, which focuses on Brazil, is the third in a series of user-friendly guides for U.S. institutions interested in expanding their study abroad offerings in nontraditional destinations. Previous reports, focusing on India and Turkey, are available for download from [www.iie.org/studyabroadcapacity](http://www.iie.org/studyabroadcapacity).

This report begins with an overview of the Brazilian higher education sector, with a focus on the current state of U.S. study abroad to Brazil and U.S.-Brazil higher education exchange. The second portion of the report focuses on existing study abroad programs available to U.S. students, and the challenges of expanding U.S. study abroad to Brazil. The report ends with recommendations for expanding U.S. study abroad to Brazil and developing institutional partnerships with higher education institutions in Brazil.

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Key findings and recommendations include:

- Both the governments of Brazil and the United States have recently taken substantive measures to increase study abroad opportunities between the two countries, recognizing mutual interests and strategic linkages inherent to this partnership.
- Most existing study abroad programs to Brazil are short-term and emphasize language skills and cultural immersion. Brazil's rise as a global economic and political power, coupled with its rich culture and biodiversity present opportunities for expansion of study abroad programs.
- Recent initiatives developed and supported by both governments, such as Brazil's Science Without Borders program and the U.S. 100,000 Strong in the Americas initiative, indicate strong interest in international higher education exchange on both sides.
- A distinct challenge for U.S. study abroad to Brazil is the comparatively small number of U.S. students with Portuguese language skills. Higher education institutions should seek creative solutions to this issue, such as offering intensive "Portuguese for Spanish Speakers" courses.
- When developing new study abroad programs in nontraditional destinations, it is important to keep in mind the reciprocal nature of cultural exchange. U.S. students should have the opportunity to give back to the communities they are studying in, and should also have the opportunity to engage in guided discussion about cultural differences and the unequal power distribution between the developed and developing worlds. Sending institutions may also want to explore faculty and student exchanges with Brazilian host campuses.
- A major part of boosting international exchange with Brazil will be to spread awareness of funding opportunities, such as those provided by the Fulbright, Gilman and Boren programs, to assist students in financing study abroad programs.
- Attention should be paid to health, safety and security at all stages of the program, starting with program development. It is important to establish clear policies and procedures, and to make sure that students are made aware of them during orientation, and that faculty and staff are properly trained and given periodic refresher courses.
- As more U.S. students study abroad in destinations that are unfamiliar to the average U.S. citizen, systematic cross-cultural training prior to departure can alleviate many concerns for students, faculty and administrators.

### **BRAZIL: Quick Facts**

Official name: Federal Republic of Brazil

Population: 205,716,890 (2012 est.)

Area: 8,514,877 sq. km.

Capital: Brasilia

Major cities: Sao Paulo, Rio de Janeiro, Belo Horizonte, Porto Alegre

Government: Federal republic with 26 states and one federal district

Neighboring countries: Argentina, Bolivia, Colombia, French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

Common languages: Portuguese (official), Spanish, German, Italian, Japanese, English, Amerindian languages

Major religious groups: Roman Catholic (74%); Protestant (15%)

Monetary unit: Brazilian real (BRL)

Major industries: Agriculture, manufacturing, mining, tourism

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## II. HIGHER EDUCATION IN BRAZIL

Brazil's Portuguese colonial heritage, as well as its strategic location along historic trans-Atlantic trade routes, have made it a unique melting pot of people and traditions, blending ethnic and cultural features native to three continents. The largest proportion of Brazilians describe themselves as white (47 percent) or multiracial (43 percent), while there are also African, Asian and Amerindian ethnic groups. Although the national language, Portuguese, is widely used for most purposes, there are over 180 languages spoken by Amerindian tribes, many living in remote areas in and near the Amazon.

The rise of Brazil as a global economic power in recent decades has coincided with a rapid expansion of its educational system, particularly at the tertiary level. According to the International Monetary Fund, Brazil is the seventh largest economy in the world and is expected to continue growing rapidly. Long recognized as one of the most influential Latin American regional powers, it has increasingly been looked to as a leader in the global political arena as well. The recognition of Brazil by Jim O'Neill, chief economist at Goldman Sachs, as one of the four key emerging economic powers, along with Russia, India and China (termed the 'BRIC' countries or the 'Big Four') further demonstrates Brazil's importance on the global stage.

For much of its history, the Brazilian education system was largely defined by the Catholic and specifically Jesuit influences that characterized the colonial period. Despite gaining independence in 1822, higher education represented an important link that bound Brazil to the European continent, where graduates of Brazilian Jesuit schools were encouraged to continue their education. In 1930, the Ministry of Education was created with a mandate of providing public, secular, compulsory and free education for all. The postwar period saw a renewed emphasis on education, and the expansion of the Brazilian educational system has been characterized by increases in literacy, enrollment at all levels, and an expansion of the higher education sector.

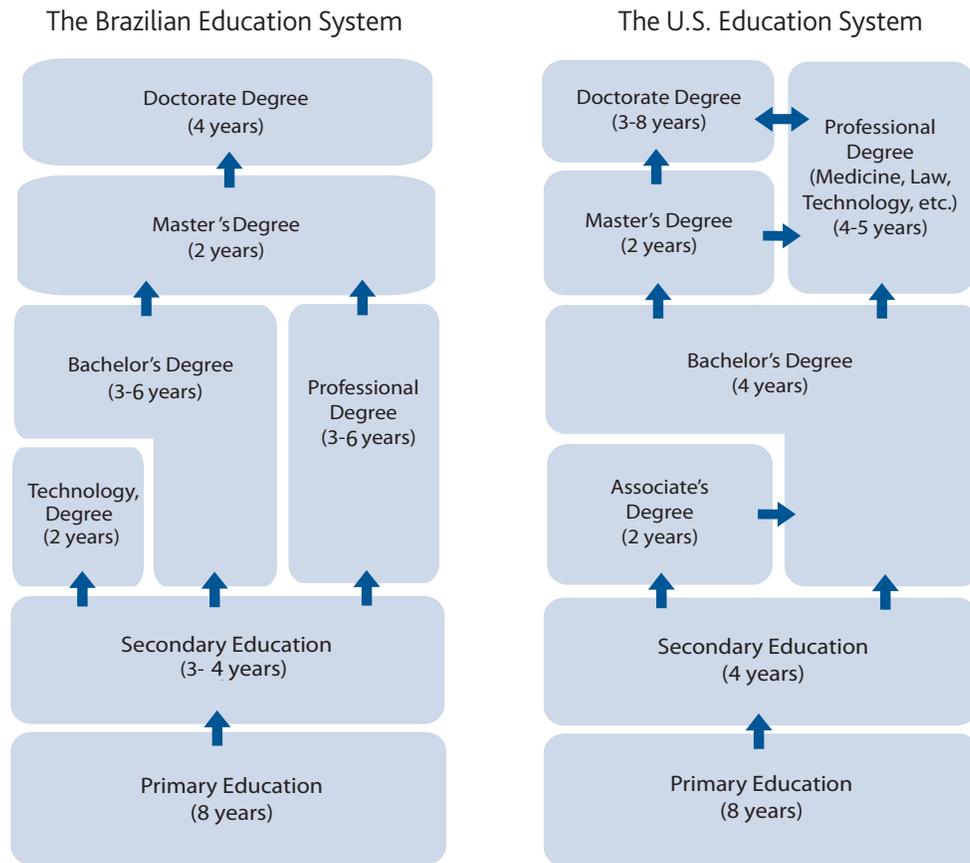
Beginning in 1961 with the passage of the first Law of Education Guidelines and Bases, the central government began the task of transferring more control of educational delivery to regional and municipal bodies. Although it sets core standards for course content, the Ministry of Education grants a fair degree of autonomy to primary and secondary schools to tailor curricula at the local level. For example, a 1996 law that required schools to begin teaching foreign languages in the fifth grade allows communities to vote on the language of instruction; most choose English.

Higher education institutions in Brazil fall into three categories: universities, which offer a wide range of academic programs; a federation of schools offering a more limited number of programs; and isolated schools offering only one or two programs. Undergraduate education generally results in a bachelor's degree, teaching licensure or technology degree, while post-graduate programs are classified either as "lato sensu," which include professional programs such as the MBA, or "stricto sensu," which include academic master's and doctorate programs.

### Higher Education in Brazil

- As of 2009, there are 252 public higher education institutions and 2,243 private higher education institutions in Brazil.
- The number of higher education institutions in Brazil grew from 900 in 1997 to 2,495 in 2009.
- Higher education institutions are under the control of the Federal Council of Education.
- Inequalities of opportunity are pervasive in the Brazilian higher education system, with the government having recently taken steps to address this issue.

**Figure 1: The Brazilian and U.S. Education Systems Compared**



Higher education enrollments in Brazil have expanded significantly over the past two decades, with gross enrollment ratios rising from 11 percent in 1991 to 36 percent in 2009. Most of this growth took place in the private sector. A major contradiction in Brazilian higher education involves the distinction between public and private higher education. Although public institutions are tuition-free, they are considered to be the highest quality institutions and are also the most competitive in terms of admissions. Thus, students from wealthy backgrounds who attend private secondary schools and preparatory courses for the vestibular (entrance) exams are overrepresented in public institutions. In contrast, private institutions, which account for 77 percent of undergraduate enrollments, tend to enroll fee-paying students from lower socioeconomic strata.

Despite a decrease in the cost of private education over the past ten years, there are also some concerns that many students face significant difficulties in affording the cost of higher education. In Sao Paulo the dropout rate from universities grew to 24 percent in 2007 and 2008 from the 14 to 17 percent that was typical for most of the decade. Additionally, students who received lower quality primary and secondary schooling can struggle academically when admitted to university.

In recent years, public institutions have attempted to address issues of access and equity through the adoption of affirmative action policies that give priority to students from specific racial or income backgrounds, or who come from specific regions. It is estimated that 70 percent of public higher education institutions now employ affirmative action policies. The Brazilian government also offers tax incentives to private institutions that enroll low income students through its "University for All (Prouni)" initiative, launched in 2005.

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### III. U.S.-BRAZIL HIGHER EDUCATION EXCHANGE

According to the *Open Doors Report on International Educational Exchange* published by the Institute of International Education, during the 2009/10 academic year (the most recent year for which data is available), 3,099 U.S. students studied abroad for academic credit in Brazil, a 12 percent increase over the previous year's total. Despite this growth, the total number of U.S. students studying in Brazil is still less than half of the number of Brazilian students studying in the U.S., resulting in an uneven exchange balance between the two countries.

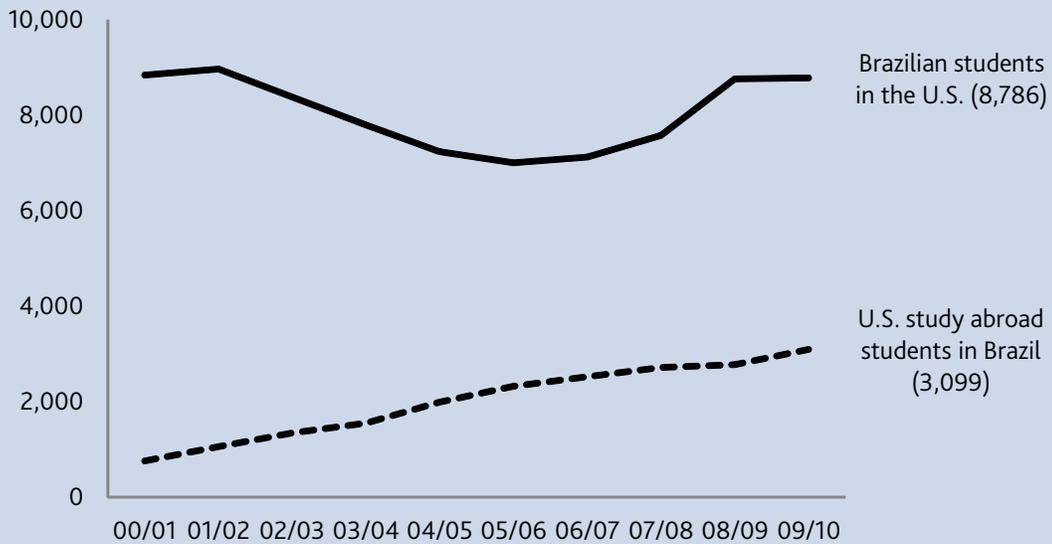
In 2009/10, there were 8,786 Brazilian students in the U.S., the most of any South American country, and the second most in Latin America, after Mexico. Brazil was the fourteenth leading place of origin of international students in the U.S. overall. The total number of Brazilians studying in the U.S. has stayed relatively constant over the past decade, with the exception of the post-9/11 years when international students from many countries faced tighter visa regulations; but is expected to rise due to the new Science Without Borders initiative. In addition to full degree students, in 2010, there were 2,252 Brazilians studying intensive English in the U.S. These students represented almost 48 percent of the total intensive English program enrollment from Latin America, as no other Latin American country had more than 600 intensive English students in the U.S. that year (Colombia had 545, Venezuela had 558 and Mexico had 412).

It is also important to note that the majority of Brazilian students studying in the U.S. are pursuing full degrees, with 46 percent enrolled in undergraduate degree programs and 35 percent enrolled in graduate degree programs. Only ten percent are enrolled in short-term non-degree programs (the remaining ten percent are participating in practical training). Conversely, the majority of U.S. students study in Brazil for much shorter periods of time, usually for a semester or less during their junior or senior year, and many studying on short-term summer programs.

The number of U.S. students studying abroad in Brazil has grown exponentially in recent years. There were over three times as many American study abroad students in Brazil in 2009/10 as there were a decade earlier. In 2009/10, Brazil hosted 3,099 U.S. study abroad students, the fifth highest total for Latin America (after Mexico, Costa Rica, Argentina and Chile), and was the twentieth most popular study abroad destination internationally. One reason that other Latin American countries host greater numbers of U.S. students is likely to be language: far fewer U.S. students are studying Portuguese as compared with Spanish. Furthermore, to date, very few higher education institutions in Brazil offer instruction in English.

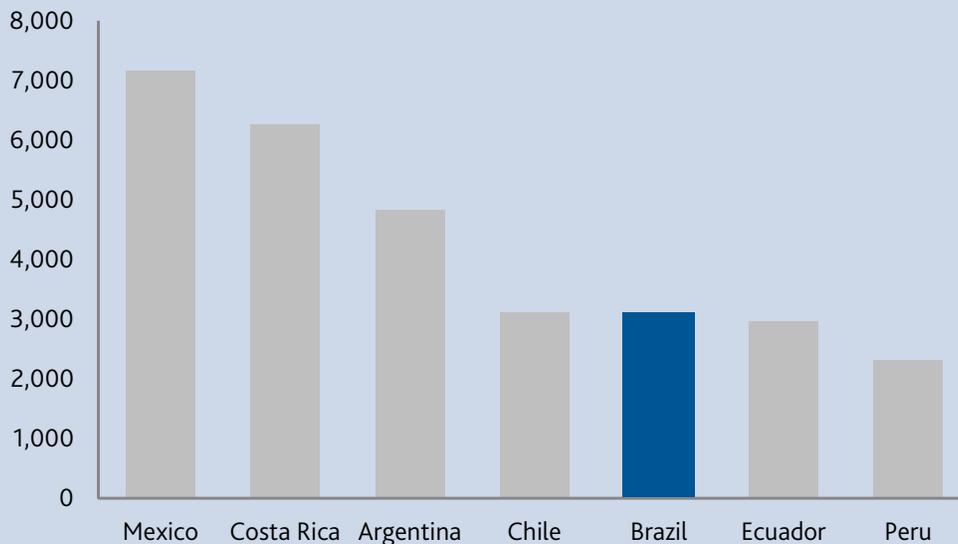
The number of Brazilian students studying in the U.S., as well as the number of U.S. study abroad students to Brazil, are likely to increase in the coming years. With the rising prominence of Brazil as a global economic and political power, both country governments have taken concrete steps toward expanding bilateral partnerships and exchange. Student mobility represents an important avenue for enhancing mutual trust and understanding. In particular, U.S. higher education is increasingly seen as a vehicle to provide Brazilian students with the skills necessary to continue driving Brazil's strong economic growth.

**Figure 2. U.S.-Brazil Student Exchange, 2000/01 - 2009/10**



Source: *Open Doors Report on International Educational Exchange, IIE*

**Figure 3. U.S. Study Abroad to Brazil, Compared to Other Destinations in Latin America, 2009/10**



Source: *Open Doors Report on International Educational Exchange, IIE*

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## IV. RECENT DEVELOPMENTS IN U.S.-BRAZIL PARTNERSHIPS

In a March 2011 visit to Santiago, Chile, President Obama announced the launch of the **100,000 Strong in the Americas** initiative. The program seeks to increase the number of student exchanges between institutions in the U.S. and Latin America and the Caribbean to 100,000 in both directions. It will do this through efforts to foster increased institutional collaboration among universities, governments and the private sector. The U.S. Department of State is strengthening support of EducationUSA, a network of student advising centers located throughout the world, and promoting the availability of scholarship programs such as Fulbright and Gilman. An additional component of 100,000 Strong in the Americas will be to leverage funds from private donors, to provide support for student exchange programs between the U.S. and Latin American countries.

The Brazilian government, on its part, has recently made significant investments in Brazil-U.S. exchange through its new **Science Without Borders** program. With the aim of granting over 100,000 scholarships to Brazilian students to study science, technology, engineering and mathematics (STEM) fields overseas, Science Without Borders will play a large part in strengthening the capacity of those sectors of the Brazilian economy deemed essential for future growth. The *Economist* magazine has called it “Brazil’s boldest attempt to move up an economic gear.” In the 1960s and 1970s the Brazilian government funded PhD study overseas for students in agricultural research, oil exploration and aviation; and the country is now considered a leader in all three industries. Over the next four years, roughly half of the 100,000 scholarships granted are expected to go to students who will be studying at U.S. institutions. In the fall of 2011, the Institute of International Education worked with higher education institutions in 42 U.S. states to find placements for the first cohort of Brazilian students coming to the U.S. to study on a Science Without Borders scholarship.

In April 2012, the Institute of International Education (IIE) led a tour of 18 U.S. higher education institutions to the Brazilian cities of Sao Paulo, Rio de Janeiro, Brasilia, Campinas, and Piracicaba, launching the first year of the **International Academic Partnership Program (IAPP)** for Brazil. The program aims to foster linkages between U.S. and Brazilian higher education institutions as well as NGOs, in an effort to boost study abroad capacity. Recognizing that each institution will have different expectations for partnership, a mentor from the IAPP Brazil Advisory Board will be appointed to provide specific recommendations for each institution’s development of their Brazil partnership strategy.

IIE is also working with CAPES, the Brazilian federal agency in charge of higher education, and with CNPq, an organization within the Ministry of Science and Technology, to match Brazilian undergraduate students to academic programs that best fit their academic and career interests. In addition, IIE is partnering with the U.S.-Brazil CEO Forum to encourage participation in the internship components for many of these students’ programs. Among organizations that have already begun recruiting students through these networks are Praxair, NCR, Rockwell Automation, International Paper and the Smithsonian.

### *EducationUSA* —————

*EducationUSA* is a network of hundreds of advising centers in 170 countries supported by the Bureau of Educational and Cultural Affairs at the U.S. Department of State (ECA). ECA fosters mutual understanding between the people of the United States and other countries by promoting personal, professional and institutional ties between private citizens and organizations in the U.S. and abroad.

*EducationUSA* Advising Centers actively promote U.S. higher education around the world by offering accurate, comprehensive, and current information about educational institutions in the United States, and guidance to qualified individuals on how best to access those opportunities.

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## V. IIE'S STUDY ABROAD CAPACITY PROJECT

Due to its growing strategic importance and prominence, Brazil was chosen as a pilot country for a new initiative launched by IIE with the support of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA). This study abroad capacity project aims to increase the capacity of institutions and study abroad programs in nontraditional destinations to host more U.S. students, and has the following primary objectives:

- Assess the current capacity of target countries to host expanded numbers of U.S. study abroad students;
- Assess the scope for expansion of U.S. study abroad in each target country;
- Collaborate with partners to strengthen EducationUSA advisers' capacity to serve as key liaisons between local host country institutions and U.S. institutions interested in expanding their study abroad programs in the country;
- Disseminate the information widely to institutions interested in expanding their study abroad offerings in the target countries.

The project was carried out in Brazil from April 2010 through fall 2011, in partnership with U.S. Department of State-funded EducationUSA advisers in Brazil, the Forum on Education Abroad and the American Association Community Colleges (AACC). Each partner brought unique expertise to the project. EducationUSA advisers are well positioned to conduct extensive outreach within Brazilian higher education and to serve as key resources and liaisons for U.S. study abroad students and U.S. higher education institutions wishing to build closer ties with higher education institutions in Brazil. EducationUSA advisers have traditionally focused on advising students coming to the U.S.; thus, the training of advisers to assist U.S. study abroad students and programs was also an important aspect of the project.<sup>1</sup>

On the U.S. side, IIE worked closely with the Forum on Education Abroad, which represents the field of education abroad in the U.S., to train advisers and disseminate knowledge about U.S. study abroad best practices to Brazilian higher education institutions. The Forum is 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, and the Forum's *Standards of Good Practice* are the recognized means by which the quality of education abroad programs may be judged.<sup>2</sup>

The American Association of Community Colleges (AACC) also participated in the project, representing the perspective of two-year colleges in the training of advisers and distribution of information to institutions. The Office of International Programs and Services at AACC assists two-year institutions interested in building partnerships with two-year institutions overseas.<sup>3</sup>

### Methodology

The working definition of "study abroad capacity" used in this study includes three critical components. The first, and most obvious, component is the actual number of students. Increasing the total number of U.S. students studying abroad in nontraditional destinations is the overall goal of the project. However, as numbers increase, the quality of academic programs also needs to be maintained or enhanced. This is the second component of our definition of capacity. The third component relates to the ability of local programs

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<sup>1</sup> For more information about EducationUSA, please see [www.educationusa.state.gov](http://www.educationusa.state.gov)

<sup>2</sup> For more information on the Forum Standards, please see [www.forumea.org/standards.cfm](http://www.forumea.org/standards.cfm)

<sup>3</sup> For more information about AACC, please see [aacc.nche.edu/Resources/aaccprograms/international/Pages/default.aspx](http://aacc.nche.edu/Resources/aaccprograms/international/Pages/default.aspx)

to provide the necessary infrastructure to support increased numbers of students, especially with regard to student health and safety.

The **multipronged approach** used in this study addresses all three components of capacity mentioned above, with a special focus on the second component, maintaining quality, which is closely related to the third component: infrastructure. Key project strategies and activities included the following:

- **Capacity-building workshop in Sao Paulo:** In order to disseminate the Forum Standards in Brazil, IIE and the Forum on Education Abroad conducted a U.S. Study Abroad Capacity Building Workshop in Sao Paulo in April 2010. EducationUSA advisers from across Brazil were present, as well as the EducationUSA Brazil Country Coordinator and the Regional Educational Advising Coordinator (REAC) for the Southern Cone countries.
- **Translation and dissemination of the Forum Standards:** Following the Capacity Building Workshop, the Forum Standards of Good Practice were translated into Portuguese and disseminated to all Brazilian higher education institutions via a survey conducted by IIE in cooperation with the Brazilian Ministry of Education.
- **Presentation at FAUBAI:** The workshops were supplemented by presentations at the annual conference of the Forum of the Brazilian Universities Assessories to International Matters (FAUBAI), where the successes and challenges in developing international programs at U.S. and Canadian universities were highlighted within the context of developing partnerships with Brazilian institutions.
- **Institutional Partnership Building and Forum Standards Workshop:** Brazilian higher education institutions, agencies and government officials were invited to participate in a detailed training led by IIE and the Forum on establishing partnerships with U.S. universities and on the Forum Standards in October 2011. A total of 68 Brazilian institutions, agencies and government officials participated in the workshop.

## The Forum on Education Abroad *Standards of Good Practice* ———

The [Forum on Education Abroad](#) is 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.

The Forum on Education Abroad's *Standards of Good Practice for Education Abroad* and its Quality Improvement Program (QUIP) are the only existing systematic resources for assessing and improving education abroad capacity and quality. In order for institutions to expand education abroad capacity, they must first assess their mission and goals for education abroad, and assess the status of their current programming against an objective measure. The Forum developed and tested the *Standards of Good Practice for Education Abroad* over the past several years, an effort that has involved hundreds of international education professionals from around the world as well as experts in standards development.<sup>5</sup>

## American Association of Community Colleges (AACC) ———

AACC represents almost 1,200 U.S. two-year, associate degree-granting institutions and more than 12 million students, as well as a growing number of international institutions.

AACC supports and promotes its member colleges through policy initiatives, innovative programs, research and information and strategic outreach to business and industry and the national news media.

AACC's Office of International Programs and Services assists community colleges in promoting global awareness, responsibility, intercultural understanding and engagement among students, faculty, staff, and decision makers. The Office also raises the recognition of the community college role in global education among key constituencies, nationally and internationally.

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## VI. EXISTING STUDY ABROAD PROGRAMS AND POTENTIAL FOR EXPANSION

Many U.S. institutions already offer study abroad programs in Brazil. While programs are concentrated in large metropolitan areas such as Rio de Janeiro, Sao Paulo, Belo Horizonte, Salvador and Brasilia, there are also many opportunities in smaller towns and cities, as well as programs in rural Amazonian locales.

Study abroad opportunities in Brazil reflect the cultural richness and diversity that characterize life in the country. Most programs are relatively short-term (less than a semester), and are focused on enhancing language skills and cultural awareness and competency. A growing number of programs reflect the ecological diversity inherent to Brazil as well as the socioeconomic disparities that characterize urban life, and offer participants the opportunity to engage in volunteer or community service-oriented projects. Still others are indicative of the range of economic, political and social institutions that have come to dominate Brazilian society (see the appendix for a list of selected study abroad programs in Brazil). With the growing number of partnerships between Brazilian and U.S. higher education institutions, study abroad opportunities are likely to greatly increase in the coming years.

Brazil is unique in being the largest country in Latin America as well as the only one with Portuguese as its official language. Opportunities to engage in language study are the most common type of study abroad program in Brazil. Such programs range from beginner-level courses with no prerequisites, to intermediate or advanced study, and many programs offer participants who are fluent in Portuguese the ability to attend classes with their Brazilian peers.

Language competencies represent one facet of a larger emphasis that Brazil study abroad programs place on cultural immersion. Many of these programs offer the opportunity for homestays, with some even offering the opportunity for students to live with their teachers. Taking advantage of the numerous festivals such as the annual Carnival, students rarely go without an opportunity to partake in some type of rich cultural experience. The northern city of Salvador da Bahia hosts programs from UC Berkeley and Temple University, for example, which emphasize the blended African, Latin American and European artistic and cultural traditions of this diverse city.

Reflecting the growing importance of Brazil as a major global economic hub, other study abroad programs offer business and economics courses. These courses tend to be very short-term (most less than 4 weeks), and typically incorporate some type of cultural excursion or study in order to expose students to the types of competencies they will need to engage the corporate sector in this region of the world.

With most of the Amazon rainforest located within its borders, Brazil is home to some of the greatest biodiversity in the world. Study abroad programs have sought to take advantage of its proximity to wildlife and nature reserves, and offer students the opportunity to take ecological and environmental studies classes in Brazil. Some programs also focus on conservation efforts, and allow students to participate in research and advocacy on behalf of endangered species of dolphin and whales.

A number of study abroad programs offer coursework in a unique range of disciplines. For example, Western Michigan University offers an 8-12 week course in nanotechnology, while Cornell University leads a city planning study tour through three Brazilian cities, offering an international perspective on urban design. The diversity of educational offerings among U.S. study abroad programs in Brazil is indicative of the range of interests and opportunities available to international students in the country.

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Although most study abroad programs in Brazil are not exchange programs per se, a large number of U.S. higher education institutions have established partnerships with Brazilian counterparts. For example, Pontificia Universidade Catolica do Rio de Janeiro (PUC-Rio) has partnered with University of Miami and Harvard University, while Instituto Brasil-Estados Unidos (IBEU) is partnered with the University of Florida, Georgetown University and University of Utah. Other partnerships include the University of Arizona and Universidade Federal do Ceara, University of South Florida and Federal Universidade of Parana (UFPR), University of Texas-Austin and Universidade Federal de Minas Gerais, Virginia Commonwealth University and Universidade de Sao Paulo, Tulane Law School and Fundacao Getulio Vargas, Louisiana State University and Universidade de Estadual Paulista, and Middlebury College and Universidade Federal Fluminense. See the appendix for a list of Brazilian universities with existing partnerships with U.S. institutions.

During the IAPP Brazil study tour in April 2012, higher education institutions from both countries expressed a desire to expand and diversify academic partnerships. One method will be to collaborate on course curricula with the goal of establishing joint or dual degree programs in the future. Such endeavors would go beyond the traditional short-term study abroad programs that most often are the focus of internationalization efforts at U.S. universities, and signify strong commitment from both sides.

Brazilian higher education institutions have also expressed a desire to expand higher education study abroad opportunities for students from the U.S. In addition to adding more English-language courses, Brazilian universities are also aiming to provide more of their university website pages in English, a move that fits into the larger commitment to internationalization on the part of Brazilian universities.

## VII. CHALLENGES AND RECOMMENDATIONS

A key finding emerging from the recent IAPP delegation is that lack of Portuguese language skills represents a significant obstacle for U.S. students seeking study abroad opportunities in Brazil. Students who have studied Spanish may feel intimidated to spend time in a Portuguese-speaking country, or they may prefer other Latin American destinations where they can practice their Spanish. One possible remedy is for Brazilian universities to offer courses taught in English or to partner with a local language institute to offer these courses. Another solution is for both U.S. and Brazilian institutions to expand offerings of intensive “Portuguese for Spanish Speakers” courses. Given the difficulties mentioned, creative possibilities for language preparation should be explored and shared among higher education institutions in both countries.

Another challenge is the perceived lack of capacity of Brazilian institutions to host U.S. students. This was an issue mentioned by higher education administrators from both countries. While the number of U.S. students studying in Brazil has increased greatly over the past decade, most universities still do not host U.S. students on their campuses. In contrast, many institutions in Brazil have long-standing partnerships with universities in Europe, and such exchange programs can indeed serve as models for further expansion of opportunities for U.S. students.

Many U.S. higher education students rely on scholarships and institutional financial aid to defray the cost of tuition, and are either unable to afford studying abroad if additional costs are involved, or are unaware of the financial aid options available to them. One solution for this problem is for programs to allocate more scholarship and grant funding for study abroad. However, for institutions facing budget cuts and limited resources, it may not be feasible to increase internal funding for study abroad. As a result, it is critical for study abroad administrators to be aware of external funding opportunities such as the Gilman Scholarship Program and the Boren Awards, as well as Fulbright opportunities for graduating seniors and graduate students.

The challenge of funding also affects the type of student who studies abroad. Currently, only a small proportion of U.S. study abroad students comes from racial or ethnic minorities, or attends community colleges. Providing scholarships for minority, low-income and community college students is crucial for increasing the number of these students studying in Brazil, as is increasing awareness of funding opportunities. The Benjamin A. Gilman Scholarship Program, funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs and administered by IIE, offers awards of up to \$8,000 for U.S. citizen undergraduate students of limited financial means to pursue academic studies abroad.

IIE also administers the David L. Boren Scholarships and Fellowships, funded by the National Security Education Program (NSEP), which focus on geographic areas, languages and fields of study deemed critical to U.S. national security. In 2011, 20 U.S. students received Boren Awards for study in Brazil, about ten percent of the 206 students who have received award for Brazil since 1994.

Regardless of program type, introducing and expanding sources for scholarships and grants, as well as informing study abroad offices and potential students of the numerous available funding options, can contribute to increasing application numbers.

Lastly, in spite of the challenges of balancing budgets in institutions large and small, continued investment in study abroad by universities, colleges, consortia and third party providers remains crucial in order to make studying abroad in Brazil an economically realistic option for U.S. students. A concrete list of general recommendations for institutions follows below.

- **Incorporate study abroad into the overall internationalization strategy:** Creating a new program in Brazil should be carefully analyzed in terms of its strategic importance within the overall structure of an institution's internationalization plan. Study abroad administrators will need to explain why they have chosen to focus on Brazil, especially if resources are scarce. Its geopolitical importance, as well as the high number of Brazilian students seeking U.S. training, are two compelling reasons.
- **Leverage all existing connections with Brazil:** Take the time to ferret out all existing linkages your institution has with Brazil. Faculty, research scholars, international students and alumni from Brazil, as well as alumni of previous study abroad programs in Brazil can all assist in building interest in study abroad to Brazil on campus and virtually.

### *Gilman Scholarship Program* —

The *Gilman Scholarship Program* offers awards for undergraduate study abroad funded by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. It provides awards for U.S. undergraduate students who are receiving Federal Pell Grant funding at a two-year or four-year college or university to participate in study abroad programs worldwide.

The Gilman Scholarship Program is open to U.S. citizen undergraduate students who are planning to study abroad. The program aims to diversify the kinds of students who study abroad and the countries and regions where they go by supporting undergraduates who might otherwise not participate due to financial constraints.<sup>4</sup>

### *Boren Scholarships and Fellowships*

*Boren Scholarships and Fellowships* are funded by the National Security Education Program (NSEP), which focuses on geographic areas, languages, and fields of study deemed critical to U.S. national security.

Boren Scholarships provide up to \$20,000 to U.S. undergraduate students, while Boren Fellowships provide up to \$30,000 to U.S. graduate students. Applicants identify how their study abroad programs or overseas projects, as well as their future academic and career goals, will contribute to U.S. national security, broadly defined.<sup>5</sup>

<sup>4</sup> For more information about the Gilman Scholarship Program, please see [www.iie.org/gilman](http://www.iie.org/gilman)

<sup>5</sup> For more information about the Boren Program, please see [www.iie.org/nsep](http://www.iie.org/nsep)

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- **Join a consortium:** Smaller institutions and institutions new to sending students to Brazil may not have the resources to develop and sustain entire programs on their own. A useful solution to this problem is to join a consortium or to leverage existing partnerships with U.S. universities that have programs and linkages in Brazil. This model also strengthens the existing program's ability to weather times of economic difficulty.
  - **Long-term perspective:** Building and strengthening partnerships requires a long-term perspective incorporating intensive research and multiple trips to Brazil to meet potential partners, educate U.S. administrators about the country and ensure that local compliance requirements are met. This can be a time-consuming process, but it is nevertheless necessary.
  - **Importance of "local education":** Unique learning experiences naturally result from living and studying in a new country and culture. These experiences can relate to socializing and taking classes with Brazilian peers, participating in community service projects, going on local excursions, or listening to notable guest speakers discuss politics, economics, history and the arts from a local point of view. These types of activities are an important part of study abroad experiences.
  - **Reciprocity:** It is important to keep in mind the reciprocal nature of cultural exchange. U.S. students should be given the opportunity to give back to the communities they are studying in, and should also have the opportunity to engage in guided discussions about cultural differences and the unequal power distribution between the developed world and the developing world.
  - **Creative programming:** Expanding study abroad programming into career-specific areas, such as economics or business and management, will have the potential to attract future professionals who may not otherwise be attracted to studying abroad. Studying abroad in a diverse country such as Brazil can help build global workforce skills such as tolerance, empathy, open-mindedness and the ability to understand different perspectives.
  - **Gradually phase-in courses and programs on Brazil:** Many U.S. institutions may not have many faculty members with expertise on Brazil. This is not necessarily a barrier to developing a successful study abroad program in Brazil. The key is to start small, and build interest gradually. For example, a faculty member interested in issues elsewhere in Latin America, or in other BRIC countries, might lead a course that incorporates a short study tour to Brazil. This can be a first step toward the eventual goal of developing a semester-long program with a full course load.
  - **Adequate pre-departure orientation in cultural differences:** As interest in study abroad in nontraditional destinations grows, more U.S. students will come into contact with cultures that are very different from their own. It is important for these students to be prepared prior to going abroad in order to fully capitalize from the experience. Pre-departure orientations are a necessary and important part of any study abroad program.
  - **Health and safety:** Make sure that program staff, both at home in the U.S. and on the ground in Brazil, are familiar with local health and safety regulations, and have been properly trained in the program's emergency protocols, including who to contact if a student, faculty or staff member is caught in an emergency situation. The health and safety of women should also be specifically addressed. It is important to establish clear policies and procedures, and to make sure that students are made aware of them during orientation. Faculty and staff also need to be properly trained and given periodic refresher courses.
  - **Seek advice from others:** The following pages list some of the more experienced study abroad programs in Brazil, as well as IIE resources that can be of help.

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## APPENDIX A: SELECTED U.S. STUDY ABROAD PROGRAMS IN BRAZIL

For a more complete list of existing study abroad programs in Brazil, see [www.IIEPassport.org](http://www.IIEPassport.org)

### **Temple University in Brazil - [www.temple.edu/studyabroad/programs/summer/brazil/index.html](http://www.temple.edu/studyabroad/programs/summer/brazil/index.html)**

Temple offers a six-credit course in Afro-Brazilian Culture and Popular Brazilian Music in Salvador da Bahia. Taking advantage of the city's historic connection to the slave trade, students take two classes taught in English by Temple faculty and are also provided the opportunity to study Portuguese at a nearby language institute. During their stay, students take field trips, engage local community members and take dance and cooking workshops, and can also take lessons in capoeira, the Afro-Brazilian martial art.

### **University of Arkansas Business Seminar in Brazil**

[studyabroad.uark.edu/Find\\_Your\\_Program/University\\_of\\_Arkansas\\_Faculty-led\\_Programs/Business\\_Seminar\\_Brazil/](http://studyabroad.uark.edu/Find_Your_Program/University_of_Arkansas_Faculty-led_Programs/Business_Seminar_Brazil/)

Located in Rio de Janeiro, this four-week summer course aims to inform students about key issues in Brazilian/American cultural, economic and business ties. One economics course, taught in English by a native Brazilian faculty member, is divided into graduate and undergraduate sections. In addition to visiting local businesses and cultural attractions in Rio, students travel to Recife in Northeastern Brazil.

### **University of Florida/Georgetown University - [www.spanish.ufl.edu/sa-rio.html](http://www.spanish.ufl.edu/sa-rio.html)**

This competitive language study program located in Rio de Janeiro, which has been offered for over 31 years, only accepts students who have studied Portuguese in the past. Students spend five mornings a week in one of four levels of language classes, while their afternoons are devoted to a cultural component. The program also includes city tours of Petropolis and Corcovado.

### **Virginia Commonwealth University - [www.global.vcu.edu/abroad/programs/vcu/programdetail/p100.aspx](http://www.global.vcu.edu/abroad/programs/vcu/programdetail/p100.aspx)**

VCU offers a three part summer course in Portuguese language and Brazilian culture. In the first part, students take Elementary or Intermediate Portuguese classes at University of Sao Paulo, the largest university in Brazil. The second part of the program, in Rio, introduces students to the various music and dance styles of the country, such as gafieira and bossa nova. The final part is in Belo Horizonte, where students interact with Brazilian peers and can teach English in the afternoons. Throughout their stay, students are provided the opportunity to partake in museum visits, hiking excursions and beach visits.

### **Tulane Law School/Georgia State University College of Law - [www.law.tulane.edu/tlsabroad/brazil.aspx](http://www.law.tulane.edu/tlsabroad/brazil.aspx)**

This unique program provides comparative and international perspectives on law and sustainable development. Students take either a three- or six-credit course, taught in English, at the renowned Fundação Getulio Vargas Faculty of Law, where students meet and hear lectures from representatives of government agencies and non-governmental organizations. The program is also supplemented with field trips that are designed in accordance with students' concentrations; for example, human rights concentrations might visit local community activists.

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**UC Berkeley - [summer.berkeley.edu/summerabroad/salvador](http://summer.berkeley.edu/summerabroad/salvador)**

*African Roots of Brazil: Afro Brazilian Culture and Identity* is a six-week summer course located in the historic city of Salvador. Taking advantage of the city's unique cultural heritage, the course aims to provide students with the tools of critical assessment of complex social and cultural relations. Topics of the course include enslavement, the formation of group identity, spiritual and religious traditions, women's roles in society and contemporary political movements.

**UC Davis - [summer-abroad.ucdavis.edu/programs/current-programs/program.aspx?program=2100](http://summer-abroad.ucdavis.edu/programs/current-programs/program.aspx?program=2100)**

Located in Salvador, Portuguese literature and culture classes are taught in English. Students have the opportunity to appreciate local art and sculpture, as well as Baroque architecture. Introductory Portuguese classes are also offered.

**University of Texas at the Universidade Federal de Minas Gerais**  
**[utdirect.utexas.edu/io/abroad/pgm\\_list/detail.WBX?s\\_master\\_id=879](http://utdirect.utexas.edu/io/abroad/pgm_list/detail.WBX?s_master_id=879)**

Students who have some degree of Portuguese language ability are offered the opportunity to study a wide range of courses at this famous Brazilian university, located in Belo Horizonte. Courses take place during the fall semester, and students have the option of enrolling in intensive Portuguese classes prior to departure.

**SIT Brazil: Social Justice and Sustainable Development - [www.sit.edu/studyabroad/ssa\\_brr.cfm](http://www.sit.edu/studyabroad/ssa_brr.cfm)**

This three-part program focuses on the social, political and economic impacts of globalization and development on rural and urban communities in northeastern Brazil. The first part includes an eight-week homestay in Fortaleza, where in addition to studying Portuguese language and culture, students attend lectures and seminars on topics such as globalization and neoliberal economics, and social movements in Brazil and Latin America. During the next two weeks, students collect data and engage in educational activities which serve to set up the final month of their stay, where they complete an Independent Study Project. Working with an advisor, students choose a specific topic, community or situation pertinent to Brazilian culture, development and social justice. Past topics include agrarian reform in the state of Ceara, economic and social plight of favela dwellers, and urbanization and economic development.

**Middlebury College School in Latin America in Brazil - [www.middlebury.edu/sa/latin\\_america/brazil](http://www.middlebury.edu/sa/latin_america/brazil)**

Located in three cities, students have the opportunity to enroll in university classes directly alongside their Brazilian peers. Students can choose from PUC de Minas Gerais in Belo Horizonte in courses in humanities and social sciences, Universidade Federal de Santa Catarina in Florianopolis, or Universidade Federal Fluminense in Niteroi, a small city just across the bay from Rio de Janeiro.

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## APPENDIX B: SELECTED BRAZILIAN HIGHER EDUCATION INSTITUTIONS WITH EXCHANGE PROGRAMS FOR U.S. STUDENTS

### **Universidade Federal de Itajubá**

Location: Itajubá  
Founded: 1913  
[www.unifei.edu.br](http://www.unifei.edu.br)

### **Centro Federal de Educação Tecnológica Rio de Janeiro**

Location: Rio de Janeiro  
Founded: 1917  
[portal.cefet-rj.br](http://portal.cefet-rj.br)

### **Universidade Federal do Rio de Janeiro**

Location: Rio de Janeiro  
Founded: 1920  
[www.ufrj.br](http://www.ufrj.br)

### **Universidade Federal de Viçosa**

Location: Viçosa  
Founded: 1922  
[www.ufv.br](http://www.ufv.br)

### **Universidade do Estado do Pará**

Location: Belém  
Founded: 1933  
[www.uepa.br/portal/index.php](http://www.uepa.br/portal/index.php)

### **Universidade Metodista de São Paulo**

Location: São Bernardo do Campo  
Founded: 1938  
[www.metodista.br](http://www.metodista.br)

### **Universidade Gama Filho**

Location: Rio de Janeiro  
Founded: 1939  
[www.ugf.br](http://www.ugf.br)

### **Universidade Presbiteriana Mackenzie**

Location: São Paulo  
Founded: 1952  
[www.mackenzie.br/portal/principal.php](http://www.mackenzie.br/portal/principal.php)

### **Pontifícia Universidade Católica do Paraná**

Location: Curitiba  
Founded: 1960  
[www.pucpr.br](http://www.pucpr.br)

### **Universidade Federal de Juiz de Fora**

Location: Juiz de Fora  
Founded: 1960  
[www.ufjf.br/portal/pagina-inicial/](http://www.ufjf.br/portal/pagina-inicial/)

### **Universidade Metodista de Piracicaba**

Location: Piracicaba  
Founded: 1964  
[www.unimep.br](http://www.unimep.br)

### **Universidade do Estado do Rio Grande do Norte**

Location: Mossley  
Founded: 1968  
[www.uern.br](http://www.uern.br)

### **Universidade Federal do Mato Grosso**

Location: Cuiabá  
Founded: 1970  
[www.ufmt.br/ufmt/site/](http://www.ufmt.br/ufmt/site/)

### **Universidade Federal do Acre (UFAC)**

Location: Rio Branco  
Founded: 1974  
[www.ufac.br/portal](http://www.ufac.br/portal)

### **Universidade Federal de São João Del Rei**

Location: São João Del Rei  
Founded: 1986  
[www.ufsj.edu.br](http://www.ufsj.edu.br)

### **Instituto de Ensino e Pesquisa**

Location: Rio de Janeiro  
Founded: 1987  
[www.insper.edu.br](http://www.insper.edu.br)

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**Universidade do Estado de Minas Gerais**

Location: Belo Horizonte

Founded: 1989

[www.uemg.br](http://www.uemg.br)

**Universidade Estadual do Centro-Oeste**

Location: Guarapuava

Founded: 1990

[www.unicentro.br](http://www.unicentro.br)

**Universidade Estadual do Piauí**

Location: Teresina

Founded: 2001

[www.uespi.br/novosite/](http://www.uespi.br/novosite/)

**Fundação Centro Universitário Estadual da Zona Oeste**

Location: Rio de Janeiro

Founded: 2002

[www.uezo.rj.gov.br](http://www.uezo.rj.gov.br)

**Universidade Federal do ABC**

Location: Santo André

Founded: 2005

[www.ufabc.edu.br](http://www.ufabc.edu.br)

**Universidade Federal dos Vales do Jequitinhonha e Mucuri**

Location: Diamantina

Founded: 2005

[www.ufvjm.edu.br](http://www.ufvjm.edu.br)

**Instituto Federal do Rio Grande do Sul**

Location: Bento Gonçalves

Founded: 2008

[www.ifrs.edu.br/site/](http://www.ifrs.edu.br/site/)

**Instituto Federal Sudeste de Minas Gerais**

Location: São João Del Rei

Founded: 2008

[www.barbacena.ifsudestemg.edu.br](http://www.barbacena.ifsudestemg.edu.br)

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## IIE RESOURCES FOR U.S. STUDY ABROAD

### IIE-ADMINISTERED SCHOLARSHIPS FOR U.S. STUDY ABROAD

#### Funded by the U.S. Department of State:

Benjamin A. Gilman International Scholarship Program  
Fulbright U.S. Student Program

[www.iie.org/gilman](http://www.iie.org/gilman)  
[www.fulbrightonline.org](http://www.fulbrightonline.org)

#### Funded by the National Security Education Program:

David L. Boren Scholarships and Fellowships  
The Language Flagship Fellowships

[www.borenawards.org](http://www.borenawards.org)  
[www.thelanguageflagship.org](http://www.thelanguageflagship.org)

#### Funded by Private Sponsors:

Freeman Awards for Study in Asia  
Global Engineering Education Exchange  
Whitaker International Fellows and Scholars Program

[www.iie.org/Freeman-ASIA](http://www.iie.org/Freeman-ASIA)  
[www.globale3.org](http://www.globale3.org)  
[www.whitakerawards.org](http://www.whitakerawards.org)

**IIEPASSPORT: PROGRAM OPPORTUNITIES FOR STUDY ABROAD:** [www.IIEPassport.org](http://www.IIEPassport.org)

**STUDY ABROAD FUNDING OPPORTUNITIES FOR STUDENTS:** [www.StudyAbroadFunding.org](http://www.StudyAbroadFunding.org)

**OPEN DOORS REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE:** [www.iie.org/opendoors](http://www.iie.org/opendoors)

The *Open Doors Report on International Educational Exchange*, supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs, provides an annual, comprehensive statistical analysis of academic mobility between the U.S. and other nations with over 60 years of trend data.

**IIE STUDY ABROAD WHITE PAPER SERIES:** [www.iie.org/StudyAbroadCapacity](http://www.iie.org/StudyAbroadCapacity)

- Issue 1: Current Trends in U.S. Study Abroad and the Impact of Strategic Diversity Initiatives (May 2007)
- Issue 2: Exploring Host Country Capacity for Increasing U.S. Study Abroad (May 2008)
- Issue 3: Expanding Education Abroad at Community Colleges (September 2008)
- Issue 4: Expanding U.S. Study Abroad in the Arab World: Challenges & Opportunities (February 2009)
- Issue 5: Promoting Study Abroad in Science and Technology Fields (March 2009)
- Issue 6: Expanding Study Abroad Capacity at U.S. Colleges and Universities (May 2009)
- Issue 7: U.S. Study Abroad in Thailand: Host Country Perspectives and Guidelines for Partners (August 2010)
- Issue 8: Expanding U.S. Study Abroad to India: A Guide for Institutions (July 2011)
- Issue 9: Expanding U.S. Study Abroad to Turkey: A Guide for Institutions (August 2011)
- Issue 10: Expanding U.S. Study Abroad to Indonesia: U.S. and Indonesian Perspectives and Strategies for Expansion (September 2011)

## **IIE/AIFS GLOBAL EDUCATION RESEARCH REPORTS: [www.iie.org/gerr](http://www.iie.org/gerr)**

Report One: U.S.-China Educational Exchange: Perspectives on a Growing Partnership (2008)

Report Two: Higher Education on the Move: New Developments in Global Mobility (2009)

Report Three: International India: A Turning Point in Educational Exchange with the U.S. (2010)

Report Four: Innovation through Education: Building the Knowledge Economy in the Middle East (2010)

Report Five: Who Goes Where and Why? An Overview and Analysis of Global Educational Mobility (2011)

Report Six: Developing Strategic International Partnerships: Models for initiating and Sustaining Innovative Institutional Linkages (2011)

## **ADDITIONAL IIE PUBLICATIONS: [www.iie.org/publications](http://www.iie.org/publications)**

*Student Mobility and the Internationalization of Higher Education: National Policies and Strategies from Six World Regions*  
*Joint and Double Degree Programs: An Emerging Model for Transatlantic Exchange*

## **IIE CENTER FOR INTERNATIONAL PARTNERSHIPS IN HIGHER EDUCATION: [www.iie.org/cip](http://www.iie.org/cip)**

The IIE Center for International Partnerships in Higher Education assists colleges and universities in developing and sustaining institutional partnerships with their counterparts around the world. Major initiatives of the Center include the International Academic Partnerships Program (IAPP), and the IIE Global Partnership Service (GPS).

## **IIE CENTER FOR ACADEMIC MOBILITY RESEARCH: [www.iie.org/mobility](http://www.iie.org/mobility)**

The IIE Center for Academic Mobility Research brings together the Institute's in-house research expertise with leading minds from around the world to conduct and disseminate timely and relevant research and policy analysis in the field of international student and faculty mobility. The Center provides applied research and program evaluation services to domestic and international governmental agencies, non-governmental organizations, corporations and foundations. The Center's in-depth books and reports, including the well-known *Open Doors Report on International Educational Exchange*, supported by the U.S. Department of State, are key reference resources. In addition, our policy papers and snapshot surveys rapidly capture trends in the changing landscape of international education.



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