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Education for people and planet: Creating sustainable futures for all

Scholarships for Students from Developing Countries: Establishing a Global Baseline

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Abstract

With the goal of informing progress towards Target 4.b of the SDGs, the overarching purpose of this paper is to assess the current state of global data on scholarships available at the tertiary level for individuals from developing countries. In addition to assessing the data, the analysis explores the feasibility of creating a baseline against which future progress towards Target 4.b can be monitored at the global level. A broad range of scholarship programs sponsored by government institutions, non-profit organizations, and corporations were reviewed in order to inform the analysis, identify challenges, and propose solutions. Data gaps are especially apparent with regard to the national origins and socio-demographic characteristics of scholarship recipients. In addition to providing a framework for organizing and monitoring these programs, the paper provides recommendations for the steps that can be put in place in order to ensure better data collection on the provision of scholarships for students from the developing world.¹

I. Introduction

The newly established Sustainable Development Goal 4 on education aims to “ensure inclusive and quality education for all and to promote lifelong learning.” Target 4.b of the goal aspires to “increase support for scholarships available to developing countries².” Despite the establishment of this new and important target which aims to hold developed countries accountable for providing educational opportunities to the developing world, there exists insufficient data on the amount of aid provided by developed countries towards higher education scholarships for students from developing countries, as well as the key socio-demographic and economic backgrounds of scholarship recipients.

To address these data gaps and assess the feasibility of developing a methodology for tracking such scholarships globally, this paper reviews scholarships provided during the 2014-2015 academic year by the governments of developed countries to support the outward mobility of tertiary-level students from developing countries. While other non-governmental sources of scholarships (such as corporations and private foundations) were also examined for the purposes of this paper, the data pertaining to these scholarships is not included in generating a baseline for measuring progress towards Target 4.b since the focus of the latter is on government-funded scholarships. Also, small-scale scholarships offered by higher education institutions were not included in the data collection efforts because these offerings tend to vary in scope and nature, and the source of funds is not always clear.

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small-island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

– Target 4.b of SDG 4

¹ This paper was written by Rajika Bhandari and Zehra Mirza of the Institute of International Education.

² United Nations website: <http://www.un.org/sustainabledevelopment/education/>

In particular, the paper examined the following key questions:

- How should a ‘scholarship’ be defined, conceptually and operationally, as specified in Target 4.b? For example, should it only refer to those scholarships that are government-recognized or that cover the full costs of study, or should it include all scholarships regardless of government recognition, as well as bursaries and other partial contributions to the costs of study?
- What are the main sources of information on scholarships currently available, globally and by world region? How reliable is the information found in these sources? To what extent can data from these sources be compared over time and across countries? To what extent do current data sources capture the full intent of Target 4.b in terms of amount spent and number of scholarships awarded?
- What are the most significant data gaps with respect to source, origin of recipients, type and level of program, amount and type of scholarship, and other characteristics of individual recipients?
- What are some other types of scholarship sources that should be monitored to provide a wider context for understanding progress towards Target 4.b even though such sources might not contribute directly to the measurement of the target itself?
- Given data challenges, what are the prospects for the construction of a global measure of scholarships provided to students from developing countries? What institutional arrangements would need to be put in place to ensure more comprehensive reporting and monitoring of scholarships?

Outline of the paper

The paper begins with a brief description of the methodology of the study and analysis. This is followed by a discussion of how scholarships were defined for the purposes of the current analysis and paper, and the characteristics of scholarships that were documented. It then delves into findings through an analysis of scholarship sources and also includes a discussion of the data gaps that are apparent in collecting scholarship recipient data. Challenges in achieving an accurate and reliable global measure of scholarships are posed, but despite these limitations a tentative baseline number is proposed. The paper concludes with four recommended next steps for strengthening the collection of global scholarship data.

II. Methodology

Using the parameters of the target and the definition of a scholarship proposed for the target, large-scale scholarship program at the tertiary level were reviewed through the following approaches:

- **Desk Research:** Several data sources were reviewed that include publically available information on government and non-government websites and academic papers that address the typology of international scholarships. The appendix includes a list of over 110 websites that were used to gather data on various scholarship programs and their intended recipients. Desk research for the current analysis was primarily carried out through the search engine, Google. The search first involved identifying scholarships that were offered by developed countries to students from developing countries, which resulted in identifying providers and programs that were previously

unknown. Additionally, the desk research incorporated a review of any existing literature on national government scholarship programs. It was found that such research is limited to published studies by Laura Perna et al. (2014) and the British Council (2014). A final round of desk research involved exploring websites that offer mass scholarship directories for students from developing countries. This helped to validate and confirm the scholarships that had been identified during the previous rounds of desk research.

- **Other data sources:** In addition to the desk research and the gathering of secondary data, key informants at IIE who are familiar with large U.S.-government funded scholarship programs were able to provide detailed program data. This enabled the study team to capture information that was not publically accessible. An example of this included the Foreign Fulbright Program.

III. Scholarships defined in context of Target 4.b

Based on the analysis carried out for this paper, we propose the following definition of a scholarship: *a grant or payment (regardless of funding amount) made by a developed or developing country's national government to students from developing countries to support their education at a tertiary level. Scholarships will involve some level of coursework or vocational training in a particular area of study that will result in a degree, certification, or recognized award.* Based on this definition, there were certain programs that were excluded from the analysis because they did not meet the criteria set forth above. These include internship programs, such as the ones offered by the World Bank, or Teaching Assistantships offered through the foreign Fulbright component of the Fulbright program. Small scholarships offered directly by higher education institutions benefitting only those students who attend that specific institution were excluded. Such scholarships can vary significantly in amount, and in their scope and purpose, and are difficult to track. An example of this can be the Edinburgh Global Research Scholarship offered by the University of Edinburgh in the United Kingdom. Available to all international students, the scholarship aims to cover the difference between the tuition fee for a UK/EU graduate student and that of an overseas student. Funding for scholarships such as these are difficult to monitor since they are supporting graduate level research that can be supplied by a grant or other unidentifiable entities.

Scholarships offered by developed and developing countries to students from developing countries were the main focus of the analysis, but scholarships to students from all countries were also included since it wasn't always possible to disaggregate scholarship targets by nationality and such programs may well include students from developing countries. Scholarships offered to individuals from developed countries only were excluded. An example of such a program would be the Fulbright Arctic Initiative where one of the eligibility criteria is citizenship in Canada, Denmark, Finland, Iceland, Norway, Russia, Sweden, or the United States. Certain scholarship programs offered by developing countries such as China and Brazil are included in the analyses if the scholarships are offered to citizens of other developing countries³.

Key aspects of the definition proposed above are discussed in greater detail below, specifically with regard to how they are addressed in the subsequent analysis:

- **Costs and level of funding (Partial versus Full)**

³ Country classification of development is based on the United Nations World Economic Situation and Prospects 2012 Report: http://www.un.org/en/development/desa/policy/wesp/wesp_current/2012country_class.pdf

All government-funded scholarships that offer either full or partial funding are included for the purposes of monitoring progress made toward Target 4.b.

- **Full Funding:** For scholarships classified as providing full coverage to recipients, they must indicate that living expenses are covered in addition to tuition and fees.
- **Partial Funding:** If there is no indication that living expenses are covered in addition to tuition and other related fees then the program is defined as providing partial funding. In instances where the amount of funding for a scholarship is provided but information on the allocation of that award amount was unavailable, the study team researched the average tuition cost in that country or at the partnering institution. Considering also the longevity of the program, location cost, and the average tuition cost, the team estimated whether the level of funding would be able to provide both living expenses and tuition for a recipient.

- **Characteristics of Scholarship targets and/or recipients**

Where possible, the analysis notes the academic and socio-demographic characteristics of scholarship recipients including, but not limited to, aspects such as their specific geographic and national origins, their socioeconomic status, gender, academic level, and field of study. However, because of the scant information available on the socioeconomic status and geographic origin of recipients, the current analysis takes into account the various groups of scholarship recipients that are *targeted* by each program. This challenge has also been reported by other researchers who have attempted to categorize scholarship data (Perna et al., 2014). Due to the lack of demographic data on scholarship recipients, the typical approach has been to construct binary variables to categorize whether or not the program attempted to target individuals with particular characteristics or not (“yes/no target”). Our research efforts took this methodology a step further to identify which programs targeted developing countries, and were open to all international students or were only available for citizens of a country. In addition, our analysis employed a similar binary coding to explore whether or not the scholarships were intended for financially disadvantaged populations.

IV. Analysis of Current Sources of Scholarship Data

The following sources are assessed within the context of available recipient data (which was limited) or data that indicated the *targeted* recipient groups of international scholarships offered by national governments. While the focus of the analysis and subsequent findings is on scholarships offered by national governments of developed and developing countries to students from developing countries, the current section also includes a brief discussion of scholarships offered by non-government and non-profit organizations, corporations, and other multilateral agencies to students from developing countries. While such scholarships are not intended to count towards the target or to be a part of the baseline for Target 4.b, they should be monitored as their provision might affect the incentives of the governments of developed countries to either expand or limit their scholarship programs. Monitoring scholarships from these other sources also provides a more comprehensive picture of the extent to which students from the developing world are receiving support for tertiary education regardless of the source of support. Any data presented on other sources of scholarships in the subsequent sections of this paper is intended for purely comparative purposes.

Data Synthesis and Analysis

The secondary data on various scholarships is synthesized according to the dimensions described in preceding sections. A coding manual was created once the initial data collection phase was over in order to categorize the various levels of information. The name and sponsoring/funding source of scholarships was documented in addition to various other components. This typology of programs includes for instance categorical variables for sponsoring source such as: government (1), non-profit organization (2) or corporation (3). The corresponding website of where the scholarship was found is also included. The detailed database of scholarships used in the analysis is included as an MS Excel attachment to this paper. Based on the established criteria for the current analysis, a total of 111 international scholarship programs in 51 countries were included in the overall analysis, with the United States offering the most scholarship programs for international students (Table 1A in the Appendix includes a full country-level breakdown). The 111 scholarships included those from all sources and were further disaggregated into those offered by governments and those offered by other providers. Some of the countries listed in the table offer scholarships as a dual sponsor of a program. For example, the *DAAD German-Egyptian Research Long-Term Scholarship (GERLS)* is funded by both German and Egyptian government agencies. Such programs are reported within all sponsoring countries.

There were also some scholarships that were sponsored by governments of developing countries and were catered for students from other developing countries. An example of such scholarship included the *TWAS Fellowship Programs* which included funding from developing countries such as Pakistan and China, representing a prominent South-South collaboration.

Limitations and Data Gaps

Our analysis suggests that there are significant gaps in the collection and reporting of global data on scholarship recipients in the tertiary sector. The most significant challenge in the current study and analysis was the unavailability of readily accessible data regarding the total number of *recipients* as well as the characteristics of scholarship recipients, which includes both socio-demographic characteristics as well as details of national origin.

- **Total number of targeted awards vs. those actually received:** While many scholarships programs make available information on the number of planned or intended awards, data on the actual number of scholarships awarded and on the final recipients of these awards is limited. The British Chevening Fellowship, for instance, may provide specific country-level objectives, but does not present any statistics on the actual number of awards granted and the demographics of its scholarship recipients. At the other end of the spectrum is the Fulbright Program, which is one of the few large scholarship programs where such information exists and is continuously monitored.
- **Country and origins of scholarship recipients:** Unless certain countries or regions (such as Africa) are the sole target region of scholarship programs, most such interventions do not provide clear data on the specific countries from which they invite applications. This possibly has to do with the fact that many large programs do not assign quotas or other such fixed targets for a minimum number of scholarships to be awarded to students from particular countries or regions. Hence, the scholarship is open to students from all countries and it becomes increasingly difficult to assess to what extent students from the developing world applied for such opportunities and, more importantly, how many actually received scholarships.

- **Other socio-demographic characteristics of scholarship recipients:** Related to the lack of data on scholarship recipients' national origins is the unavailability of data on the broad range of characteristics of either the intended scholarship recipients or on the actual recipients themselves. Such characteristics include gender and socio-economic status, both of which might be important to consider alongside Target 4.b to assess to what extent scholarships for students from developing countries are reaching the most disadvantaged populations within these countries. There are at least two possible reasons for this gap: one, funders of scholarship programs might consider recipient data to be confidential and proprietary data, similar to how higher education institutions do not disclose information on how admissions decisions are typically made; and second, it is possible that disclosing recipient data might reveal that some programs are not meeting their declared goals or targets of providing opportunities for certain populations such as students from developing countries, from disadvantaged backgrounds, or for women.

Language accessibility also serves as a barrier when gathering information about the recipient population, thus limiting us from documenting the extent to which a program is open to students from developing countries. This was problematic for programs such as *Colfuturo* and the *Chilean Government's Bicentennial Scholarship* which do not have public information available in English, restricting us from documenting whether or not the programs were available to citizens of other developing countries. As a result, the current analysis may reflect an overrepresentation of scholarship programs which provide information in English.

From a monitoring perspective, the future implications of the data limitations described above are two-fold: not only will it be challenging to monitor future progress towards Target 4.b which is aimed at developing countries, but it will also be difficult to project and plan for the number of awards for developing countries that might become available in a given year. While it was not within the scope of the current analysis to determine the specific reasons for the limited availability of scholarship recipient data, some plausible reasons might be that governments (as well as other providers) do not maintain detailed databases and perhaps do not see the value in gathering this type of data. For others, the data might be considered confidential and proprietary and hence not made available publicly. Regardless of the reason, the current analysis and the data gaps underscore the importance of transparency, and for major scholarship programs to be open to sharing information that can lead to a better understanding of how scholarship programs further the goal of development.

Given the clear data gap between scholarship targets and recipients, the study team revised its methodology to compile information on the intended target population for the scholarship programs where data on recipients was not available. Hence, the intended number and types of scholarships for the 2014/2015 academic year served as a proxy for the number that were perhaps actually awarded or received by targeted recipients. When available, data on the national origins of targets/recipients was used in the analysis, but scholarship programs that lacked country-level breakdowns were also included provided they had a stated intent and mission of being available to all international students (including students from developing countries).

Scholarships by non-governmental sources

As discussed earlier, the following sources of tertiary-level international scholarships were also analyzed because they help provide a more comprehensive picture of the extent to which students from the

developing world are receiving support from various sources to pursue postsecondary education overseas. Even though these other providers and donors cannot be held responsible for providing such aid, it is important to track this data and to consider how such aid impacts Target 4.b.

Scholarships funded by non-profit organizations tend to target marginalized populations and often explicitly state their objective of providing increased opportunities for traditionally disadvantaged groups and nations. For example, the *Mastercard Foundation Scholars' Program* is clearly aimed at providing economically disadvantaged youth from Africa with access to quality higher education. Another example is the recently-concluded *Ford Foundation International Fellowships Program (IFP)* that provided over 4,000 scholarships to individuals from marginalized communities across 22 countries, most of which were developing countries.

Scholarships offered through the grant-making or philanthropic arm of corporations often focus on the developing world as part of their Corporate Social Responsibility (CSR) agenda. Even though these scholarships often use merit-based selection criteria, they are typically open to all international students. A scholarship program by the Deutsche Bank for instance, offers young women who have been accepted to the London Business School financial support based on their GMAT scores and grade point average from past universities. Although their scholarships are available to all international women, the awards are specifically designed to enable talented young women to study at the business school. Charitable entities of corporations such as Schlumberger Foundation were classified as “Non-profit Organization, Corporate Affiliate.”

In addition to scholarships funded by corporations and non-profit organizations, scholarships offered by developing countries to fund their own students are large in number and worth noting. Information from them helps provide a more complete picture of the level of support available to students from developing countries.

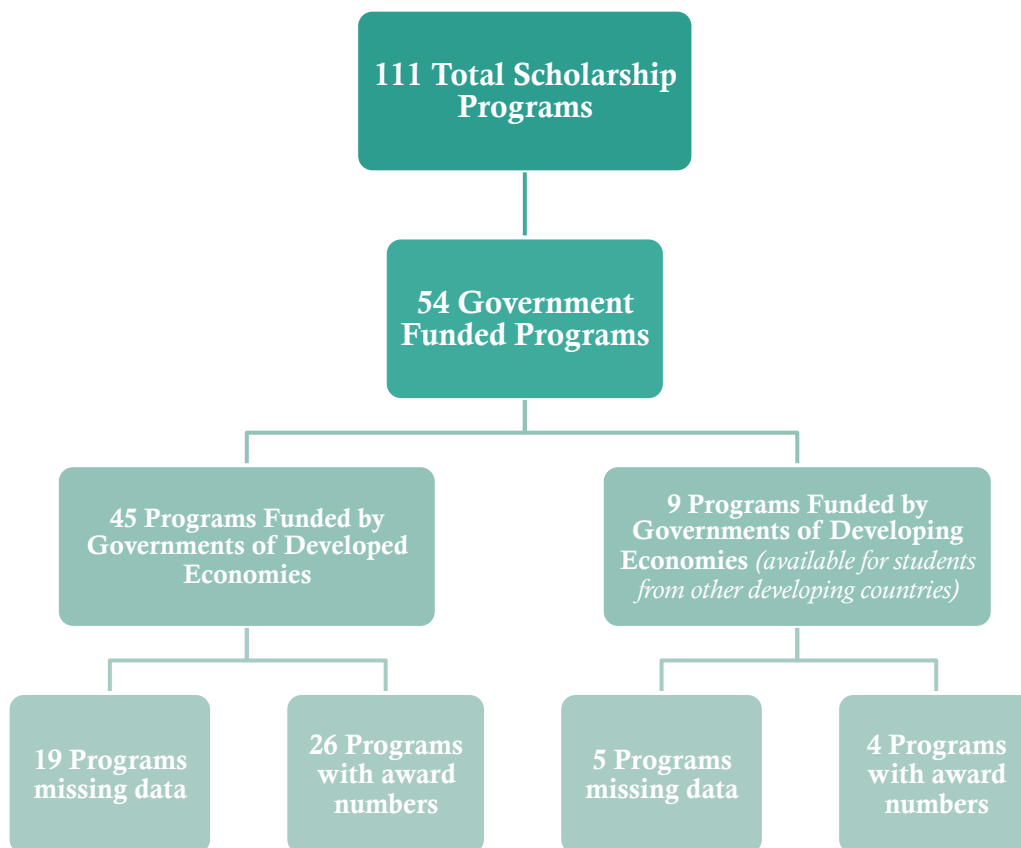
There were five scholarships identified that were funded through multilateral agencies, including the World Bank's *Robert S. McNamara Fellowship*. Because of the multiple sources of funding that they receive, these programs were not placed in any of the funding sources listed above. Given the small number of scholarships (5 programs) that fell within the “other” sources of funding, analyses comparing this source with the ones listed above are limited.

V. Findings

Of the total 111 scholarship programs identified during our desk research that either targeted students from developing countries or targeted students from all countries (including developing countries), 60 were funded by government entities. Given the focus of Target 4.b, programs offered by developing countries only for their were eliminated. Thus, this list was further limited to 54 programs that were offered by both developed and developing countries; this subset of programs forms the basis for the subsequent analysis and proposed baseline. Figure 1 illustrates the process used to arrive at this subset of 54 programs.

Of these 54 programs funded by governments of developed and developing economies, approximately 24 or 44 percent identified did not indicate the total number of awards that were provided for their recipients in the past year (2014/15) or the total number of awards that are anticipated for the upcoming year. However, when using the donor country rather than a program as the unit of analysis, the majority of countries (84 percent) providing aid to fund international students did have some level of data regarding the number of awards anticipated or historically provided to scholarship recipients per year. In other words, many countries do have some scholarship programs in place that monitor recipient level data to a certain extent but this only holds true for nearly half of the total programs found.

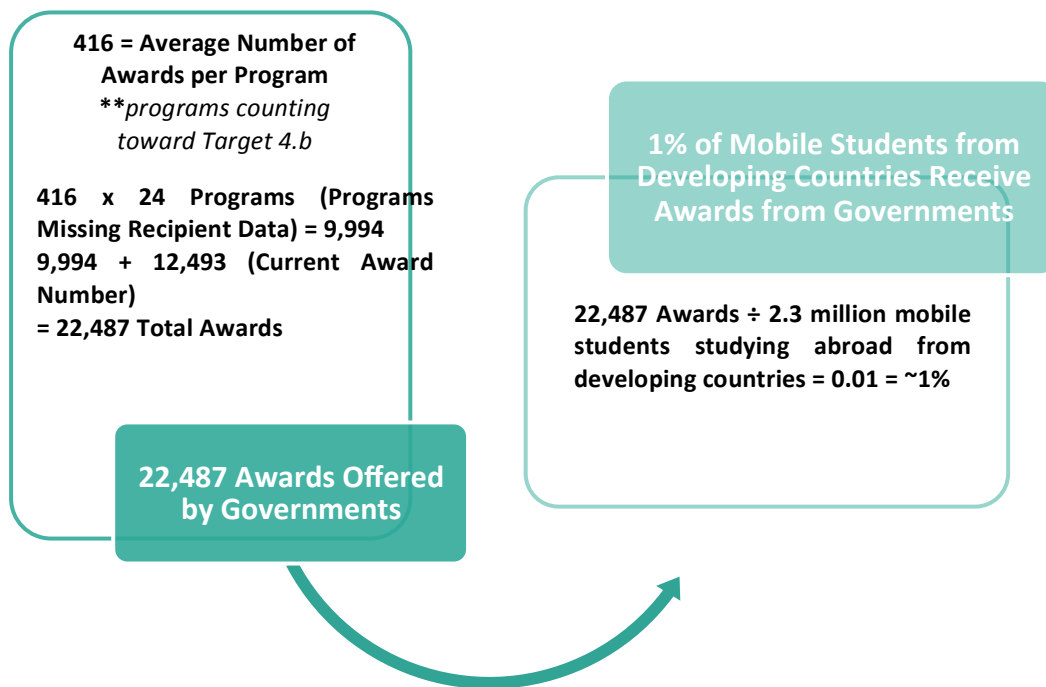
Figure 1. Scholarship programs selected for analysis



Establishing a tentative baseline for Target 4.b

From our database of 54 programs, it was determined that individuals from developing countries were awarded nearly 12,500 awards by 30 scholarship programs for which such data was available; however, this does not take into account 24 programs that did not have data on their scholarship recipients due to the constraints mentioned earlier (e.g. public accessibility of data). Therefore, an estimate was made of the number of scholarships these 24 programs were likely to have provided. The 30 programs for which detailed data was available provided an average of 416 awards. This average was used to account for the 24 programs that did not offer any recipient data either in published reports or their program websites (Figure 2). Using both the actual data from 30 programs and the projected totals for the remaining 24, it is estimated that a total of 22,487 awards are currently provided by governments for individuals from developing countries who intend to seek higher education opportunities.

Figure 2. Total estimated awards and estimated proportion of globally mobile students receiving scholarships



In addition to estimating the total number of awards that can serve as a baseline for target 4.b, an attempt was made to estimate what proportion of globally mobile students from the developing world currently receive financial assistance from developed countries. In 2013, of the 3.5 million tertiary-level students who were studying overseas in another country, 2.3 million were from developing countries (UNESCO, 2014). Therefore, based on the 22,487 number of awards calculated earlier, only one percent of internationally mobile students from developing countries receive awards from governments of developed countries (Figure 2).

While an attempt has been made to provide an estimated baseline against which future progress on target 4.b can be measured, both the baseline as well as the estimate of the proportion of students from developing countries that are supported by governments of developed and developing countries should be

interpreted with caution. While the 22,487 number provides a starting point, it is likely an underestimate of the actual number of awards currently provided by the governments to students from the developing world. This is due to the factors discussed earlier, but pertaining primarily to the lack of publicly available data overall, and to the lack of detailed data on program recipients in particular.

Total Number of Estimated Awards for all Programs

For the purposes of monitoring scholarship awards offered by all sources including ones that do not count towards Target 4.b, a similar methodology was used to estimate the total award amount for each of the sources (Table A). It was found that a total of 107,721 awards are offered from all 111 scholarship programs that were identified during our desk research. This estimate should be used with caution as it is based on actual reported totals as well as estimated data.

As Table A indicates, the number of scholarships provided by *developing* countries or emerging economies for their own citizens far exceeds those provided by other sources. This is primarily due to the large number of scholarships provided by Brazil and Saudi Arabia to their own students, but also scholarships provided by developing countries such as India to students from other developing countries in Africa and other regions of the world.

Table A. Number of estimated scholarships/awards, by source of award, 2014/15

Funded by governments of <i>developed and developed countries*</i>	Funded by governments of <i>developing countries**</i>	Funded by nonprofit organizations (including corporate affiliates)	Funded by corporations	Funded by other entities	Total
22,487	81,372	2,625	369	868	107,721

***Reflects the number of programs offered by governments of developed or developing economies that offer aid to either all international students or specifically target students from developing countries.**

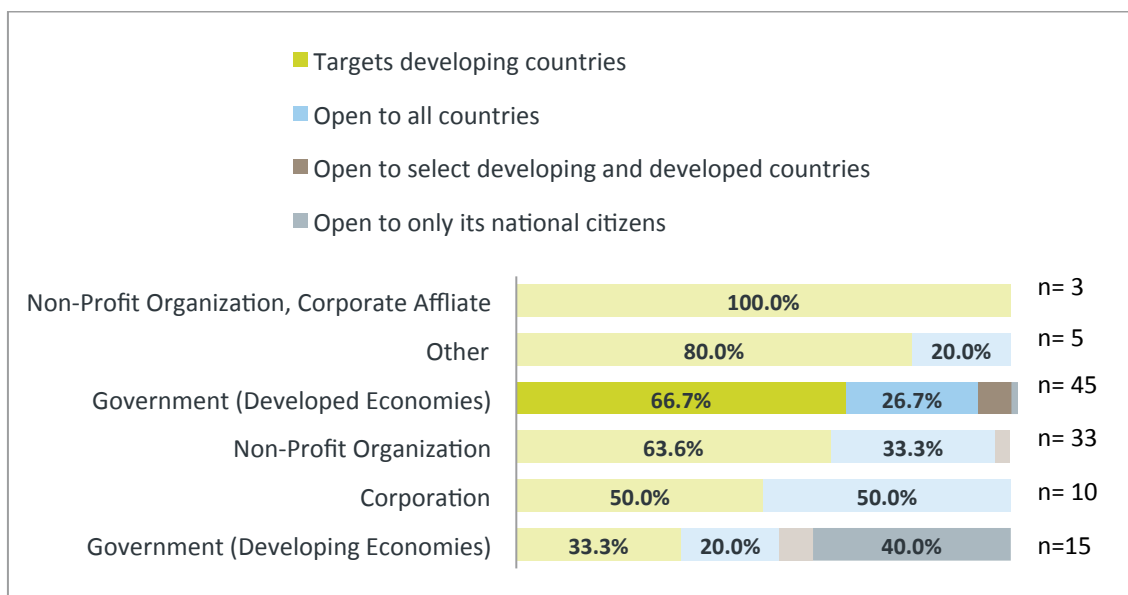
****Reflects number of programs offered by governments of developing economies that offer aid to only their own citizens.**

The remainder of this section presents findings pertaining to other aspects of the proposed definition of a scholarship, including geographic origin and socio-demographic characteristics of awardees. All 111 scholarship programs are included for the purposes of comparison by provider, but emphasis is placed on the 45 scholarship programs offered by governments of developed economies.

- **Nationalities of Scholarship Recipients:** Due to the sparse nature of data available on the nationalities of scholarship recipients, the research focused on the targeted nationalities of scholarship programs. As shown in Figure 3, while the majority of non-profit organizations specifically target scholarship recipients from developing countries, corporations were found to equally sponsor programs that target developing countries as well as those programs that are open

to all international students. Of the 45 scholarship programs that were sponsored by developed economies, the majority targeted students from developing countries (66.7 percent).

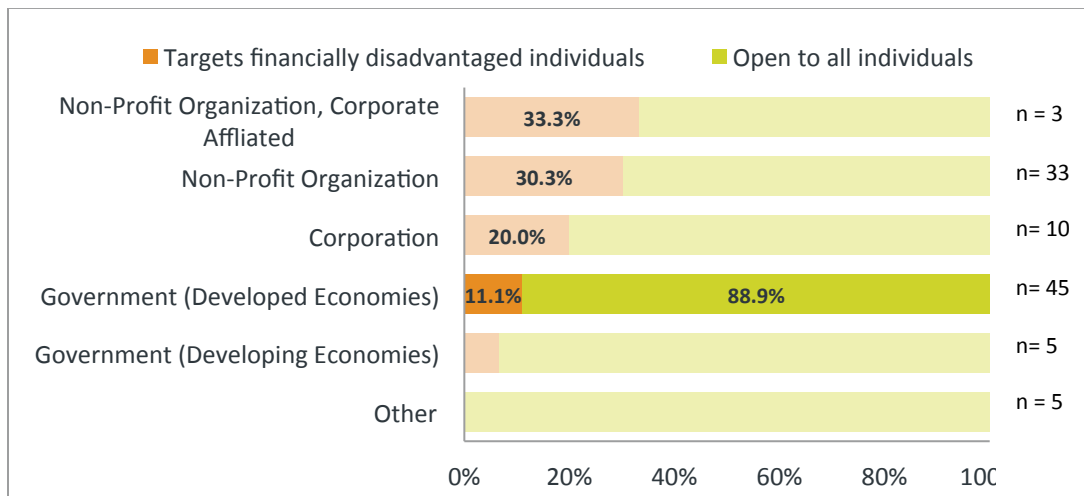
Figure 3. Targeted nationalities by scholarship source, 2014/15



Of the 41 scholarships offered by the United States (regardless of source or provider), 58.5% targeted scholarship recipients from developing countries, while the rest were geared towards all international students (34.1 percent). Similarly, the scholarship programs hosted by the United Kingdom in the past academic year were mostly open to all countries (46.2 percent) or targeted developing countries (38.5 percent).

- Socio-economic status (SES) and demographic characteristics of scholarship recipients:** When assessing the targeted socio-economic status (SES) of scholarship programs, very few programs (17.6 percent) were specifically intended for financially disadvantaged populations. This also applied to the 45 scholarship programs funded by governments of developed economies. Only 11.1 percent (5 programs) of those programs targeted financially disadvantaged individuals. Of those that do aim to target underprivileged individuals, most are sponsored by non-profit organizations (Figure 4). Contrary to expectation, the majority of government-sponsored scholarships offered by developing countries do not aim to provide higher education opportunities to individuals facing economic barriers.

Figure 4. Targeted socio-economic status by source, 2014-15



- Level of Scholarship Program⁴:** Of the 45 scholarship programs offered by developed countries, the majority of scholarships fund students at the graduate or postgraduate level (Table B). This is in keeping with other research that has shown that 76 percent of government-sponsored international scholarships are intended for graduate or postgraduate studies (Perna et al., 2014). Because such scholarships also focus on fields of study that are in high demand, they attract individuals that have developed a level of expertise and can capitalize on an advanced degree.

Table B. Study level of programs counting toward Target 4.b (ISCED classification)

Level 6	2
Level 7	7
Level 8	6
Level 9 (Not elsewhere classified)	3
Level 6, 7, or 8	6
Level 7 or 8	14
Level 7, 8 or 9	1
Other - Non ISCED	6
Total	45

An assessment of all 111 scholarship programs indicated that regardless of the source of funding, the majority of programs tend to support graduate and post-graduate students (see Table C).

⁴ Level of Scholarships was categorized using the International Standard Classification of Education (ISCED). Retrieved from: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

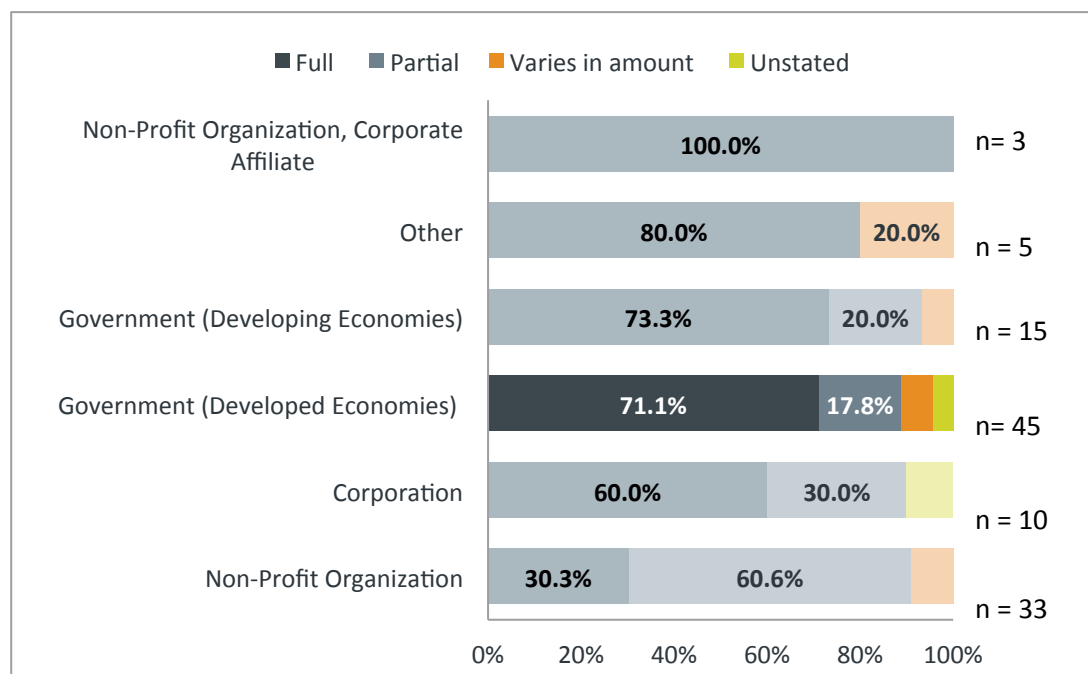
Table C. Study level of all programs (ISCED classification)

Level of Scholarship (ISCED)	Government Based	Non-Profit Organization	Non-Profit Organization, Corporate Affiliate	Corporation	Other
Level 5 – Short Cycle Tertiary	0	1	0	0	0
Level 6 – Bachelor’s	3	5	0	0	0
Level 7 – Master’s	8	5	0	3	0
Level 8 – Doctoral	14	3	1	1	1
Level 9 – Not elsewhere classified	7	3	0	0	0
Level 6, 7, or 8	12	3	1	2	0
Level 6 or 7	1	1	0	0	0
Level 7 or 8	18	8	1	1	0
Level 8 or 9	0	3	0	1	1
Level 7, 8, or 9	2	0	0	0	0
Other – Non ISCED	5	1	0	2	1

As shown, very few programs offered scholarships at the bachelor’s level in contrast to the other levels. The “Other-Non ISCED” category represents programs that included a period of study but do not count towards bachelor’s, master’s, doctoral, or post-doctoral studies (e.g., the U.S. Department of State’s *Humphrey Fellowship Program*).

- Funding Amount for Scholarship Awards:** The majority of the scholarship programs (71.1 percent) that were funded by governments of developed economies offered full aid for accepted students. Approximately two-thirds of corporate-sponsored scholarships offered full funding, while only one-third of scholarships offered by non-profit organizations provided complete coverage of expenses (Figure 5). For example, the *Aga Khan Foundation International Scholarship Program*, which is intended for nationals of developing countries who demonstrate financial need, provides partial funding (i.e., 50 percent grant and 50 percent loan). Moreover, program websites for a handful of scholarships indicated that the amount of funding provided for their recipients varies on a “sliding scale” of sorts. In some cases, the amount of funding was dictated by various academic standards such as Grade Point Average or standardized test scores.

Figure 5. Level of funding by source, 2014/15



VI. Prospects of a Global Measure and Necessary Next Steps

While the current analysis has attempted to establish a tentative baseline against which to measure the progress towards target 4.b, the inadequacy and low quality of data suggests that this estimate should be viewed as conservative and preliminary. More complete data is needed to develop a reliable foundation upon which to measure future progress of the extent to which scholarship programs are providing opportunities for students from developing countries. This section discusses concrete actions that can be taken to improve the collection and reporting of global scholarship data.

Proposed next steps:

We propose the following options that would create a stronger foundation for gathering relevant data. However, for any of these actions to be successful, global scholarship programs will, at a minimum, need to be encouraged to collect and report disaggregated data on: the *intended* recipients of the scholarship program; the *actual* recipients of the program; and the country of origin for both groups. Data on both the intended and actual recipients will enable the analysis of gaps between the intent of the program and the actual outcomes for students from developing countries.

1. Engagement of the higher education sector: one option might be to charge higher education institutions and the sector in major receiving/destination countries and regions such as the United States, Canada, and Europe to gather and report data on students from all countries that are using scholarship funds to support their education in the host country. Taking the U.S. as an example, it could be explored whether the U.S. Department of Education's IPEDS (Integrated Postsecondary Education Data System) should introduce an indicator that requires all accredited U.S. institutions

to report the number of students from other countries that are pursuing their studies on a scholarship. The data would need to be disaggregated by country to allow for an analysis of recipients from developing countries. Currently, the “Student Financial Aid and Net Price” section of the survey gathers information only on U.S. government (federal, primarily) and institutional-level financial aid for students. It may be considered whether the indicators pertaining to financial aid can be expanded to include whether students are receiving aid from other governments.

While this option has the advantage of institutionalizing data collection and reporting across the entire U.S. higher education sector (institutions are mandated to report data to IPEDS), it would be difficult to implement as changes to the IPEDS survey need to be extensively vetted through a time-consuming, multi-stage process. Moreover, data collection on in-bound international students is not a priority for IPEDS which focuses more on domestic, U.S. higher education issues and related data collection.

2. A second and more viable option would be to involve an independent, non-governmental entity to explore whether data collection on scholarships on a global scale can be incorporated into existing student mobility data collection efforts especially since many scholarships recipients are already being captured in global mobility data. One option would be the Institute of International Education’s *Project Atlas*, an initiative that currently brings together 25 national-level mobility data collection agencies from around the world that annually share data on the numbers of foreign students they receive and the number of their domestic students that study overseas. Supported by IIE, the U.S. Department of State and global partners, *Project Atlas* currently includes all the major host countries of globally mobile students, including the U.S., Canada, the U.K, Australia, Germany, France, and China. In contrast to the UNESCO and OECD mobility data collection, *Project Atlas* emphasizes the collection of both long-term and short-term mobility data.⁵ The short-term mobility aspect is critical as it probably captures several scholarship recipients who are pursuing a portion of their degree overseas. While *Project Atlas* currently does not include disaggregated data on scholarships in its reporting on various forms of postsecondary mobility, it has the potential to easily expand the data collection to include data on scholarship programs. For example, in the next annual survey scheduled to be sent to Atlas partners in October 2016, the question could easily be asked about how many total scholarship programs are supported by their

⁵ Project Atlas data and both UNESCO and OECD data differ on a number of counts. For one, both UNESCO and OECD follow a more conservative definition of student mobility that primarily includes longer-term study and thus results in a significant undercount of student mobility. Another issue is that because both UNESCO/OECD rely primarily on ministries for data collection, their data represents the public education sector but underestimates the significant enrollment in the private education section in many countries. Finally, there is a significant time lag in the UNESCO/OECD data by the time it is released. The difference between Project Atlas and UNESCO estimates is best understood using the example of a country that reports data to multilateral agencies but that also participates in Atlas. Taking the case of Japan, in 2011/12 UNESCO reported only 33,750 in-bound international students, whereas Project Atlas—working directly with our Japanese partner, the Japan Student Services Organization (JASSO)—was able to report a total of 135,500 in-bound students in Japan in 2013. Additionally, Project Atlas collects and reports mobility data for China, showing that China is now the world’s third top destination for international students, ahead of Germany and France. UNESCO and OECD report very limited data for China which underestimates its role in the current student mobility landscape. These examples illustrate the comprehensive nature of the Atlas data as compared with other public sources of mobility data.

governments and what proportion of applicants as well as recipients are from the developing world. The question could further be broken out into students receiving scholarships for short-term as well as degree study. There are several advantages to this approach, outlined below:

- a. Because Project Atlas is an independent, non-governmental network, it is not constrained by the typically long procedures or bureaucracy that might be inherent in charging governmental agencies to collect scholarship data; changes to the Atlas data collection process can be made relatively easily and quickly, while of course being reviewed and vetted by the network's advisory group and members. Through its network, Project Atlas also collaborates directly with governmental and non-governmental agencies in other countries that are often the same ones that also administer and monitor scholarship programs administered by their respective governments. This includes, for example, the German Academic Exchange Service (DAAD), the Swedish Institute, and NUFFIC, the Netherlands organization for internationalization in education.
 - b. IIE, which serves as the Secretariat for Project Atlas, has the added advantage of administering many large-scale U.S. government scholarship programs such as Fulbright and others. Additionally, because we also administer over 200 scholarship programs for other providers such as foundations, corporations, and foreign governments, we have ready access to data that can complement the governmental scholarship data used for informing progress towards target 4.b.
 - c. IIE is also a current member of the Donor Dialogue, an informal network of donors and scholarship administrators from around the world that meet in-person and virtually to discuss and address a full range of issues related both to the administration of global scholarship programs, but also the sharing of knowledge and information. For example, one of the most current topics of discussion is how to effectively measure the longitudinal impact of international scholarship and fellowship programs at the individual, national and community levels.
3. A third option is to charge the governments of developing countries to monitor and report the number of their tertiary-level students that receive scholarships from other countries/sources. One advantage of this approach is that it enables data collection on all sources of support to students from developing countries regardless of the provider and the source of the scholarship. This would provide a more comprehensive picture of the number of students from a particular developing country that are receiving support for their tertiary education from other global providers. The receiving country government could partner with its domestic higher education sector to gather data on scholarship recipients.

The obvious challenge with this approach is that it would be difficult to gather data on individuals who are not enrolled at a home institution in their home country and receive scholarships to pursue full degrees at an overseas institution.

Regardless of the options that are ultimately exercised to enable governments to collect and report more complete scholarship data, it is necessary to also raise awareness across the higher education and philanthropic sectors on the value of gathering and reporting detailed data on the extent to which their initiatives are supporting individuals from the developing world. Most grant-making organizations have

been following the evolution of the Sustainable Development Goals but may not have realized that their work can directly contribute to realizing the specific targets reflected in the goals. Finally, most reputable charities rely on ratings of their level of giving and impact. For example, Charity Navigator in the U.S. assesses and ranks over 2,000 U.S.-based charities on their “intelligent giving”, but also on their impact. As funders face increasing scrutiny with regards to accountability and impact, one consideration might be to gather and report data that demonstrates their impact on building capacity in the developing world.

VII. Additional considerations and conclusion

In assessing the current state of data on the number of scholarships awarded by developed and developing countries to students from developing countries, a number of additional considerations arose which, while not contributing directly to target 4.b, are nonetheless important in addressing the overarching issue of the extent to which the developed world bears responsibility of assisting developing countries. Such considerations include the role of different entities in providing global scholarship programs, as well as other measurement-related issues that should be considered. Here, we list some of these issues:

- Given that non-profit organizations (primarily foundations) and corporations currently play a significant role in funding scholarship programs that specifically target recipients from developing countries, their responsibility to provide data on their scholarship recipients and towards monitoring the progress of target 4.b should not be ignored. Yet, it raises the issue of how such private entities can be held accountable for providing such data given that they typically do not operate under any sort of governmental or other mandate to gather and report such data. As suggested above, one incentive for them to gather and report this type of data might be the accountability standards of external rating organizations like Charity Navigator.
- Developing a baseline to monitor progress towards target 4.b is premised on the notion that most large-scale programs would continue over a sufficient period of time to enable the tracking of the number and types of scholarships awarded. However, the longevity of many such programs is not a given and depends on many factors including, but not limited to, the ongoing availability of monies to fund the program; the shifting priorities of funders; and the extent to which the program has met or is not meeting its intended goals. One such example is the Brazil Scientific Mobility program, which in recent years has sent thousands of Brazilian students to the U.S. and other countries for higher education. However, at the time of this analysis, the future of the program is uncertain. While the longevity of scholarship programs might not have a direct bearing on measuring progress towards the target, monitoring the ebb and flow of large scholarship programs is important as helps provide a comprehensive understanding of governments’ shifting priorities.
- Lastly, even though scholarships provided by developing countries themselves for their own citizens are not counted towards the target, the increasing role of developing countries in the provision of tertiary education and human capital development should not be overlooked. Many developing countries are now making significant investments in training their own citizens and while this doesn’t alleviate the responsibility of developed countries, it does make the case for developing countries to be regarded as active participants and equal partners in shaping educational opportunities for their citizens rather than being passive recipients of aid.

The current analysis and paper examines the many challenges inherent in measuring the number and types of scholarships provided by developed and developing countries to students from developing countries. Despite the severe limitation of the data, a tentative baseline against which the progress of target 4.b can be measured is proposed. This baseline estimates that currently there are approximately 22,487 tertiary students from the developing world that are receiving scholarships from developed and developing countries. This number accounts for just under one percent of the 2.5 million students from the developing world that are globally mobile. While improvements need to be made both in increasing the provision of scholarships for students from developing countries and in gathering more complete data on the provision of scholarships, steps can also be taken to improve access to currently existing data such as the kind that was accessed for this paper. If governments were to make existing data available in more than one language, it would increase the accessibility and use of the data. This is particularly important when we consider the recent proliferation of either small- or large-scale scholarship programs in non-Anglophone countries.

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Appendix

Table 1A. Websites Used for Desk Research

Scholarship Name	Links
Commonwealth Shared Scholarship Scheme	http://www.scholars4dev.com/2834/commonwealth-shared-scholarship-scheme-for-developing-countries/
Community College Initiative Program	http://exchanges.state.gov/non-us/program/community-college-initiative-program
VLIR- UOS Masters & Training Scholarships in Belgium for African and Developing Countries	http://www.afterschoolafrica.com/630/vlir-uos-masters-scholarships-in/
Developing Aid Postgraduate Training Fellowships for Women	https://www.vladnestipendia.sk/en/wizard/detail/4 http://owsd.net/career-development/phd-fellowship
Transformational Leadership Program- Scholarships and Partnerships (TLP-SP)- Master's Degree Program	http://www.usaid-tlp-sp.org/En/ma-and-professional-certificate/86/frequently-asked-questions/
Joint Japan World Bank Graduate Scholarship Program (JJ/WBGSP)	http://web.worldbank.org/WBSITE/EXTERNAL/WBI/EXTWBISFP/EXTJJWBGSP/0,,contentMDK:20285740~menuPK:556575~pagePK:64168445~piPK:64168309~theSitePK:551644,00.html
Foreign Funded Scholarship Eiffel Scholarships- MA Program	http://www.knb.dikti.go.id/ http://www.campusfrance.org/sites/default/files/vademecum_eiffel_2016_uk.pdf
The Swedish Institute Study Scholarships	https://eng.si.se/areas-of-operation/scholarships-and-grants/the-swedish-institute-study-scholarships/
International Fulbright Science & Technology Award	http://foreign.fulbrightonline.org/about/international-fulbright-science-technology-award
Singapore International Graduate Award	https://www.a-star.edu.sg/singa-award/The-Awards/Eligibility-General-Information.aspx
Eiffel Scholarships- PhD program	http://www.campusfrance.org/sites/default/files/vademecum_eiffel_2016_uk.pdf
DAAD German-Egyptian Research Long-Term Scholarship (GERLS)	http://scholarship-positions.com/daad-german-egyptian-research-long-term-scholarship-gerls/2015/10/09/
India Science and Research Fellowship (ISRF) Programme	http://www.cics.tn.nic.in/interfellowships.htm
WZB-ISSC Global Fellowship for Developing Countries in Germany	http://www.worldsocialscience.org/2015/09/call-applications-wzb-issc-global-fellowship/
Brazilian Scientific Mobility Program	http://www.iie.org/Programs/Brazil-Scientific-Mobility/Apply-Now

The King Abdullah Scholarship Program	http://he.moe.gov.sa/en/studyaboard/King-Abdullahstages/Pages/study-levels-academic-disciplines-a.aspx
THE FULBRIGHT FOREIGN STUDENT PROGRAM – MIDDLE EAST AND NORTH AFRICA	http://amideast.org/fulbright
1) Guest Researcher at NAI – Africa	http://www.nai.uu.se/scholarships/african/
Commonwealth Scholarships for Developing Commonwealth Countries	http://cscuk.dfid.gov.uk/apply/scholarships-developing-cw/
Transformational Leadership Program-Scholarships and Partnerships (TLP-SP)-Professional Certificate Program	http://usaid-tlp-sp.org/En/resources/25/tlp-sp-professional-certificate-program/
Japanese Government Scholarships for International Research Students	http://www.mext.go.jp/a_menu/koutou/ryugaku/bo-shu/1346643.htm
The Asian Development Bank-Japan Scholarship Program	http://www.adb.org/site/careers/japan-scholarship-program/frequently-asked-questions
Bolashak	http://www.kcl.ac.uk/graduate/funding/database/index.php?action=view&id=605
Hubert H. Humphrey Fellowship Program	https://www.humphreyfellowship.org/about-program
Mandela Washington Fellowship	https://youngafricanleaders.state.gov/washington-fellowship/
Fulbright Foreign Student Program	http://eca.state.gov/files/bureau/2011-2012_ffsb_annual_report.pdf ; http://foreign.fulbrightonline.org/about/foreign-fulbright
Global Undergraduate Exchange Program (UGRAD)	http://exchanges.state.gov/non-us/program/global-undergraduate-exchange-program-global-ugrad
Vanier Canada Graduate Scholarships (Vanier CGS)	http://www.vanier.gc.ca/en/home-accueil.html
Australia Awards Scholarships	http://www.scholars4dev.com/3253/australia-awards-scholarships/
Korean Government Scholarship Program (KGSP)	http://www.niied.go.kr/eng/contents.do?contentsNo=78&menuNo=349
Core Scholar Program	http://www.cies.org/program/core-fulbright-visiting-scholar-program
LASPAU Fulbright Foreign Student Program	http://www.laspau.harvard.edu/current-programs/fulbright
Endeavour Postgraduate Scholarships in Australia for International Students	http://www.scholars4dev.com/3710/endeavour-postgraduate-scholarship-awards/
Australia International Postgraduate Research Scholarships (IPRS)	http://www.education.gov.au/international-postgraduate-research-scholarships

Swiss Government Excellence Scholarships for Foreign Students	http://www.scholars4dev.com/3543/swiss-government-scholarships-for-foreign-students/
DIKTI Scholarship Program	http://www.international.ac.uk/programmes/programmes/indonesia-uk-dikti-scholarship-programme.aspx
Chinese Government Scholarship-Great Wall Program	http://www.campuschina.org/scholarshipdetailen.aspx?cid=97&id=2051
British Chevening Fellowships for International Students Academic Mobility	http://www.chevening.org/fellows
The Exchange Program for Undergraduate Students- PEC-G	http://www.dce.mre.gov.br/en/PEC/PECG.php#tab2
Delta State Government Scholarship	http://www.afterschoolafrica.com/3852/delta-state-government-scholarship-scheme-for-female-students-2012-2013-session/
UNESCO/Japan Young Researchers' Fellowships Programme	http://www.unesco.org/new/en/fellowships/programmes/unescokeizo-obuchi-japan-young-researchers-fellowships-programme-unescokeizo-obuchi-research-fellowships-programme/
Fulbright NEXUS Regional Scholar Program	http://www.cies.org/program/fulbright-nexus-regional-scholar-program
Canada-CARICOM Faculty Leadership Program	http://www.scholarships-bourses.gc.ca/scholarships-bourses/can/institutions/flpp-pplpe.aspx?lang=eng
Norwegian Quota Scholarship Scheme	http://www.scholars4dev.com/1965/quota-scholarships-for-developing-countries/
Canada-CARICOM Leadership Scholarships Program	http://www.scholarships-bourses.gc.ca/scholarships-bourses/can/institutions/cclsp-pblcc.aspx?lang=eng
Canada-Chile Leadership Exchange Scholarship	http://www.scholarships-bourses.gc.ca/scholarships-bourses/can/institutions/ccles-bdlcc.aspx?lang=eng
Emerging Leaders in the Americas Program (ELAP)	http://www.scholarships-bourses.gc.ca/scholarships-bourses/can/institutions/elap-pfla.aspx?lang=eng
Netherlands Fellowship Program for Short Courses, Masters, PhD	https://www.studyinholland.nl/scholarships/scholarships-administered-by-nuffic/netherlands-fellowship-programmes
DAAD Scholarships in Germany for Development-Related Postgraduate Courses	https://www.daad.de/entwicklung/studierende_und_alumni/bildung_postgradual/ast/08492.en.html
Newton PhD Programme	http://www.britishcouncil.org/education/science/current-opportunities/uk-china-phd
Erasmus Mundus 2009-2013 (Action 1 and Action 2)	http://eacea.ec.europa.eu/erasmus_mundus/programme/about_erasmus_mundus_en.php
Lotus Scholarship Program	http://www.iie.org/Programs/USAID-Lotus-Scholarship-Program-English
USAID's Program to Extend Scholarships to Achieve Sustainable Impacts (PRESTASI)	http://www.prestasi-iiief.org/index.php/english/2012-12-13-06-11-38/general-requirement

Chinese Government Scholarship-WMO Program	http://www.campuschina.org/scholarshipdetailen.aspx?cid=97&id=1291
British Chevening Scholarships for International Students	http://www.chevening.org/apply
Chinese Government Scholarship-AUN Program	http://www.campuschina.org/scholarshipdetailen.aspx?cid=97&id=3155
Chinese Government Scholarship-Bilateral Program	http://www.campuschina.org/scholarshipdetailen.aspx?cid=97&id=3157
International Foundation for Science Programme	http://www.ifs.se/ifs-programme/eligibility-criteria.html
OSISA Scholarship for SADC Women Media Leaders at Rhodes University	http://www.osisa.org/media-and-ict/regional/scholarships-women-media-leaders
Disability Rights Scholarship Program	https://www.opensocietyfoundations.org/grants/disability-rights-scholarship-program-20150820
Palestinian Rule of Law Awards	https://www.opensocietyfoundations.org/grants/palestinian-rule-law-awards-20141117
Campbell Fellowship for Women Scholars-Practitioners from Developing Nations	http://www.afterschoolafrica.com/556/campbell-fellowship-for-women-scholar/
African Pathways Scholarships	http://www.advance-africa.com/African-Pathways-Scholarships.html
ALEXANDER VON HUMBOLDT FOUNDATION: GEORGE FOSTER RESEARCH FELLOWSHIP	https://www.humboldt-foundation.de/web/georg-forster-fellowship.html
Rhodes Scholarships at Oxford University for International Students	http://www.scholars4dev.com/3667/rhodes-international-scholarships-at-oxford-university/
Said Foundation Scholarships	http://www.saidfoundation.org/scholarships-faq
SAWISE Hope Scholarship	http://www.sawise.org.za/sawise/scholarships
Working to Advance African Women (WAAW) Foundation Annual Scholarship	http://www.afterschoolafrica.com/643/waaw-foundation-scholarship-for-african
Makerere University Female Scholarship Foundation	http://www.afterschoolafrica.com/4559/makerere-university-offers-undergraduate-scholarships-for-female-students-uganda/
MMMF grants for Women from Developing Countries	http://www.mmmf-grants.org/home/uscanada-program
Dorothy Marchus Senesh Fellowship For Women From Developing Countries in USA	http://iprafoundation.org/senesh-fellowship/
Funds for Women Graduates-Emergency Grants	http://www.afterschoolafrica.com/235/funds-for-women-graduates-scholarship/
Aga Khan International Scholarship Program	http://www.akdn.org/akf_scholarships.asp

PEO International Peace Scholarships	http://www.peointernational.org/about-peo-international-peace-scholarship-ips
SAWISE Angus Scholarship	http://www.sawise.org.za/sawise/scholarships
The Zonta International Amelia Earhart Fellowship	http://www.zonta.org/WhatWeDo/InternationalPrograms/AmeliaEarhartFellowship.aspx
Funds for Women Graduates- Theodora Bosanquet Bursary	http://www.afterschoolafrica.com/235/funds-for-women-graduates-scholarship/
The Jane M. Klausman Women in Business Scholarship	http://www.afterschoolafrica.com/549/jane-m-klausman-women-in-business/
The Wangari Maathai Scholarship Fund	http://www.mashada.com/blogs/p/169137/wangari-maathai-scholarship-fund-applications-call-out
British Federation of Women Graduates Scholarships (Academic Awards)	http://bfgw.org.uk/bfgw/index.php/scholarships/eligibility
AAUW International Fellowships	http://www.aauw.org/what-we-do/educational-funding-and-awards/international-fellowships/
Civil Society Scholar Awards	https://www.opensocietyfoundations.org/grants/civil-society-scholar-awards-20141212
YouthActionNet Global Fellowship Program	http://www.youthactionnet.org/faq#qu4
Africa Nursing Scholarship	http://www.advance-africa.com/Africa-Nursing-Scholarship.html
NWAG Scholarship in Georgia	http://www.nwag.org/files/2014-Scholarship%20/NWAG_2014_Scholarship_Announcement_and_Application_Form-Georgia.pdf
NWAG Scholarship Award Nigeria	http://www.nwag.org/files/2014-Scholarship%20/NWAG_2014_Scholarship_Announcement_and_Application_Form.pdf http://www.nwag.org/nwag-news-updates
HIV Research Trust Scholarships	http://www.hivresearchtrust.org.uk/scholarships/
Forte Fellows Program	http://www.fortefoundation.org/site/PageServer?pagename=mba_fellows#.Vg6jkflVhBc
Aryeh Neier Open Society Justice Initiative Fellowships	https://www.opensocietyfoundations.org/grants/aryeh-neier-open-society-justice-initiative-fellowships-20150121
Gates Cambridge Scholarships for International Students	https://www.gatescambridge.org/about
Mastercard Foundation Scholarships Program	http://www.wellesley.edu/admission/esp/international/mcf
Schlumberger Foundation Faculty for the Future fellowships	http://www.afterschoolafrica.com/619/schlumberger-foundation-fellowship/
Ford Foundation's International Fellowship Program	http://fordifp.net/AboutIFP/Outcomes.aspx

Microsoft Research Graduate Women's Scholarship	http://www.afterschoolafrica.com/4910/microsoft-research-graduate-womens-scholarships-2013-usa/
UNESCO-L'OREAL International Fellowships Programme for Young Women in Life Sciences	http://www.afterschoolafrica.com/4058/unescoloréal-international-fellowships-for-women-from-developing-countries-in-life-sciences-2013/ http://www.fwis.fr/en/home
The ExxonMobil Middle East and North Africa Scholars Program	http://www.iie.org/Programs/ExxonMobil-Middle-East-and-North-Africa-Scholars-Program/About
TWAS PhD Fellowships	http://twas.org/opportunities/fellowships/phd
TWAS Postdoctoral Fellowship	http://twas.org/opportunities/fellowships/postdoc
Iraq Scholars and Leaders Program	http://www.iie.org/Programs/ISLP/Eligibility
Tullow Group International Postgraduate Scholarships (Masters and Postgraduate diploma)	https://www.tullowgroupsscholarshipscheme.org/application/23019.html
Tullow Group Technical Training Scholarships	https://www.tullowgroupsscholarshipscheme.org/about/23015.html
The Nestlé Scholarship for Women	http://www.imd.org/mba-admission-fees/#tab=3
Deutsche Bank Scholarships for Women at London Business School	http://targetpostgrad.com/funding/deutsche-bank-womens-scholarship-programme-london-business-school
Google Anita Borg Memorial Scholarships	http://www.google.com/anitaborg/emea/
Skills and Employment Training	https://www.tullowgroupsscholarshipscheme.org/about/23015.html
The World Bank Robert S. McNamara (RSM) Fellowship	http://web.worldbank.org/WBSITE/EXTERNAL/WBI/EXTWBISFP/EXTRSMFP/0,,contentMDK:21588578~menuPK:552352~pagePK:64168445~piPK:64168309~theSitePK:551843,00.html
PEER Program	http://sites.nationalacademies.org/PAGE/PEER/PAGE_A_147205
Drugs, Security and Democracy Fellowship	http://www.ssrc.org/fellowships/dsd-fellowship/ https://www.opensocietyfoundations.org/grants/drugs-security-and-democracy-fellowship

Table 1C. Top Targeted Fields of Study

Field of Study	Government Based	Non-Profit Organization	Non-Profit Organization, Corporate Affiliate	Corporation	Other	Total
All fields	27	8	2	0	0	37
Agriculture and Related Sciences	23	6	0	1	4	34
Biological and Biomedical Sciences	20	7	0	2	4	33
Engineering	22	5	0	3	3	33
Natural Resources and Conservation	22	7	0	1	3	33
Physical Science	18	5	1	3	3	30
Engineering Technologies and Engineering-related Fields	20	4	0	2	3	29
Social Sciences	18	7	0	0	2	27
Computer and Information Sciences and Support Services	19	5	0	3	0	27
Health Professions and Related Programs	17	6	0	2	2	27

Fulbright Analysis

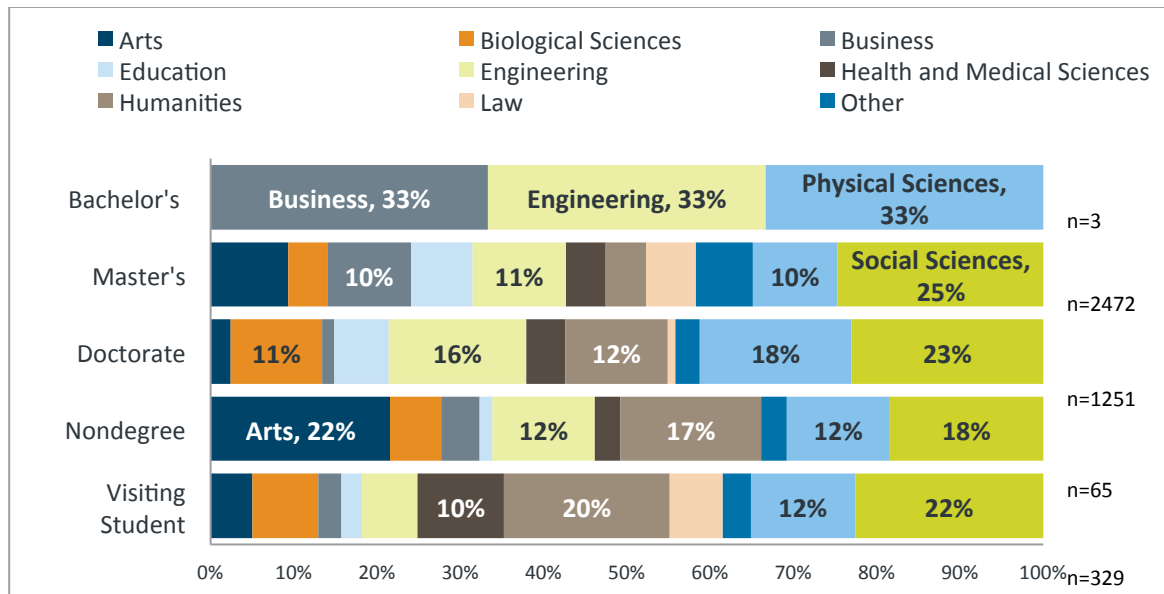
Access to detailed data for the Foreign Fulbright program allowed for recipient-level analysis that was not possible for the rest of the scholarship programs. Of the 4,075 total Foreign Fulbright recipients in 2014-2015, 2,615 (64.2 percent) came from low income, lower middle income, or upper middle income economies. These included programs administered by the Institute of International Education (IIE), Academic and Professional Programs for the Americas (LASPAU), and America-Mideast Educational and Training Services (AMIDEAST). A full breakdown by country is provided in the Appendix.

Number of Foreign Fulbright Recipients by Region and Economy⁶ (2014-2015)

Region	Low income	Lower middle income	Upper middle income	Total
Africa	131	85	58	274
East Asia and the Pacific	14	352	86	452
South and Central Asia	147	507	29	683
Western Hemisphere	22	72	630	724
North Africa and the Middle East	0	110	132	242
Europe and Eurasia	0	66	174	240
Total	314	1192	1109	2615

In contrast to some other scholarship programs, the most popular field of study for all Foreign Fulbright recipients (regardless of degree level) were the social sciences (24 percent) and not engineering (12.5 percent) or physical sciences (12.9 percent). In addition, the majority of recipients were at the master's (60.0 percent) or doctorate (30.4 percent) level.

Fields of Study of Foreign Fulbright Recipients (2014-2015)



⁶ Country level classification of economy was based on the 2015 World Bank list of economies: <http://data.worldbank.org/about/country-and-lending-groups>

Foreign Fulbright Recipients by Country and ISCED Level

Region	Country	Level 6	Level 7	Level 8	Non-degree	Visiting Student Researcher	
Low Income							
Africa	Benin		9				
	Burkina Faso		7	1			
	Chad		4	1			
	Comoros		1				
	Congo (DRC-Kinshasa)		5				
	Ethiopia						
	Guinea		8				
	Madagascar		7				
	Malawi		2				
	Mali		7				
	Mozambique		6		1		
	Niger		8		1		
	Rwanda		10				
	Sierra Leone		4		3		
	Tanzania		3		5		
	Togo		9		4		
	Uganda		2		10		
Zimbabwe				13			
South and Central Asia	Afghanistan		131	5			
	Nepal		10	1			
Western Hemisphere	Haiti		21	1			
East Asia and the Pacific	Cambodia		12	2			
Lower Middle Income							
Africa	Cameroon		5	2			
	Congo (Brazzaville)		8				
	Ghana		1		6		
	Kenya		6		8		
	Lesotho		7		1		
	Mauritania		7				
	Nigeria						7
	Senegal		5		5		
	Sudan		2			1	

Table 1D. Foreign Fulbright Recipients by Country and ISCED Level Cont.

Region	Country	Level 6	Level 7	Level 8	Non-degree	Visiting Student Researcher
<i>Lower Middle Income</i>						
Africa	Swaziland		7			
	Zambia		5	2		
East Asia and the Pacific	Burma (Myanmar)		21			
	Indonesia		119	121		
	Kiribati					
	Laos		8			
	Papua New Guinea		2			
	Philippines		11	12		3
	Samoa				1	
	Solomon Islands					
	Timor-Leste		15			
	Vanuatu					
	Vietnam		37	2		
	Europe and Eurasia	Armenia		2		
Georgia			6			
Kosovo			7			
Moldova			2			
Ukraine			36	3		10
North Africa and the Middle East	Egypt		16	15	3	
	Gaza		10			
	Morocco		15	2	13	
	Syria		5			
	West Bank	1	15			
	Yemen		15			
South and Central Asia	Bangladesh		11	1		
	Bhutan	2				
	India		21			28
	Pakistan		260	159		
	Sri Lanka		9			
	Tajikistan		6			
	Uzbekistan		10			
Western Hemisphere	Bolivia		15			
	El Salvador		14	2		
	Guatemala		12	2		
	Honduras		12	2		
	Nicaragua		13			

Table 1D. Foreign Fulbright Recipients by Country and ISCED Level Cont.

Region	Country	Level 6	Level 7	Level 8	Non-degree	Visiting Student Researcher
<i>Upper Middle Income</i>						
Africa	Angola		3			
	Botswana		4	1		
	Mauritius		2	5		
	Namibia		6			
	South Africa		18	18	1	
East Asia and the Pacific	China		10			20
	Fiji		2			
	Malaysia		7	2		
	Mongolia		29			
	Thailand		14	1		
	Tonga					
	Tuvalu		1			
Europe and Eurasia	Albania		5			
	Belarus		3			
	Bosnia & Herzegovina					2
	Bulgaria		10			1
	Macedonia		5	1		4
	Montenegro					2
	Romania		5			6
	Serbia					1
	Turkey		34	88		7
	North Africa and the Middle East	Algeria		17		
Iraq			39	1		
Jordan			16	3		
Lebanon			23			
Libya			17			
Tunisia			14		2	
South and Central Asia		Azerbaijan		10		
	Kazakhstan		9			
	Maldives		2			
	Turkmenistan		7			
Western Hemisphere	Brazil		11			29
	Colombia		56	160		6
	Costa Rica		10	5		
	Dominica					
	Dominican Republic		27	2		

Foreign Fulbright Recipients by Country and ISCED Level (Cont.)

Region	Country	Level 6	Level 7	Level 8	Non-degree	Visiting Student Researcher
<i>Upper Middle Income</i>						
Western Hemisphere	Ecuador		34	12		
	Grenada		1			
	Jamaica		4	4		
	Mexico		115	55		
	Panama		32	4		
	Paraguay		22	2		
	Peru		28	8		
	St. Lucia		1	1		
	St. Vincent		1			
	Suriname					