



**Cornell Institute  
for Public Affairs**

## **8B COMMUNITY INVESTMENT FUND**



**PADM 5950: CIPA International Capstone Project**

**Final Draft**

**May 23, 2016**

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## Table of Contents

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>INTRODUCTION .....</b>	<b>5</b>
<b>LITERATURE REVIEW .....</b>	<b>7</b>
<b>A Comparison between Leading National Groups .....</b>	<b>7</b>
<b>Analysis of Government Scholarships .....</b>	<b>9</b>
U.S. Scholarships .....	11
UK Scholarships.....	13
Australian scholarships.....	14
<b>ANALYSIS OF POTENTIAL STAKEHOLDER’S FOR 8B IN AFRICA .....</b>	<b>15</b>
Multinational Corporations and Foundations.....	15
Educational/Professional Development Organizations.....	16
<b>FINDINGS &amp; DATA COLLECTION .....</b>	<b>17</b>
<b>Secondary Data Collection .....</b>	<b>17</b>
Student Enrollment and GDP Growth.....	17
Student Enrollment and Optional Practical Training.....	25
African Student’s Mobility by Language of Origin.....	27
<b>Survey Data Collection.....</b>	<b>30</b>
<b>SURVEY RESULTS ANALYSIS.....</b>	<b>31</b>
<b>African students’ enrollment .....</b>	<b>31</b>
<b>Academic levels .....</b>	<b>33</b>
<b>Professional Career Projection.....</b>	<b>39</b>
<b>RECOMMENDATIONS .....</b>	<b>42</b>
<b>Education Financing.....</b>	<b>42</b>
<b>African Student Representation.....</b>	<b>43</b>
<b>Career Trajectory .....</b>	<b>44</b>
<b>Operational suggestions .....</b>	<b>45</b>
<b>REFERENCES.....</b>	<b>46</b>
<b>APPENDIX .....</b>	<b>48</b>

## EXECUTIVE SUMMARY

In 2014, there were approximately 4.5 million international college and university-level students in the world. The number of international students in the U.S. has declined from 28% in 2000 to 22% in 2014. The majority of students coming to the United States are from Asia. Nigeria was the African country with the most students studying in the US in 2014; approximately 9500 Nigerian students studied in the US (this was the 15<sup>th</sup> largest international student population studying in the U.S., by country of origin).

We were interested in knowing the reasons why substantially fewer African students were coming to the U.S. for higher education. For this report's purposes, higher education refers to degree granting programs at the undergraduate, graduate, and doctoral levels.

To test whether or not there were financial barriers to higher education for African students, we created a survey using Qualtrics. The survey was then distributed to African students associations and international students organizations at 50+ universities. Given that they are the most populous group of African students in the US, it is unsurprising that Nigerian students were the greatest in number to complete the survey.

Through the analysis of our survey responses, we found that for 62% of respondents, the primary source of funding was scholarships. 82% of respondents however felt that it was hard for them to secure a scholarship.. This means that indeed, financial barriers to higher education have deterred students from pursuing degree-granting programs outside of their home countries.

Having analyzed the survey responses, as a team we came up with several recommendations regarding steps that we believe 8B should take moving forward. Firstly, we recommend that 8B increase their social media presence and create a website. We found it difficult

to explain to people the research we were doing because we were unable to prove 8B's existence. Without an online presence, it becomes difficult to get people interested in 8B's mission. Secondly, we recommend that 8B should explore partnerships with the private sector given that a majority of survey respondents stated that they want to go into the private sector following graduation. We also believe it would be in 8B's interests to work with African embassies to better understand the needs and preferences of students from under-represented countries, and develop partnerships to encourage applications to top universities.

## INTRODUCTION

As a consulting team for 8B, we were tasked with answering the following questions:

- What are the financial barriers that African students face to higher education?
- What does the research say about the opportunities available to African students?
- What does the research say about the current reality of international students seeking higher education abroad?

To best answer those questions, we had these goals in mind:

- Create and disseminate a survey to gain primary data from African students and alumni in undergraduate, graduate and doctorate degrees in countries outside of Africa
- Analyze the results and present those findings to 8B Education Fund
- Formulate recommendations for steps 8B should take as they move forward.

One of our major tasks was creating and disseminating a survey to a wide network of Africans who obtained their degrees outside of their home countries in order to figure out whether financial barriers were the obstacles that made it difficult for Africans to enter universities abroad.

Prior to creating the survey, we conducted background research on the hardships facing international students today. We focused mostly on data concerning African students attending universities within the United States and found that Nigerians were the most populous group of students coming from Africa to the U.S. Africans make up only 4% of the total international student population in the U.S. compared to the student population from China, India and South Korea, together encompassing 51%. We examined whether or not a correlation between GDP growth and student enrolment is evident for students from African countries in comparison to other

regions. We also examined trends over time in student OPT (Optional Practical Training) applications and location of higher education study based on language of origin.

When we created the survey, we chose to widen our scope to open the survey to respondents worldwide, not only those in the U.S. For that reason, we included a drop-down menu of the top 100 schools worldwide and allowed students from other universities to specify their schools in the 'other' box. In order to obtain the highest number of responses possible within our tight time constraints (21 days), we disseminated this survey to a wide network of university organizations that we believed could in turn leverage their African student networks and help reach a wide audience.

To cast a wider net, we decided to solicit responses from African students located anywhere geographically (given that they were just required to be an African student who received their higher education abroad), but we did not make the survey available in different languages which may have limited our scope to solely English-speaking people. After a thorough analysis of our survey responses, we provided conclusions and recommendations to the 8B team in terms of future strategy.

## LITERATURE REVIEW

### A Comparison between Leading National Groups

According to the Institute of International Education (IIE), during the 2014/2015 academic year, the numbers of students from China (304,040), India (132,888), and South Korea (63,710) ranked the highest of any foreign national population. In total, there were 974,926 students from different countries of origin represented at universities and colleges in the United States. Collectively, students from China, India and South Korea accounted for approximately 51% of the total foreign student population in the United States. Also during the 2014/15 academic year, Chinese students contributed 9.8 billion dollars to the U.S. economy,<sup>1</sup> Indian students contributed 3.6 billion, and South Korean students 2.3 billion as per the IIE.

Each of these countries has experienced economic growth in recent years, namely China and India. This implies that there is a correlation between economic growth and increased representation of students from a particular country. While many African countries have not experienced as much economic growth as China and India, Nigeria has grown to become the largest economy in Africa. According to the IIE, Nigeria ranks 16<sup>th</sup> among the top 25 leading countries of origin in 2014/15 and is the only African country represented on this list with a student population of 9,944. Compared with the previous academic year, 2013/14, the Nigerian student population grew by 10%. Also during that period, the country's annual GDP growth rate increased from 5.3 % in 2013 to 6.4% in 2014 as per the World Bank<sup>2</sup>.

The rate of GDP growth is only indicator of the likelihood of students attending universities and colleges abroad. It is important to analyze the various different perspectives that can explain why students of African nationality are represented in lower percentages than other countries of

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<sup>1</sup> <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fact-Sheets-by-Country/2015>

<sup>2</sup> The World Bank (2015) GDP growth annual %: Nigeria <http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG>

origin. Foremost, understanding the funding mechanisms that allow for some national groups to have a stronger representation than other national groups is essential.

Securing enough funding is an inevitable challenge for many students worldwide. IIE reports that for the 2014/15 academic year, 63.6% of funding for all international students was primarily from within the family and other personal funding, 20.9% was university and/or college based, and 7.7% came from foreign government or university sponsors<sup>3</sup>. In detail, 79.9% of international students pursuing undergraduate degrees are supported primarily by personal and family funding, 7.9% are supported primarily by a university or college, and 7.7% are supported by foreign government.

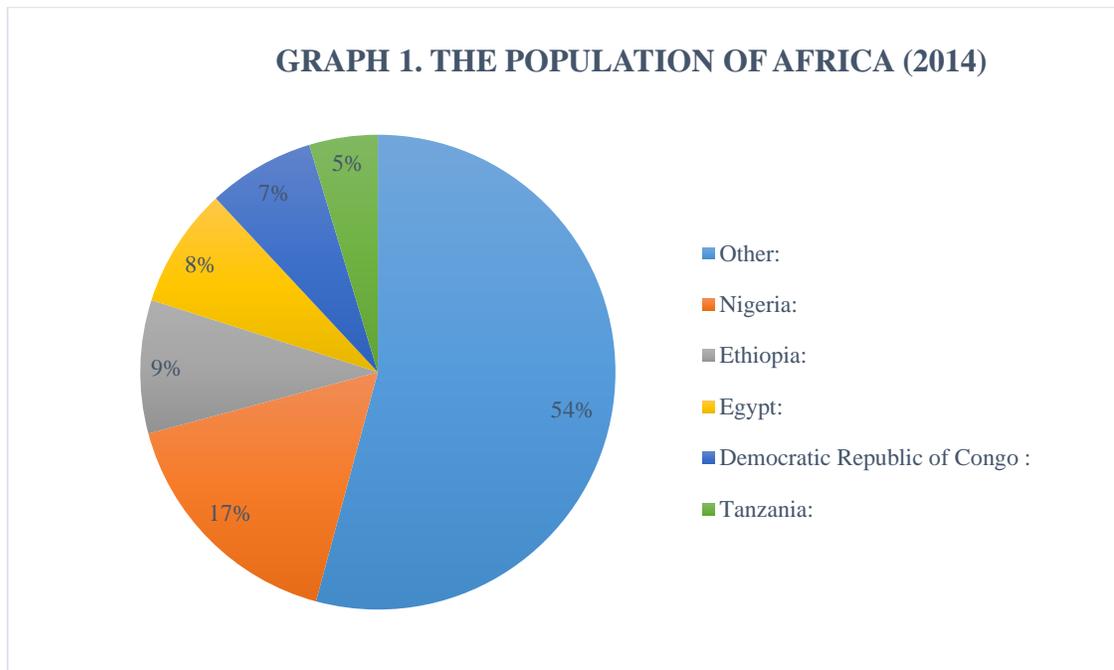
Alternatively, of students pursuing graduate studies, 55.3% are supported primarily from family and personal resources, 28% from college and/or university based funding, and 5% through the foreign government or university. To note, foreign-based private sponsorship and U.S. based private sponsorship accounted for only 1% and .06% at the undergraduate level, and only 1.1% and .03% at the graduate level in the 2014/15 academic year. There is little information revealing the funding models for African students or further evidence revealing if students are pursuing undergraduate or graduate level studies. Whereas there is data for other national groups such as students from China and India, that indicates 41% of Chinese students pursue undergraduate studies and 39.6% graduate, and 12.4% of Indian students attend undergraduate and 64% graduate studies during the 2014/15 academic year as per IIE. The funding for Chinese students derives mainly from personal and family resources. Lastly, for students of South Korean nationality, 54.4% are for undergraduate education and 27.7% for undergraduate education.

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<sup>3</sup> <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Primary-Source-of-Funding/2014-15>

## Analysis of Government Scholarships

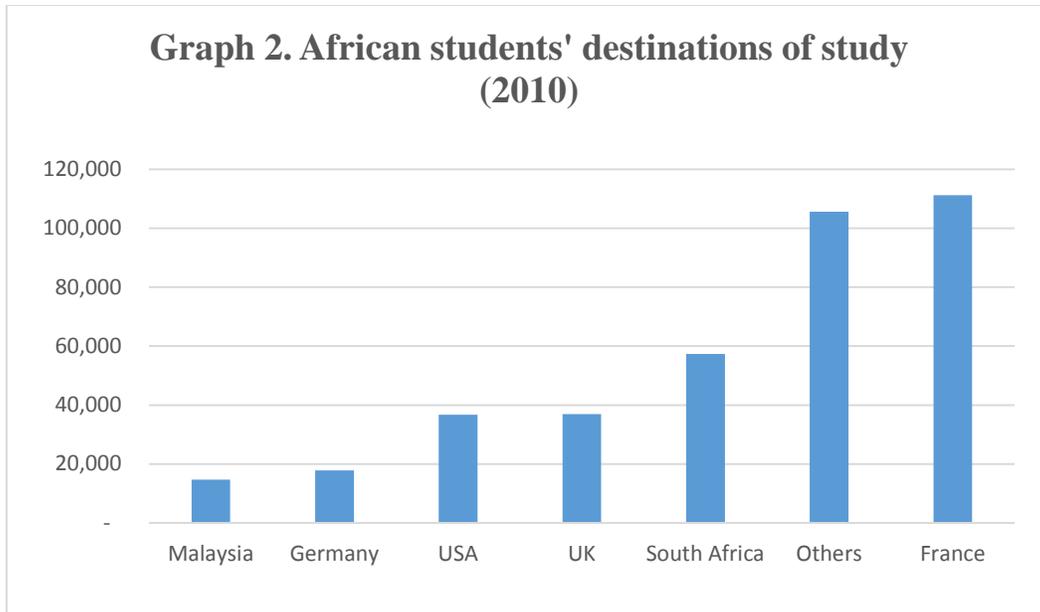
The African continent is represented by 54 countries with an overall population of more than 1 billion people or about 15% of the world population. The most populated countries are Nigeria, Ethiopia, Egypt, Democratic Republic of Congo, South Africa, and Tanzania (Graph 1).<sup>4</sup>



Source: IndexMundi, <http://www.indexmundi.com>.

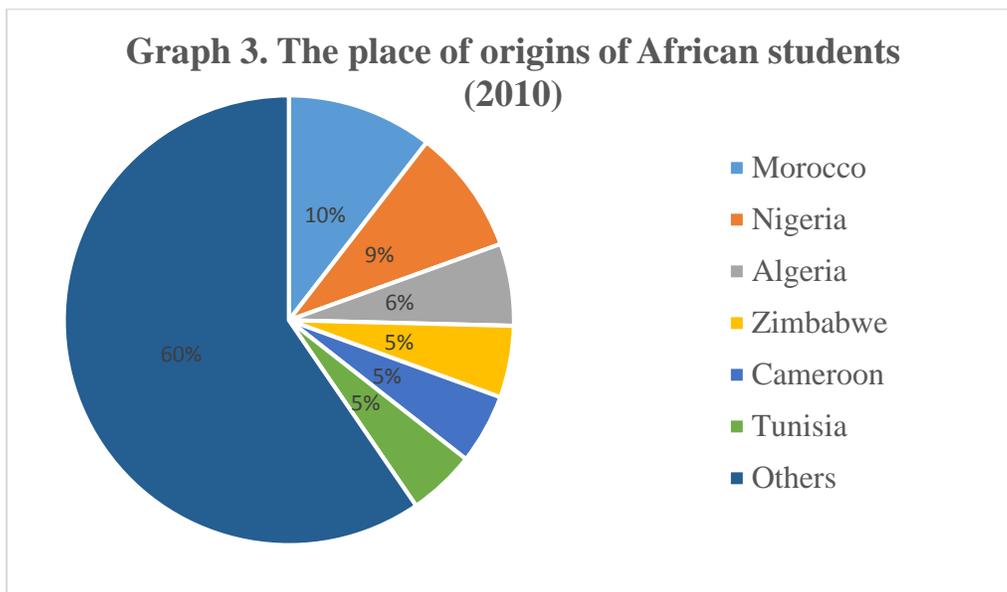
The largest destination for African students was France -111,195 (29.2%), South Africa - 57,321 (15%), the UK - 36,963 and U.S. - 36,738 (9.7% each), Germany - 17,824 (4.7%), and Malaysia - 14,744 (3.9%) (Graph 2).

<sup>4</sup> The website IndexMiundi: <http://www.indexmundi.com/map/?v=21&r=af&l=en>. May, 2015



Source: University World News, <http://www.universityworldnews.com>

The countries of origin mostly represented are Morocco - 39,865 (10.5%), Nigeria - 34,274 (9%), Algeria - 22,465 (5.9%), Zimbabwe - 19,658 (5.2%), Cameroon - 19,113 (5%), and Tunisia - 18,438 (4.8%) (Graph 3.).



Source: University World News, <http://www.universityworldnews.com>.

To further understand student mobility among African national groups, research suggests there is a propensity by African students to pursue locations similar in culture and spoken languages to their country of origin. For example, the Maghreb and Francophone Sub-Saharan Africa, which both retain close links with France, prefer to study in that country, while the rest of Sub-Saharan Africa, which is closer to English-speaking countries such as the UK, choose to study in South Africa or the UK, U.S., and Australia. UNESCO indicated that the biggest share of students who studied in France came from Francophone Sub-Saharan Africa (53,814 or 35% of students from the region studying abroad, and 20% of foreigners studying in France) in 2011/2012.<sup>5</sup>

Despite the fact that France is a very popular destination for African students, a focus is being placed more on U.S. and UK countries since the most highly rated 50 universities are located in the U.S. and United Kingdom, according to such ratings as QS World University Ranking 2015/2016, U.S. News and World Report 2015, and Times Higher Education 2015-16.<sup>6</sup>

With a focus being placed on the US and UK, we investigated some prominent scholarships in these countries as well as Australian government scholarships.

### U.S. Scholarships

The most distinguished U.S. government scholarship is the Fulbright Student Foreign Program that annually awards approximately 4000 full scholarships to international students from all over the world to pursue their studies in the U.S. The program duration is one year and is administered by U.S. Department of States' Bureau of Educational and Cultural Affairs (ECA)

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<sup>5</sup> The website of the University World News: <http://www.universityworldnews.com/article.php?story=20130705203103913>.

<sup>6</sup>The websites of university rating agencies: QS World University Rankings [, U.S. News and World Report <http://www.usnews.com/education/best-global-universities/rankings?int=a27a09>, Times Higher Education <https://www.timeshighereducation.com/world-university-rankings/2016/world-ranking#!/page/0/length/25>.](http://www.topuniversities.com/university-rankings/world-university-rankings/2015#sorting=rank+region+=+country+=+faculty+=+stars=false+search=)

with the assistance of bi-national Fulbright Commissions/Foundation and U.S. Embassies, and in cooperation with non-profit organizations. The targeted group includes 155 countries, among them 42 African countries (with the exception of Burundi, Cape Verde, Central African Republic, Djibouti, Eritrea, Equatorial Guinea, Guinea-Bissau, Liberia, Seychelles, Sao Tome and Principe, Somalia, and South Sudan). There are no restrictions on the fields of study and universities.<sup>7</sup>

Additionally, the Fulbright Student Program offers grants for the following non-degree programs: The Fulbright Foreign Language Teaching Assistant (FLTA) that aims to bring foreign educators to U.S. (1800 grants are awarded each year and 10 African countries are on target); The Fulbright Visiting Scholar Program offered to foreign scholars from all over the world to conduct postdoctoral research at U.S. institutions (850 grants per year); and The Hubert H. Humphrey Program that offers one-year of professional enrichment in the U.S. (200 grants are awarded every year and 45 African countries are eligible for the program). Non-degree programs provide grants that finance all expenditures related to studying and accommodation in the U.S.<sup>8</sup>

Another excellent, invaluable opportunity that international students can benefit from is The United States Student Achievers Program (USAP) that, while not providing scholarships, assists students in the early stages of the application process. USAP also helps students adjust to living in the U.S. through different engagement activities (seminars, book clubs, etc.). The program operates in 11 countries, including Mozambique, Ethiopia, Nigeria, Zambia, and Zimbabwe.<sup>9</sup>

Despite the existence of the above-mentioned scholarships in U.S., the number of scholarships does not meet the demand of talented students from the African continent. There are only approximately 7000 grants available for students from 155 countries from all over the world,

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<sup>7</sup> Official Scholarship Website: <http://foreign.fulbrightonline.org/about/foreign-fulbright> and <http://eca.state.gov/fulbright/fulbright-programs>.

<sup>8</sup> Official scholarships websites: <http://eca.state.gov/fulbright/fulbright-programs> and <https://www.humphreyfellowship.org/about-program>.

<sup>9</sup> Official scholarship website: <http://www.usapglobal.org/index.html> and [https://www.educationusa.info/special\\_edusa\\_programs.php](https://www.educationusa.info/special_edusa_programs.php).

for which economically disadvantaged African students must compete. Therefore, it is not surprising that there are only 31,113 African students represented at the global top 50 universities..<sup>10</sup>

### UK Scholarships

The UK British Chevening awards includes two types of grants: Chevening Scholarships and Chevening Fellowships, the recipients of which are personally selected by British Embassies and High Commissions throughout the world. The program is administered by the UK Foreign and Commonwealth Office (FCO).

The scholarship is for one-year of graduate study for which the grantee receives full funding. However, if a partial award is offered by the Embassy or High Commission, only tuition or stipend and other allowances will be granted. Approximately 1500 grants are awarded each year to international students. Students from all African countries with the exception of Democratic Republic of Congo, Eritrea, Ivory Coast, Mali, and Niger are eligible for the program.

The Fellowships is a non-degree specific-field focused program that provides a limited number of grants to mid-career professionals to pursue independent study or conduct research. The Chevening-Oxford Centre for Islamic Studies (OCIS) Fellowship provides grants to foreign citizens from 29 countries, including 9 African countries:Algeria, Egypt, Libya, Mauritania, Morocco, Nigeria, Somalia, Sudan, and Tunisia. The Chevening/British Library Fellowship offers two grants annually to students from South Asia and students from countries in Africa, again with the exception of Democratic Republic of Congo, Eritrea, Ivory Coast, Mali, Niger. The fellowship program fully covers all related to study in UK expenditures.<sup>11</sup>

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<sup>10</sup> The official website of Institute of International Education (IIE): <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/All-Places-of-Origin/1950-2000>.

<sup>11</sup> Official scholarship website: <http://www.chevening.org/>.

## Australian scholarships

Australia Awards Scholarships (formerly named Australian Development Scholarships (ADS)), provide opportunities for international students to undertake full time undergraduate or postgraduate study at participating Australian universities and Technical and Further Education (TAFE) institutions. The following 11 countries are eligible for this program: Botswana, Ghana, Kenya, Madagascar, Malawi, Mauritius, Mozambique, Nigeria, South Africa, Tanzania, and Zambia.

The scholarship is administered by the Australian government's Department of Foreign Affairs and Trade. The scholarship covers full tuition and allowances related to study, including Overseas Student Health Cover (OSHC), Introductory Academic Program (IAP), and Pre-course English (PCE) fees. The scholarships are offered for the minimum period necessary for the individual to complete the academic program specified by the Australian higher education institution, including any preparatory training.<sup>12</sup>

From the information above, it can be inferred that many scholarships to some extent target the African continent. Also, with the exception of the Australian Awards Scholarships, all government scholarships noted provide for international students to pursue the graduate or non-degree studies. Since universities frequently require applicants to have some work experience, many students are not able to satisfy this requirement and are left out of the programs.

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<sup>12</sup> Official Scholarship Website: <http://www.dfat.gov.au/people-to-people/australia-awards/Pages/australia-awards-scholarships.aspx>.

## ANALYSIS OF POTENTIAL STAKEHOLDER'S FOR 8B IN AFRICA

### Multinational Corporations and Foundations

To reach a larger number of potential stakeholders of the 8B Fund, we collected data on multinational corporations (MNCs) and foundations that operate on the African continent and work to help African people who are in need. Particularly, we were interested in MNCs that undertake social or community-based projects where they operate as a part of their corporate social responsibility agenda.

We examined six major MNCs: KPMG; Deloitte; PwC;McKinsey & Company;Shell; and British Petroleum. These MNCs have one hundred twenty-seven representatives in forty-six out of fifty-four African countries, and they cover almost the entire African continent. The largest representation is KPMG with forty-two offices and PwC with thirty-four offices.

Other potential stakeholders of 8B Fund are foundations, which often overlap or cooperate in their efforts. For example, four major foundations including Ashoka, Acumen, One Acre Fund, and IRC have one hundred and five representatives in forty-two of fifty-four African countries. The foundations with the greatest presence in Africa are Ashoka and Acumen, with representation in 38 and 33 countries, respectively.

Through potential partnerships with MNCs and foundations, 8B Fund would be able to increase its targeted audience. By creating new partnerships, 8B Fund would be able to further extend its outreach by tapping into the networks of their new partner organizations.

## Educational/Professional Development Organizations

While developing the survey, we collected data regarding the potential stakeholders for 8B Fund. We found that in addition to MNCs and foundations, many educational organizations work in Africa for the better future for African youth and 8B Fund can partner with them.

South Africa is the African country with the most educational organizations present including: Centre for Education Policy Development (CEPD), International Education Association of South Africa (IEASA), Center for Higher Education Transformation (CHET), NEPAD Transforming Africa, and African Leadership Academy. In addition, there are organizations such as Kenya Scholar-Athlete Project Ken, Association for the Development of Education in Africa (Ivory Coast), Association of African Universities (Ghana), and the African Capacity Building Foundation (Zimbabwe). All of these organizations provide some form of assistance to African students who want to study outside their home countries.

The most exciting initiative, started in Zimbabwe and expanded to Mozambique, Ethiopia, Nigeria, and Zambia, is the United States Student Achievers Program (USAP). USAP is run by educational advisors through U.S. Embassies worldwide that aim to assist talented African students with the application process and finding financial support such as scholarships or sponsors. This initiative also helps students to prepare for the required standardized tests such as SAT, TOEFL, GRE, etc. Another organization is American-Mideast Educational and Training Services, Inc. (AMIDEAST) operating with the Fulbright Program of U.S. Department of State.

There are also some professional development organizations that can also be considered as stakeholders for 8B Fund, such as African Leadership Centre (Kenya), African Leadership Network (Kenya, Mauritius, and South Africa). The most wide-spread organization is the Young

African Leaders Initiative (YALI), which includes three elements: Mandela Fellowship, YALI Regional Leadership Centers (west, east, south parts of Africa), and YALI Network.

## FINDINGS & DATA COLLECTION

### Secondary Data Collection

We first collected data focused on examining the representation of international students as a general population at the world's elite universities. Then we evaluated the historical trends of students from the leading national groups during the last thirty years studying in the US using data from the Institute for International Education. Based on the observable data, students from China, India, and South Korea are the leading country groups with the most representation at U.S. universities and colleges. To provide a more detailed analysis, we compared the representation of student groups from the previous countries mention to the representation of African student populations at the top 100 universities in the U.S. Using the 2015/16 ranking information from the Times Higher Education and QS, we chose to compare that to the U.S. News and World Report to validate that schools were consistently ranked among the top 100. An examination from previous years was also referenced to evaluate if a school dipped below the top 100 list over the years and understand if there were any unique situations. By using international ranking agencies, we wanted to ensure objectivity in labeling these schools as “top” or “elite” universities.

### Student Enrollment and GDP Growth

Since 2001, the number of international students (students who are studying in a country that is different from their country of origin) in the world more than doubled from 1.2 million in 2001 to 4.5 million in 2014. Meanwhile, in the 2014/15 academic year, there were 974,926

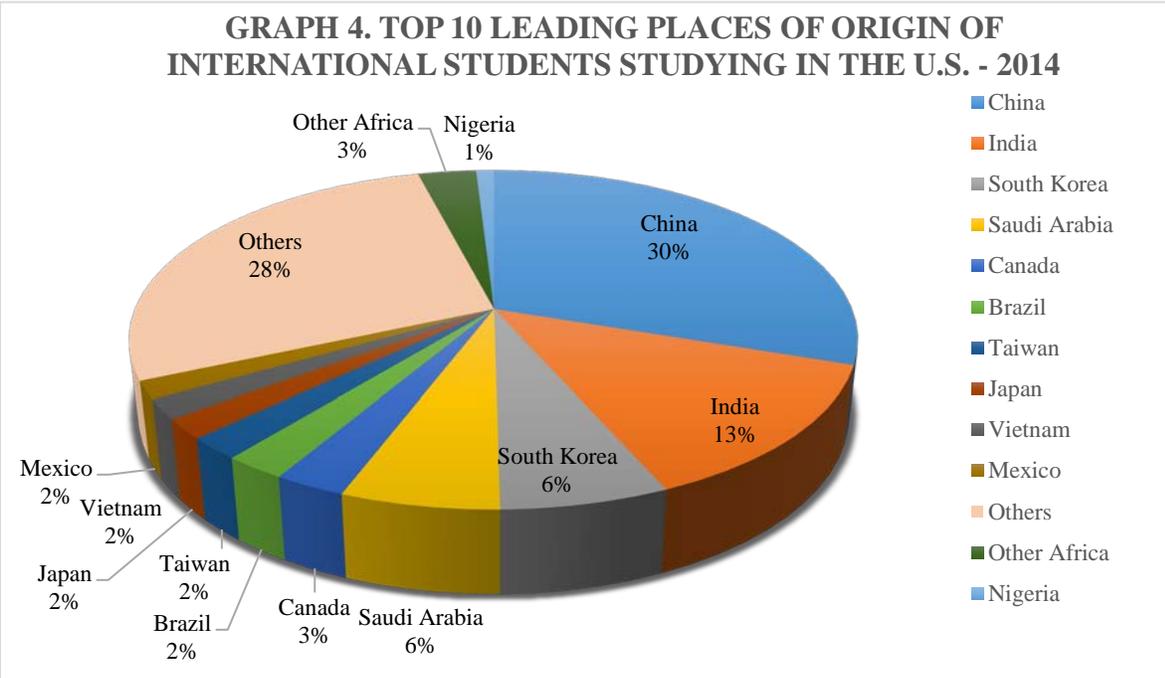
international students studying in the United States. Despite the significant increase in the absolute number of international students studying in U.S. since the 1999/00 academic year (514,723), the overall share has declined from 28% to 22% in 2014. However, the U.S. remains the host country for the highest number of international students followed by the United Kingdom - 11%, China - 8%, Germany - 7%, France -7%, Australia -6%, Canada-6%, and Japan - 3%.<sup>13</sup>

The greatest portion of international students came to U.S. from Asian countries and Saudi Arabia, that together accounted for 57.5% of the total population in 2014. The only African country that ranks within the top twenty of countries of origin for international students studying in the US is Nigeria, ranking 15<sup>th</sup> with a student population 9,494 in 2014. Meanwhile, the entire continent of Africa, with a population of more than 1 billion, is represented by only 40,285 students, or 4% of all international students, in the U.S.

To analyze the trends and the reasons why some countries are better represented than others, we took the top 10 international student populations by place of origin for the past decade and compared the enrollment trends with the connection to the growth of GDP in these countries. The goal was to identify whether or not the student enrollment data correlates with the GDP growth rate. The assumption here is that economic growth results in an increase of living standards of citizens that, in turn, make it more likely for them to be able to afford to send their children to U.S. for higher education.

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<sup>13</sup>Project Atlas Infographic – 2015 “Global Mobility Trends”. Retrieved from: <file:///C:/Users/LIB-PAC-rsch/Downloads/Project-Atlas-Infographic-2015.pdf>.



Source: retrieved on April, 2016 from the official website of Institute of International Education: <http://www.iie.org/opendoors>.

The analysis of the secondary data on student enrollment with linkage to GDP growth rate suggests that China from 1999 to 2014 saw a consequent increase in the number of students who were enrolled in American educational institutions. China, in fact, sent 5.5 times more students (304,040) in 2014 compared to 54,466 in 1999 while experiencing rapid economic growth until the financial crisis of 2008-2009 when rate of GDP growth fell from 14.2% to 9.2%.<sup>14</sup> The rate of GDP growth has steadily decreased since 2010 and reached 7.3% in 2014. However, the average GDP growth rate of 9.6% was relatively high compared to developed countries after the crisis. Such trends in GDP growth explains why China, even though facing a decline in the GDP growth

<sup>14</sup> The World Bank: <http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?page=3>.

rate due has sent more of its students to U.S. In 2014 Chinese students (274, 439) represented 30% of the entire population of international students in U.S.<sup>15</sup>

**Table 1. International Students Enrollment and GDP**<sup>16</sup>

International Students "Enrollement and GDP %"																	
TOP 10 LEADING PLACES OF ORIGIN - INTERNATIONAL STUDNETS (World enrollment)*																	
Rank	Place of Origin	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	<b>WORLD TOTAL</b>	<b>514723</b>	<b>547867</b>	<b>582,996</b>	<b>586,323</b>	<b>572,509</b>	<b>565,039</b>	<b>564,766</b>	<b>582,984</b>	<b>623,805</b>	<b>671,616</b>	<b>690,923</b>	<b>723,277</b>	<b>764,495</b>	<b>819,644</b>	<b>886,052</b>	<b>974,926</b>
1	China	54,466	59,939	63,211	64,757	61,765	62,523	62,582	67,723	81,127	98,235	127,628	157,558	194,029	235,597	274,439	304,040
2	India	42,337	54,664	66,836	74,603	79,736	80,466	76,503	83,833	94,563	103,260	104,897	103,895	100,270	96,754	102,673	132,888
3	South Korea	41,191	45,685	49,046	51,519	52,484	53,358	59,022	62,392	69,124	75,065	72,153	73,351	72,295	70,627	68,047	63,710
4	Saudi Arabia	5,156	5,273	5,579	4,175	3,521	3,035	3,448	7,886	9,873	12,661	15,810	22,704	34,139	44,566	53,919	59,945
5	Canada	23,544	25,279	26,514	26,513	27,017	28,140	28,202	28,280	29,051	29,697	28,145	27,546	26,821	27,357	28,304	27,240
6	Brazil	8,600	8,846	8,972	8,388	7,799	7,244	7,009	7,126	7,578	8,767	8,786	8,777	9,029	10,868	13,286	23,675
7	Taiwan	29,234	28,566	28,930	28,017	26,178	25,914	27,876	29,094	29,001	28,065	26,685	24,818	23,250	21,867	21,266	20,993
8	Japan	46,872	46,497	46,810	45,960	40,835	42,215	38,712	35,282	33,974	29,264	24,842	21,290	19,966	19,568	19,334	19,064
9	Vietnam	2,266	2,022	2,531	2,722	3,165	3,670	4,597	6,036	8,769	12,823	13,112	14,888	15,572	16,098	16,579	18,722
10	Mexico	10,607	10,670	12,518	12,801	13,329	13,063	13,931	13,826	14,837	14,850	13,450	13,713	13,893	14,199	14,779	17,052
*Source: Institute of International Education, www.iie.org and The World Bank, www.worldbank.org.																	
TOP 10 LEADING PLACES OF ORIGIN - INTERNATIONAL STUDNETS GDP growth (annual %)*																	
	Country	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1	CHINA	7.6	8.4	8.3	9.1	10	10.1	11.4	12.7	14.2	9.6	9.2	10.6	9.5	7.8	7.7	7.3
2	INDIA	8.8	3.8	4.8	3.8	7.9	7.9	9.3	9.3	9.8	3.9	8.5	10.3	6.6	5.1	6.9	7.3
3	S.KOREA	10.7	8.8	4.5	7.4	2.9	4.9	3.9	5.2	5.5	2.8	0.7	6.5	3.7	2.3	2.9	3.3
4	SAUDI ARABIA	-0.7	4.9	0.5	0.1	7.7	9.3	7.3	5.6	6	8.4	1.8	4.8	10	5.4	2.7	3.6
5	CANADA	5	5.1	1.7	2.8	1.9	3.1	3.2	2.6	2	1.2	-2.7	3.4	3	1.9	2	2.4
6	BRAZIL	0.5	4.1	1.7	3.1	1.1	5.8	3.2	4	6.1	5.1	-0.1	7.5	3.9	1.9	3	0.1
7	TAIWAN																
8	JAPAN	-0.2	2.3	0.4	0.3	1.7	2.4	1.3	1.7	2.2	-1	-5.5	4.7	-0.5	1.8	1.6	-0.1
9	VIETNAM	4.8	6.8	6.2	6.3	6.9	7.5	7.5	7	7.1	5.7	5.4	6.4	6.2	5.2	5.4	6
10	MEXICO	2.7	5.3	-0.6	0.1	1.4	4.3	3	4.9	3.2	1.4	-4.7	5.2	3.9	4	1.4	2.2
*Source: Institute of International Education, www.iie.org and The World Bank, www.worldbank.org.																	
	the red color Indicates decline																

<sup>15</sup> Institute of International Education: "International Students Leading Places of Origin." retrieved from <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Leading-Places-of-Origin/2012-14>

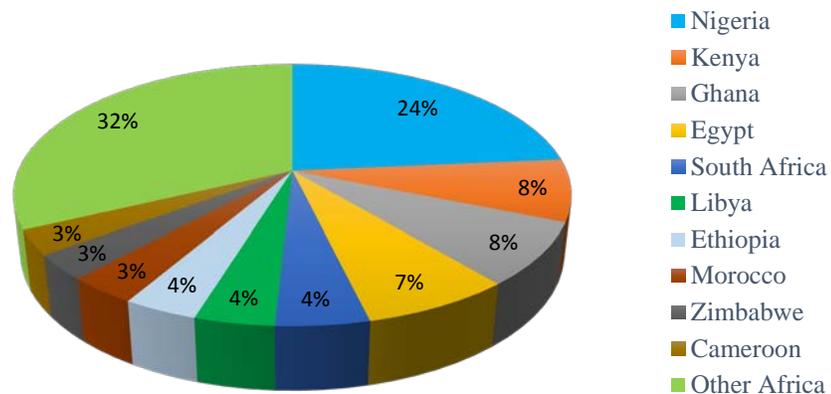
<sup>16</sup> Institute of International Education: [www.iie.org/opendoors](http://www.iie.org/opendoors) and The World Bank: <http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?page=3>.

Source: Institute of International Education. "Top 25 Leading Places of Origin" retrieved from [www.iese.org/opensources](http://www.iese.org/opensources). The World Bank: GDP (annual %) retrieved from <http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?page=3>. May, 2016

Analysis of enrollment for international students from Japan (8<sup>th</sup> position) and South Korea (3<sup>rd</sup> position) indicates that both countries experienced a significant decrease in their student enrollment data, especially Japan (from 46,872 students in 1999 to only 19,064 students in 2014). The negative trend of student enrollment from Japan is confirmed by its negative trend in GDP growth rate, namely during the 2008 financial crisis when Japan's economy fell into recession (-1% and -5.5% GDP growth in 2008-2009 respectively). Unlike the case of Japan, the decline in student enrollment from South Korea began in 2009 (decrease from 75,065 students in 2008 to 72,153 students in 2009) and then steadily declined from 2010 to 2014 when the number of Korean students studying in U.S. decreased to 63,710. The negative trend is related to the 2008 crisis when South Korea experienced economic downturn (GDP growth decreased from 5.5% in 2007 to 0.7% in 2009). The analysis of the student enrollment for the other top 10 leading countries (senders) to some extent confirms the assumptions that GDP growth correlates with the student enrollment.

To see whether this is true for African nations we analyzed the top 10 leading senders from this continent (Graph 5). The student enrollment from Nigeria has with little exception steadily grown since 1999 with 3,602 students reaching 9,494 students in 2014 (growth is 163.6%). The data on rate of GDP growth was almost entirely consistent with the data on enrollment. For instance, the number of students increased by 9% from 5,816 to 6,335 during 2003-2004 when Nigeria experienced a significant increase in GDP growth by 10.4% and 33.7%

**GRAPH 5. TOP 10 AFRICAN LEADING PLACES OF ORIGIN - 2014**



Source: retrieved on April, 2016 from the official website of Institute of International Education: <http://www.iae.org/opendoors>.

For the other top 10 leading African countries, the correlation between GDP growth and student enrollment is not evident. For example, countries as Kenya and South Africa saw a significant decrease in student enrollment from 2002 to 2014 by 65% (from 7,862 to 3,072) and 47% (from 3,443 to 1,838) respectively while experiencing the average GDP growth 3.2% and 4.7% during the same period. Moreover, even during those years their GDP growth rate fell, for both countries the student enrollment increased. The one possible explanation for this trend can be an increase of internal student mobility within African countries.

**Table 2. African Student Enrollment and GDP<sup>17</sup>**

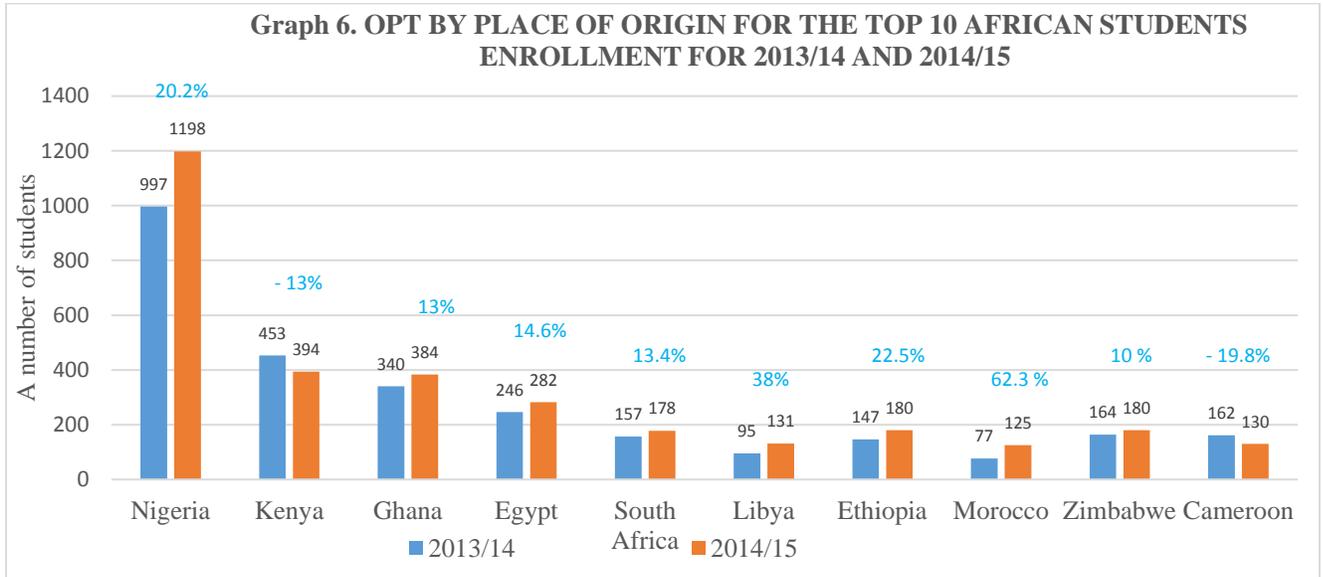
African "Student Enrollement and GDP%"																	
African Student Enrollement, by rank*																	
#	Place of Origin	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	<b>WORLD TOTAL</b>	514723	547867	582,996	586,323	572,509	565,039	564,766	582,984	623,805	671,616	690,923	723,277	764,495	819,644	886,052	974,926
	<b>AFRICA</b>	30,296	34,217	37,724	40,193	38,150	36,100	36,308	35,802	35,654	36,937	37,062	36,890	35,502	36,464	37,359	40,285
1	Nigeria	3,602	3,820	4,499	5,816	6,140	6,335	6,192	5,943	6,222	6,256	6,568	7,148	7,028	7,316	7,921	9,494
2	Kenya	5,684	6,229	7,097	7,862	7,381	6,728	6,559	6,349	5,838	5,877	5,384	4,666	3,898	3,516	3,201	3,072
3	Ghana	2,127	2,469	2,672	3,032	3,288	3,114	3,160	2,961	2,895	2,988	2,951	2,900	2,769	2,863	2,914	3,099
4	Egypt	1,964	2,255	2,409	2,155	1,822	1,574	1,509	1,664	1,766	1,915	2,271	2,181	2,201	2,608	2,832	2,974
5	South Africa	1,962	3,304	3,443	3,017	1,971	1,699	1,709	1,665	1,620	1,703	1,656	1,669	1,610	1,816	1,716	1,838
6	Libya	38	39	42	33	39	39	38	93	155	667	1,064	1,494	1,328	1,343	1,379	1,578
7	Ethiopia	1,286	1,205	1,133	1,119	1,060	1,129	1,266	1,328	1,316	1,583	1,553	1,392	1,334	1,463	1,516	1,472
8	Morocco	1,607	1,917	2,102	2,034	1,835	1,571	1,502	1,202	1,132	1,169	1,120	1,201	1,305	1,293	1,324	1,373
9	Zimbabwe	1,184	1,703	2,029	2,186	1,999	1,695	1,704	1,518	1,421	1,269	1,159	1,135	1,161	1,170	1,206	1,245
10	Cameroon	903	870	967	1,171	1,216	1,364	1,582	1,799	1,891	1,826	1,881	1,659	1,530	1,472	1,285	1,212
*Source: Institute of International Education, www.iie.org and The World Bank, www.worldbank.org.																	
Top 10 African countries GDP growth (annual %)*																	
	Country	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1	NIGERIA	0.5	5.3	4.4	3.8	10.4	33.7	3.4	8.2	6.8	6.3	6.9	7.8	4.9	4.3	5.4	6.3
2	KENYA	2.3	0.6	3.8	0.5	2.9	5.1	5.9	6.5	6.9	0.2	3.3	8.4	6.1	4.6	5.7	5.3
3	GHANA	4.4	3.7	4	4.5	5.2	5.6	5.9	6.4	4.3	9.1	4.8	7.9	14	9.3	7.3	4
4	EGYPT	6.1	5.4	3.5	2.4	3.2	4.1	4.5	6.8	7.1	7.2	4.7	5.1	1.8	2.2	2.1	2.2
5	SOUTH AFRICA	2.4	4.2	2.7	3.7	2.9	4.6	5.3	5.6	5.4	3.2	-1.5	3	3.2	2.2	2.2	1.5
6	LIBYA		3.7	-1.8	-1	13	4.5	11.9	6.5	6.4	2.7	-0.8	5	-62.1	104.5	-13.6	-24
7	ETHIOPIA	5.2	6.1	8.3	1.5	-2.2	13.6	11.8	10.8	11.5	10.8	8.8	12.6	11.2	8.6	10.6	10.3
8	MOROCCO	0.5	1.6	7.6	3.3	6.3	4.8	3	7.8	2.7	5.9	4.2	3.8	5.2	3	4.7	2.4
9	ZIMBABWE	-0.8	-3.1	1.4	-8.9	-17	-5.8	-5.7	-3.5	-3.7	-17.7	6	11.4	11.9	10.6	4.5	3.8
10	CAMEROON	4.1	4.2	4.5	4	4	3.7	2.3	3.2	3.3	2.9	1.9	3.3	4.1	4.6	5.6	5.9
*Source: Institute of International Education, www.iie.org and The World Bank, www.worldbank.org.																	
the red color Indicates decline																	

Source: Institute of International Education. "Top 25 Leading Places of Origin" retrieved from [www.iie.org/opendoors](http://www.iie.org/opendoors). The World Bank: GDP (annual %) retrieved from <http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?page=3>. May, 2016

<sup>17</sup> Institute of International Education: [www.iie.org/opendoors](http://www.iie.org/opendoors) and The World Bank: <http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?page=3>.

## Student Enrollment and Optional Practical Training

The increase in the number of African students studying abroad holds promise for the African continent - a higher educational attainment of Africans could result in more-prosperity since there will be more highly educated people who can make a difference in all areas of affairs. Therefore, to understand whether African students prefer to work in U.S. after graduation or return back to their country of origin, we analyzed data on the applications for Optional Practical Training (OPT). OPT allows international students to acquire 12 months' temporary employment related to their major fields of study during (part-time) or after graduation (full-time) from an educational institution. The OPT for STEM<sup>18</sup> majors is 17 months with the possibility of extension up to 24 months.<sup>19</sup>



The percentage (in blue) shows the increase/decrease rate of OPT.

<sup>18</sup> STEM - Science, Technology, Engineering and Math.

<sup>19</sup> Official Website of the Department of Homeland Security: <https://www.uscis.gov/working-united-states/students-and-exchange-visitors/students-and-employment/optional-practical-training>.

As seen from Graph 6 above, there is a positive trend in OPT for every top 10 leading African country by student enrollment. This pattern implies that the number of students who preferred to stay for employment purposes in U.S. increased. Only two countries, Kenya and Cameroon, displayed negative trends. Both countries experienced about a 5% decline in overall OPT acquisition between the 2013/2014 academic year and 2014/2015 academic year as shown in Table 3, below.

<b>Table 3. Trends of OPT Acquired by Students from TOP 10 Leading African Countries</b>						
<b>Country</b>	<b>Total student enrollment 2013/14</b>	<b>OPT</b>	<b>% OPT of total</b>	<b>Total student enrollment 2014/15</b>	<b>OPT</b>	<b>% OPT of total</b>
Nigeria	7,921	997	12.59	9,494	1198	12.62
Kenya	3,201	453	14.15	3,072	394	12.83
Ghana	2,914	340	11.67	3,099	384	12.39
Egypt	2,832	246	8.69	2,974	282	9.48
South Africa	1,716	157	9.15	1,838	178	9.68
Libya	1,379	95	6.89	1,578	131	8.30
Ethiopia	1,516	147	9.70	1,472	180	12.23
Morocco	1,324	77	5.82	1,373	125	9.10
Zimbabwe	1,206	164	13.60	1,245	180	14.46
Cameroon	1,285	162	12.61	1,212	130	10.73
<b>Average</b>			<b>10.5</b>			<b>11.2</b>

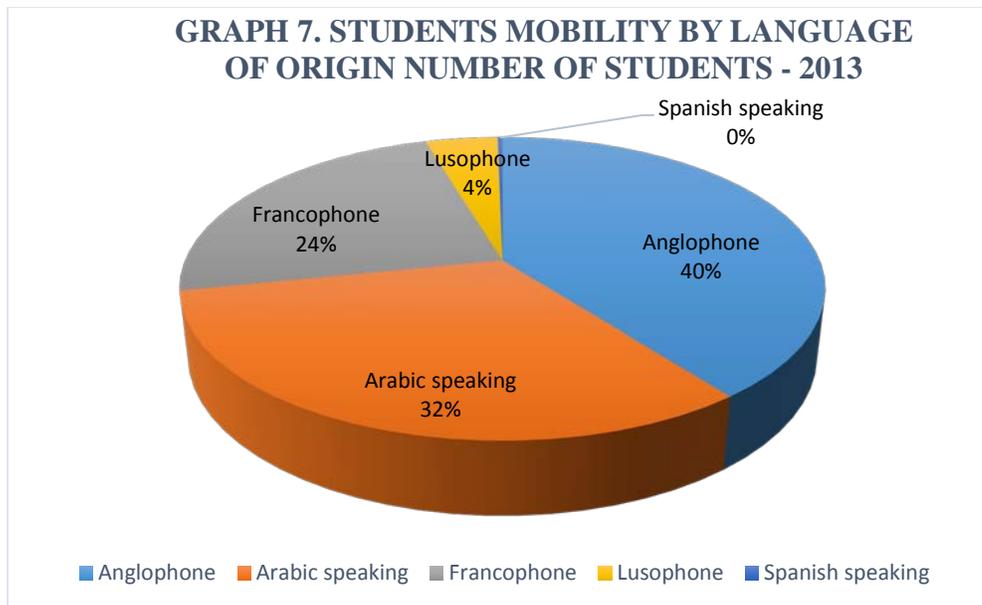
The comparison of OPT trends and overall trends of student enrollment for these countries reveals that on average OPT is about 11% for all ten countries or less than 15% of the total African student population studying abroad. The average OPT trend for students from top ten leading countries in 2014 was 10.3% which is almost the same as for African students. Meanwhile, India was the country with the largest number of students who applied for OPT, at 22%.

<b>Table 4. Trends of OPT Acquired by Students from TOP 10 Leading Countries</b>						
	<b>Total student enrollment 2013/14</b>	<b>OPT</b>	<b>% OPT of total</b>	<b>Total student enrollment 2014/15</b>	<b>OPT</b>	<b>% OPT of total</b>
China	274,439	33,401	12.17	304,040	43,114	14.18
India	102,673	27,696	26.97	132,888	29,388	22.11
South Korea	68,047	6,639	9.76	63,710	6,635	10.41
Saudi Arabia	53,919	774	1.44	59,945	1,178	1.97
Canada	28,304	2,568	9.07	27,240	2,683	9.85
Brazil	13,286	849	6.39	23,675	1,110	4.69
Taiwan	21,266	3,540	16.65	20,993	3,622	17.25
Japan	19,334	1,458	7.54	19,064	1,285	6.74
Vietnam	16,579	1,250	7.54	18,722	1,578	8.43
Mexico	14,779	1,206	8.16	17,052	1,298	7.61
<b>Average</b>			<b>10.6</b>			<b>10.3</b>

### African Student's Mobility by Language of Origin

To understand the trends of African students' mobility in terms of language they speak and the language of their chosen destination of study, we divided all African countries into five major language groups (Graph 7). Despite the diverse set of languages, the main criteria was whether or not the particular language is considered as official. The analysis shows that the most African students are from countries that belong to the Anglophone group (40%), followed by Arabic (32%), and Francophone (24%) while Lusophone (Portuguese) accounts for only 4% and Spanish accounts for less than 1%.<sup>20</sup>

<sup>20</sup> The official website of UNESCO: [www.uis.unesco.org](http://www.uis.unesco.org).

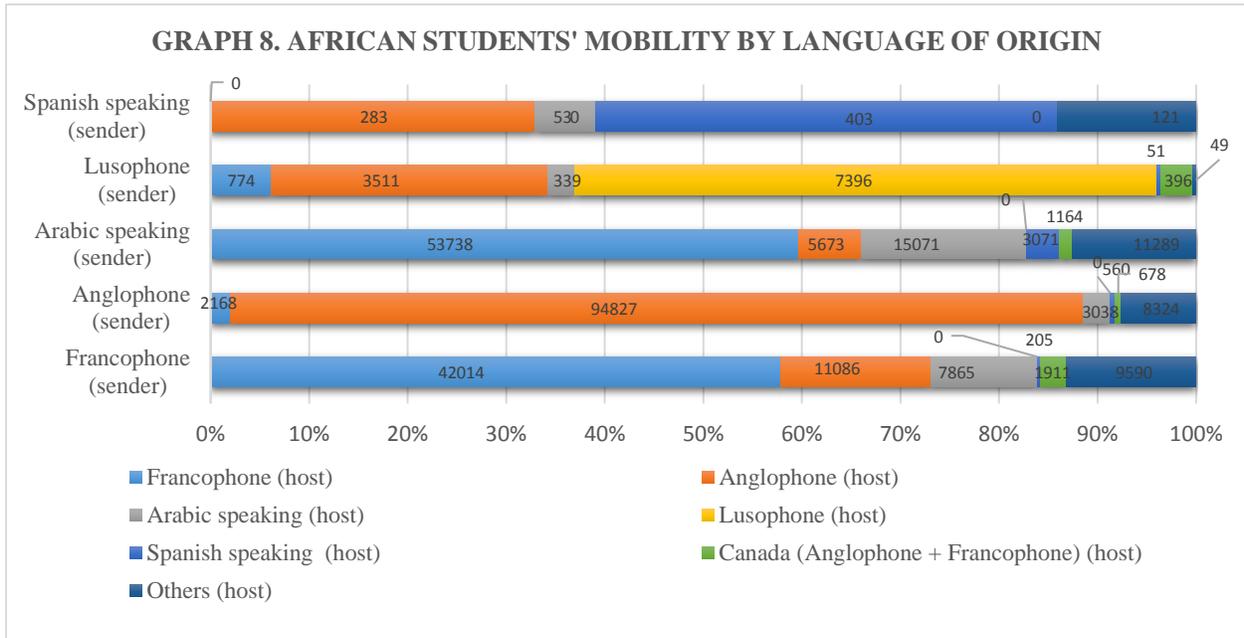


Source: retrieved on April, 2016 from the official website of UNESCO:  
<http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>

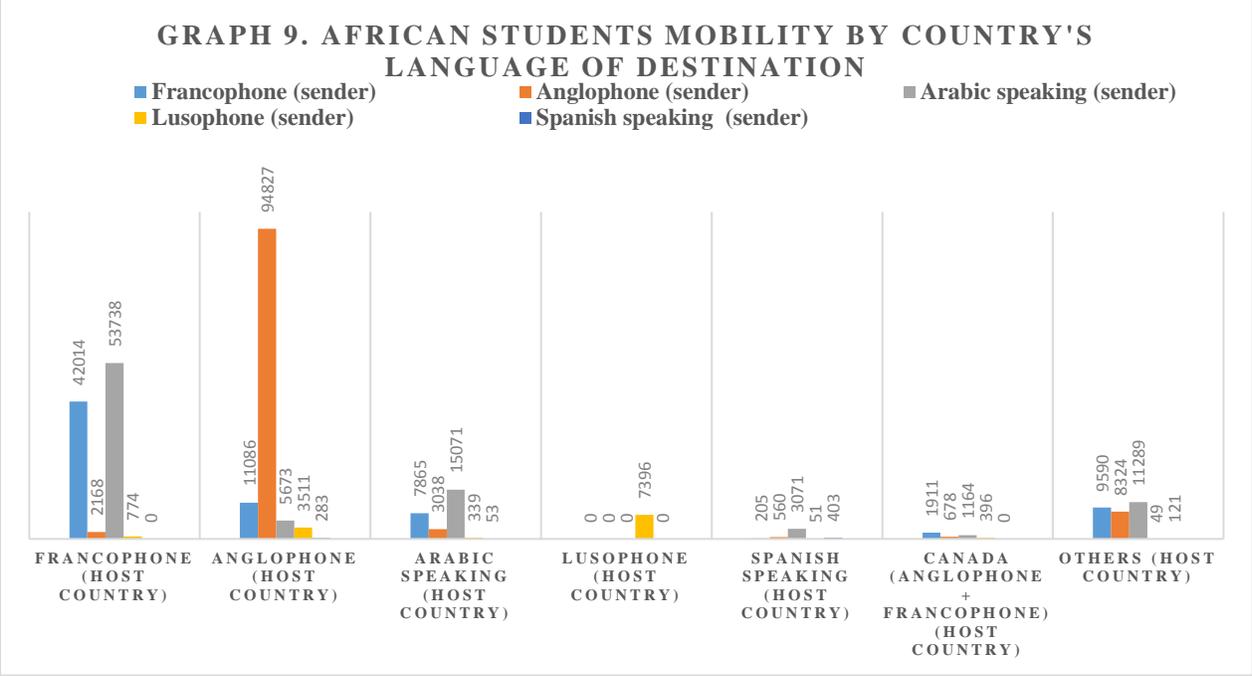
Based on the analysis of data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) for the five preferred destinations by African students in 2013, the countries hosting the most students were Anglophone (115,380), Francophone (98,694), and Arabic speaking (26,366), which is correlated with the student mobility by place of origin (Graph 4).

As shown in Graph 8, approximately 50% of African students from Francophone, Lusophone, and Spanish speaking countries prefer to choose their place of study based on the language they speak. About 85% students from Anglophone African countries chose English speaking countries as their destinations of study. At first glance, the data regarding chosen location for students from Arabic-speaking African countries shows inconsistency with the assumption since students there prefer to study in Francophone countries. This paradox is explained by the fact that the French language is widely used in Morocco (32% of the population speaks French),

Algeria (60% of the population can speak and read), and Mauritania even though French is not the official language in these countries.



As indicated in Graph 9, it is evident that although African students chose French speaking countries as their destination of study, Arabic speaking countries remain the preferable destination for African students who speak Arabic.



**Survey Data Collection**

Our primary source of data collection is based on an analysis of the responses from a survey designed with our client and implemented for 3 weeks in April and May 2016.. The questions were designed to capture specific data from the respondents such as basic demographic information, university information, and financial information, coupled with questions seeking information about the application process and professional development. We hoped the answers to these questions would provideinsight into the representation of African students from different countries of origin, the unique challenges confronting different student groups, and their overall professional career trajectory.

The survey was developed and administered through Qualtrics. It was distributed within university international student listserves, African student associations, and alumni associations at the top 100 schools. We aimed to generate a response from at least 100 respondents.

## SURVEY RESULTS ANALYSIS

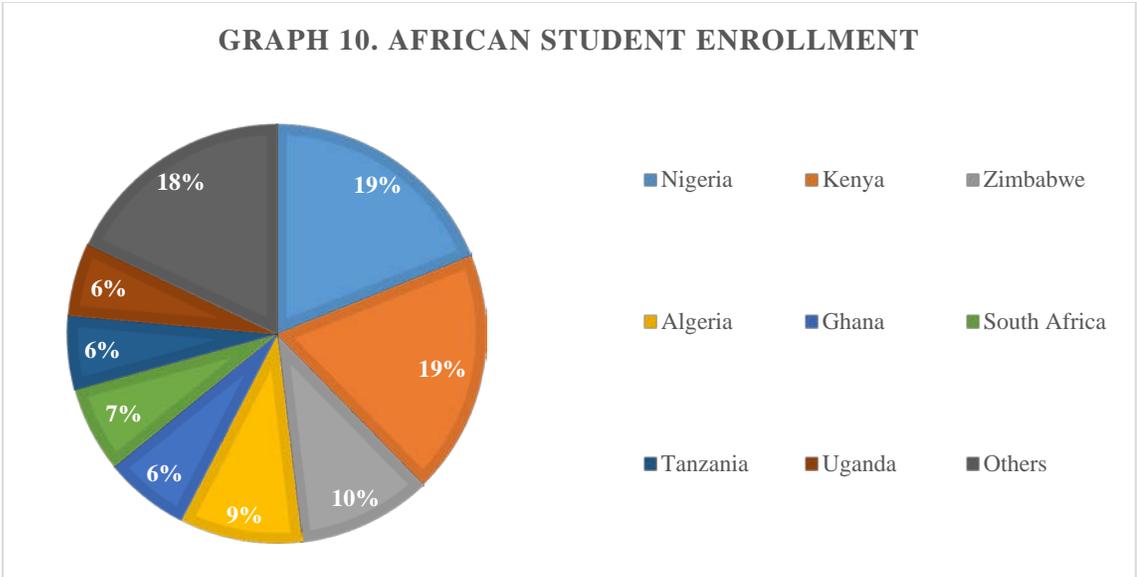
As of May 7, 2016, there were 131 respondents who started the survey, but only 95 responses from the African students who fully completed the survey were analyzed in Qualtrics. Analysis of primary data is based on the 95 completed responses. In addition, due to the survey design, not all of the respondents answered all of the questions, as some of their answers would lead to an automatic skipping to the next applicable question or section. Thus statistical analysis was conducted by Qualtrics for each question separately, and the number of respondents varies by question.

### African students' enrollment

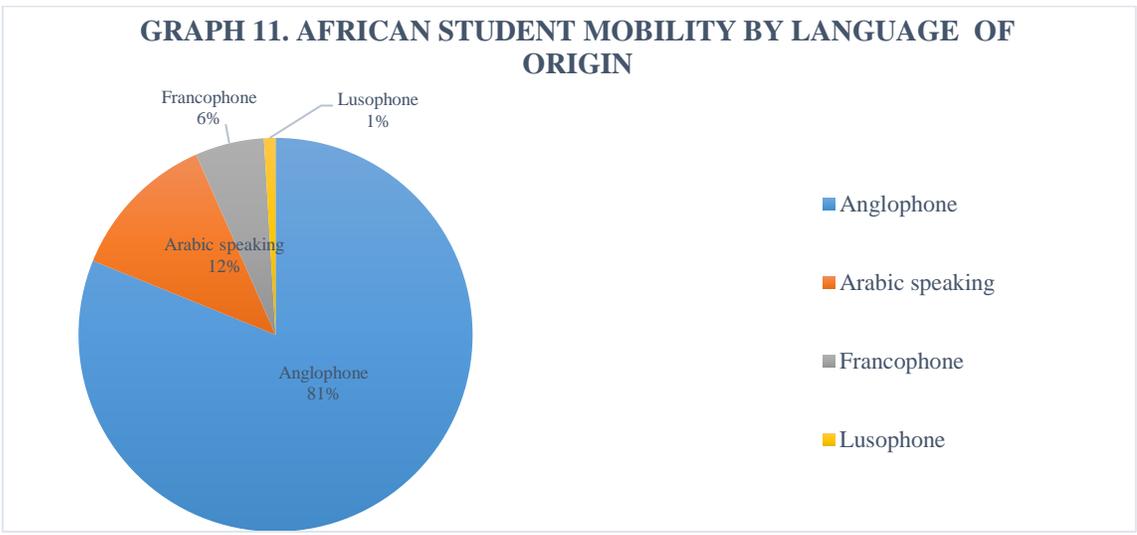
Based on the analysis of the survey data, respondents represent 21 African countries, mostly from Sub-Saharan Africa and four countries from North Africa. Among all respondents, 79% had nationality from Nigeria (20), Kenya (20), Zimbabwe (11), Algeria (10), Ghana (7), and South Africa (7), which is consistent with our secondary research findings on African student enrollment that showed that Nigeria, Kenya, Ghana, South Africa, Zimbabwe were the top African countries of origin for students from Africa studying in the United States in 2014.<sup>21</sup>

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<sup>21</sup> Institute of International Education: <http://www.iie.org/opendoors>.



Source: survey data.



We found that English language was cited as an official language in 12 countries. This means that U.S. is considered as an appropriate place to study for students who speak English in their country of origin. Therefore, the assumption regarding the influence of language on a student choice of destination is consistent with the secondary data on African students' mobility by a language of origin. Our secondary research showed that majority of African students in the U.S.

as of 2014 came from Anglophone African countries (40%)<sup>22</sup>. Our survey results depict an even higher percentage – 81% (Graph 11.). Therefore, we can conclude that language of the place of origin is an important criteria for African students when they choose their destinations for study.

### Academic levels

Of the respondents, 34% indicated that they are undergraduate students, 37% graduate students, and 29% students who are either working or looking for a job. Overall, this academic trend reflects the general finding from the secondary source where 52.3% of 40,285 African students in U.S. were pursuing undergraduate study while 31.4% were graduate students.<sup>23</sup>

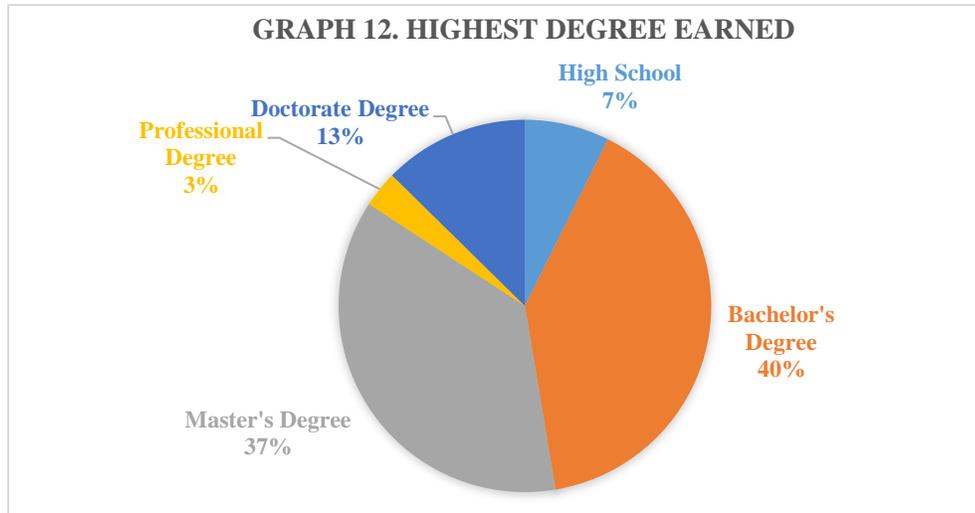
91 respondents received their highest degree in the U.S. (62), UK (15) or other English-speaking (4) countries; Europe (5); or Africa (5). Meanwhile, 38 (42%) students received their highest degree from Cornell University which indicates a large number of Cornell students who took the survey. The analysis shows that African students are likely to pursue higher degrees since most of them indicated they had already completed their bachelor or master degrees.

Based on the analysis of highest degree earned, about 40% responses refer to Bachelor degree and 37% to Master's degree, while 13% had earned a Doctorate. Meanwhile, 7% indicated high school as the highest degree earned and 3% referred to a professional degree.

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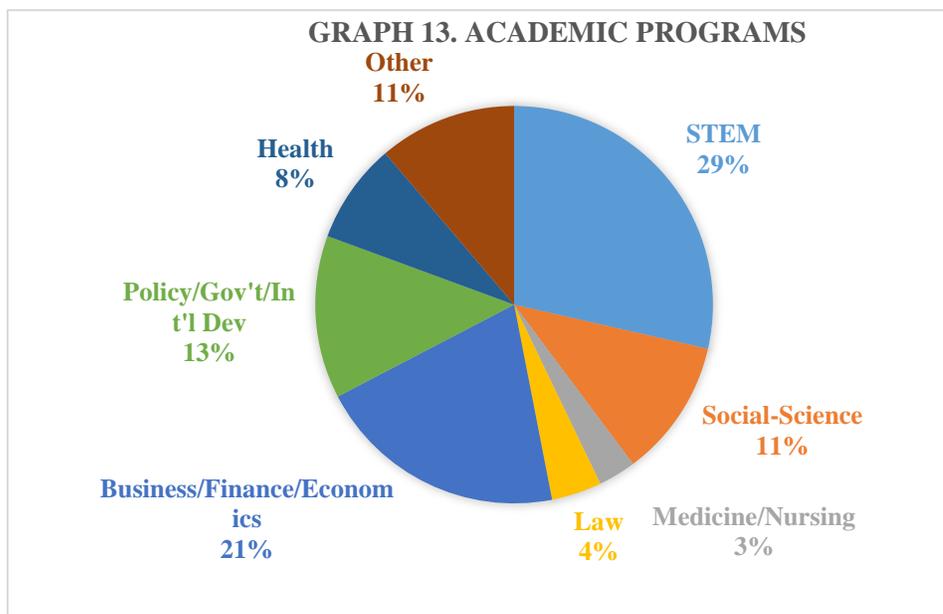
<sup>22</sup> The official website of UNESCO: <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>.

<sup>23</sup> Institute of International Education: <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/All-Places-of-Origin/2013-15/>.



Source: survey data.

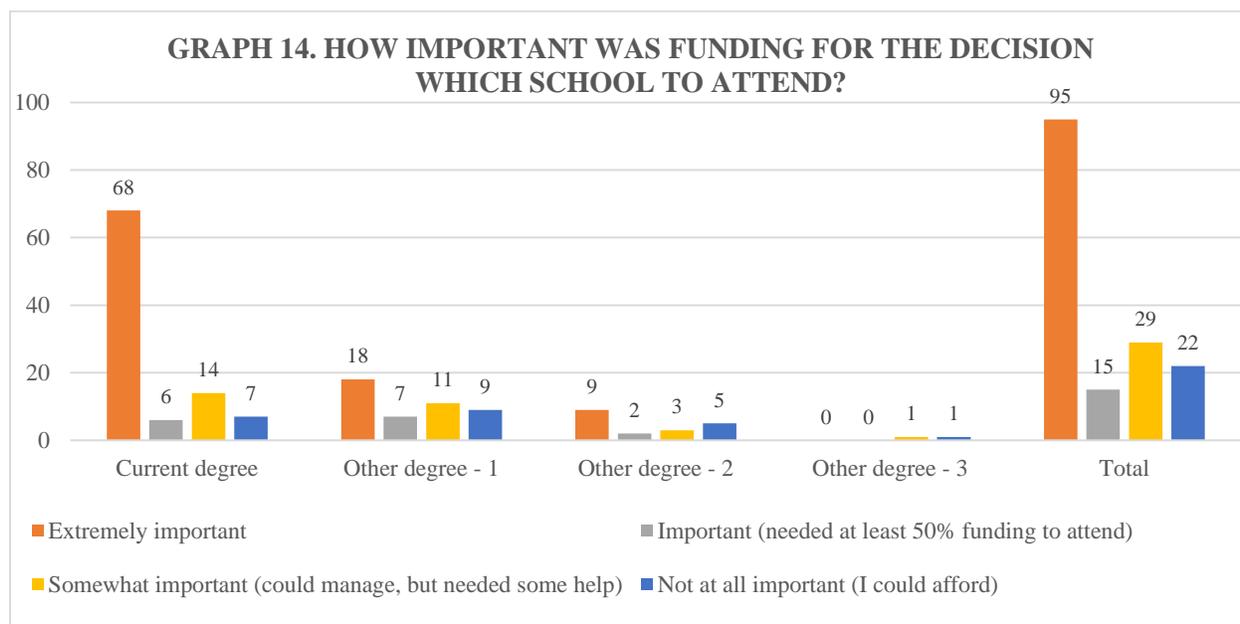
The responses indicate that STEM (science, technology, engineering, math) majors (29%) are of most interest of African students followed by Business/Finance/Economics (21%), Policy/Government/International Development (13%), and Social-Sciences(11%). Such preferences of African students imply that they tend to pursue majors with higher return on investment in education.



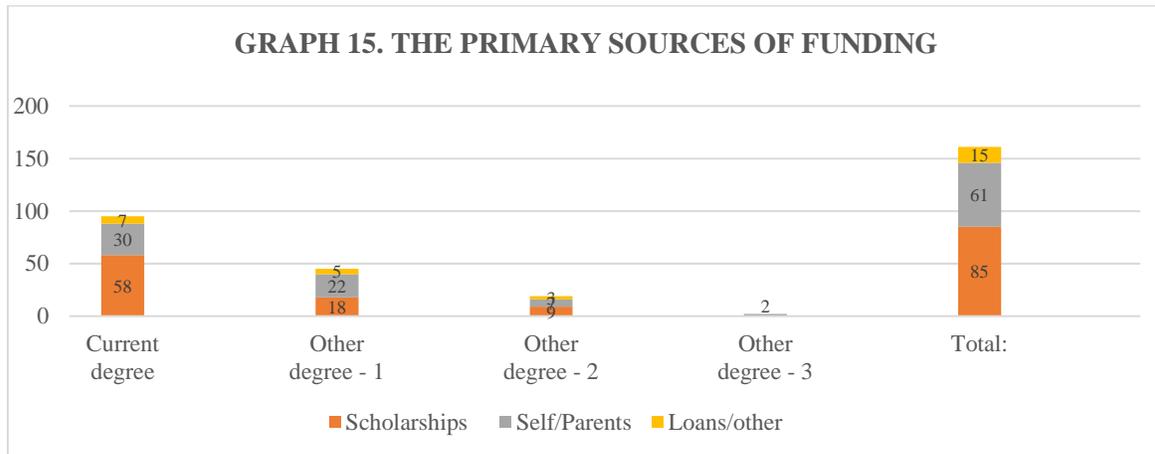
## Funding

The survey data shows that funding for 62 African students (78%) was extremely important in their decision about which school to attend while financing was not important for only 7 students. Students who needed at least 50% of funding said that it was important for them, and 14 respondents (15%) reported that funding was somewhat important in their decision regarding where to study. Meanwhile, 45 students stated that they have another degree while some students have more than two degrees, and for most of them funding was also extremely important.

Overall, funding was stated in 95 cases for all degrees as an extremely important criteria for the decision to which school to attend. There are 44 cases when students mentioned financing as important (needed at least 50% of funding to attend) and somewhat important (could manage, but needed some help) for their decisions and only 22 respondents indicated that they could afford this by themselves.



For 58 respondents, (61%) the primary source of funding for the current degree was scholarship. Self or parent finance was indicated as a major source by 30 (32%) respondents while only seven (7%) respondent showed loans. The same patterns were found for responses regarding other degrees.



Based on the responses of 77 students, there are 49 (64%) had received (over the course of their education) at least one or two scholarships. Meanwhile, 17 respondents (22%) received between 3-5 scholarships while about 6% and 8% of respondents received 5-7 or 8 or more scholarships. The primary source of scholarships for 56% respondents was University while governmental, and other sources are about 20%-24% each. This is consistent with the secondary data which indicates that 20.9% of funding for 974,926 international students studying in U.S. in 2014 came from universities, and only 8.2% of funding was provided by government (foreign government of university, U.S. government).<sup>24</sup>

**Table 5. Sources and ease of getting a scholarship**

Sources of scholarship	Number of responses	Share
1 Governmental	19	20%
2 University	54	56%

<sup>24</sup> Institute of International Education: <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Primary-Source-of-Funding/2014-15>.

3 Other	23	24%
<b>Total:</b>	<b>96</b>	<b>100%</b>

	<b>How easy to get a scholarship?</b>	<b>Number of responses</b>	<b>Share</b>
1	Easy	12	18%
2	Hard	35	54%
3	Very hard	18	28%
	<b>Total</b>	<b>65</b>	<b>100%</b>

54% indicated that it was hard to obtain a scholarship, while it was very hard for 28% of the respondents. Meanwhile, only 18% of the respondents stated that it was easy to receive scholarships. 67% of the students said that they would not have been able to afford to attend the university if they had not received a scholarship. This data underscores the importance of scholarships not just for student choice of school to attend, but literally whether or not to attend the university.

Since one of the concerns of the 8B Fund is to understand how many students after completion of their study stay at their study destination, the survey asked a question about whether or not students are required to return home when they received a governmental scholarship. About 42% of 19 respondents answered that they have to go back while 58% responded negatively.

There were 41 respondents who took loans; for 9 respondents it was easy to take a loan, for 21 persons it was fair, and 11 people said it was hard for them. For the question “If a subsidized international loan facility had been available, targeting Africans, and not requiring a co-signer, would you have used it?” 51% of respondents chose “yes” and only 23% chose “probably no”.

**Table 6. Ease of getting a loan**

<b>Did you (your parents) take a loan?</b>		<b>Number of responses</b>	<b>Share</b>
1	Yes	41	44%
2	No	52	56%
<b>Total:</b>		<b>93</b>	<b>100%</b>

<b>How easy to get a loan?</b>		<b>Number of responses</b>	<b>Share</b>
	Easy	9	22%
	Fair	21	51%
	Difficult	11	27%
<b>Total:</b>		<b>41</b>	<b>100%</b>

<b>If a subsidized international loan facility had been available, targeting Africans, and NOT requiring a co-signer, would you have used it?</b>		<b>Number of responses</b>	<b>Share</b>
	Definitely Yes	16	51%
	Probably Yes	7	23%
	Probably No	7	23%
	Definitely No	0	0%
	Not sure	1	3%
<b>Total:</b>		<b>31</b>	<b>100%</b>

## Professional Career Progression

In our study, we were tasked with answering the following question: where do African students seek employment after finishing their studies? This question is especially pertinent to the 8B Educational Fund because it provides 8B with the information they need to approach funders and partners for creating additional funding opportunities for African students in the future. First, we wanted

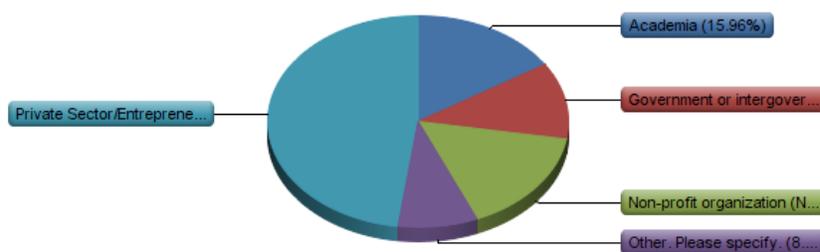
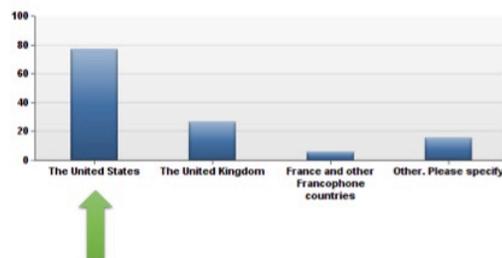
to understand which regions students were applying to and why. In the graph, it is clear that the U.S is the region most focused on by African

students, with the U.K coming in second. It should be noted however, that this survey was primarily disseminated to English-speakers and was not translated to other languages. This means that we could have missed out on respondents from and/or preferring other regions that could have changed our results.

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Other. Please specify
Europe
NEW ZEALAND
Canada
Canada, Europe
Canada
Europe
Nigeria
Australia
Canada
Canada
Europe, Scandinavia
Canada, Australia
Canada
Europe

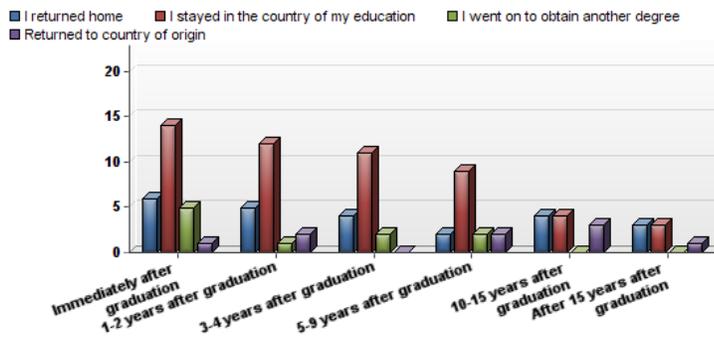
When applying to schools, which geographical location did you focus on? Please select all that apply.



When asked to what extent the university they attended influenced their current career, 57% of alumni respondents (32 out

of 56) said that it was very influential and 43% (24 out of 56) said that it was influential. This

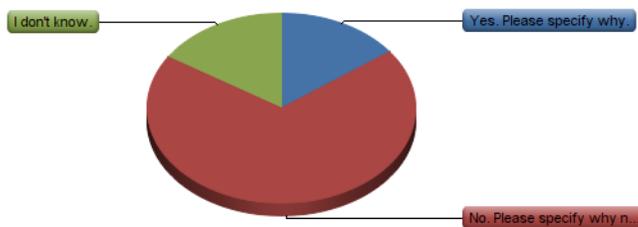
means that the choices they make in terms of schools greatly affects their career decisions in the future. When the survey takers were asked where they see their careers in 10 years, nearly half of all respondents said they would like to be working in the private sector or as entrepreneurs. We found this interesting, and believe it presents an opportunity for 8B to partner with private sector donors to create a clear career trajectory for interested students.



We asked alumni to give us more information about their plans post-graduation, and we found that the majority of them stayed in the country where they received their higher education. This means that

there is great opportunity to incorporate these students into the workforce whether in the country in which they studied or their home country. The second most popular option was returning home after their degree.

From our research, we found that many students receive scholarships from the



government, which often have attached requirements for the students to return home and work for a certain amount of time, to re-pay the government for the investment in their education. In order to best

understand the viewpoint of African students, we asked them: should students from Africa/the global south be required to return home at the end of their studies?

The overwhelming percentage (73%) of students said that no, students should not be required to return home. Some of the answers we received in opposition of students returning home include:

- “Most have loans to pay and had no support from their local governments. It is only fair that they are allowed to stay and work towards paying off their loans. Requiring them to go back immediately after with loans is a sure way to bankrupt them.
- “We should be given an opportunity to compete in the global marketplace and allowed to gain new skills that may not necessarily develop in our home countries.”
- “1. International experience is many times a plus to work in international organizations in one’s home country. 2. Some fields, which African students excel in, are under-developed or non-existent at the time of completion of the degree. As such, the student needs to work abroad to gain much needed industry experience before being in a position to establish or develop the industry in their home country.”

Those who agreed that students should be required to return home at the end of their students provided us with the following reasoning behind their opinions:

- “The continent needs the knowledge learned from abroad to be applied into the infrastructure of living and changing the narrative that Africa currently has. This can only be done by Africans and we should hold ourselves responsible.”
- “If funded at the expense of local development, absolutely?”
- “In order for them to not lose touch with their continent or facilitate brain drain. However, they should be allowed to work internationally for a maximum of 7-10 years, but should have multiple opportunities available for them to return home even briefly.”

## RECOMMENDATIONS

Based on the data provided from the 95 survey respondents and the secondary research, our team has been able to gain a clearer perspective of African students studying in the United States, and provide recommendations in the areas of: education financing, African student representation, career trajectory, and operational suggestions. These recommendations are intended to assist 8B with identifying the challenges directly affecting African students related to their representation at global universities.

### Education Financing

Funding is the most important consideration for African students in their decision to attend university. This is supported by the fact that 72% of the survey respondents, indicated that securing the necessary funding sufficient to attend university is *extremely important*. A close analysis of funding models for education, reveals that university scholarships are the primary source for funding as reported by 83% of the respondents to this question. Without scholarships, 67% reported they could not afford university without a scholarship. Also to consider, the rate at which African students received scholarships over the course of their education was the highest between receiving 1-2 awards, as reported by 64% of the respondents who answered this question.

Considering the above-mentioned factors, and also knowing that 49% reported that funding covering more than 50% of costs was from self/parents, it could reasonably be assumed that families are filling the funding gap for their child's education. In order to better understand how families are funding their child's education, 8B should consider the following recommendations:

- Develop a follow-up survey to capture specific information on family employment and/or basic financial information. This would be beneficial for understanding how families are earning their incomes (for example, in the public sector, private sector, and informal sector). An analysis of families employed in the public/private sector could affirm or dispel the notion that children of government officials, political appointees, and the wealthy/elite children have leverage over others by asking the survey taker to provide his or her parents' occupation(s).
- The second recommendation is primarily in response to the fact that 44% reported that they themselves or a parent had taken a loan to pay for education. Students also mentioned that the loan process wasn't difficult and the need to have a cosigner wasn't required. Typically, when approved for a loan a person should have a good credit or a co-signer is needed. On the basis of this information, there should be more insight into the background of African students and how they are able to gain approval from lenders. This would help identify whether students have been established in the U.S. or are newly arriving from abroad. Lastly, since students are willing to take loans to be able to attend the university of their choice, there could be a service to increase awareness about student loan programs and healthy education debt. This would benefit students with understanding the repayment process, interest rate, and credit system.

### African Student Representation

Based on the feedback from survey respondents, African students are motivated in their choice of college or university to attend mainly by geographical location and reputation of university. 84% reported their preferred location was the U.S. 80% indicated that the reputation

of the university was their specific reason when choosing a university. Lastly, based on our secondary data analyzing the top 5 destinations for students from all 54 African countries collected from United Nations Education Scientific Cultural Organization (UNESCO), evidence suggests that students mainly from Anglophone countries prefer the United States. Whereas, students from Francophone, Lusophone, and Arabic speaking countries prefer locations with their home country language. This information can help provide insight into why some countries are underrepresented and 8B could consider the following recommendations:

- Better understand preferences of students from underrepresented regions and their choice and/or ability to attend a U.S. university. A method to begin this process is perhaps by identifying contacts to develop these partnerships at African embassies for the top 5 Francophone, Lusophone, and Arabic speaking countries we have ranked. Also, the application trends for students applying to U.S. universities may be collected by embassies and could be evaluated. Collectively, this would benefit 8B with greater understanding of African student representation at the leading universities.

## Career Trajectory

Among the most popular academic majors chosen by African students are S. T.E.M., 29%; followed by Business/Management/Economics/Finance, 21%; with Policy/Government/International Development as 13%. Based on these responses from the survey, we suggest that the career trajectories for these African students are promising. The main two preferred academic programs have high rates of employment and compensation usually ranks higher compared with other academic fields for entry-level positions and beyond. Whereas, pursuing a policy oriented degree has a different career trajectory which can consist of pursuing advanced degrees, working for a non-profit, NGO, governmental agency, or a career in academia.

Also of note is that 46% of respondents envision their career in 10 years to be in private sector/entrepreneur, 15 % academia, 15% NGO. Therefore, 8B should consider the following recommendations:

- Target private sector companies willing to partner with 8B to provide: educational funding, internship opportunities, and sponsorship for students upon completing their education. This would benefit the company by investing early in a student's education and later retaining that individual as an employee within their company. Similarly, the student would also benefit by not having the burden to fund their education. Also, the same rationale applies for students looking to pursue careers in the NGO and public sector. But, the drawback is that an organization in these fields may not have the same funding available as a for profit business.

### Operational suggestions

Based on survey feedback, we recommend that 8B establish a social media presence because 62% of respondents reported that they have contributed to Africa via sharing information on their social media networks. Also, the organization should develop a platform for students, alumni, organizations to become 8B members. A method to this outreach can be blog posts, monthly newsletters, etc. This is supported by the fact that 35% of students received information through availability of student networks and 53% reported availability of information for choice in geographical location.

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## APPENDIX

Questionnaire Report - 70 pages (made available to client)

Graphs and Tables in Excel - made available to client:

- Students Enrolment and GDP growth
- Students Mobility by Country
- Students Mobility by Language
- African Educational Services
- OPT
- Multinational Corporations in Africa
- Foundations in Africa
- ISSO and ASA
- Top Programs
- Survey Graphs
- Contact Lists for the Survey