

**Best Export Markets
for
U.S. Training & Educational Services, 2007**

Best Export Markets for U.S. Training & Educational Services was compiled by Jose Jorge Aguilar Arreola, under the supervision of Maurice Kogon, Director of the El Camino College Center for International Trade Development (CITD) in Hawthorne, California. The report is based largely on 2007 Country Commercial Guides (CCGs) prepared by United States Commercial Service (USCS) posts abroad. All CCGs include a standard chapter "Leading Sectors for U.S. Exports." This report drew from those CCGs which specifically recommended **Training and Educational Services** as a best prospect for U.S. exports.

The entire report is also available as a Word document, in print or electronically, for \$25.00. To order, contact the El Camino College CITD at: 310-973-3173 or **mkogon@elcamino.edu**.

CENTER FOR INTERNATIONAL TRADE DEVELOPMENT
13430 Hawthorne Blvd, Hawthorne, California 90250 USA
<http://elcamino.citd.org>

Phone: (310) 973-3173 Fax: (310) 973-3132 Email: mkogon@elcamino.edu.

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I. Market Sizes & U.S. Share, by Country

The Table below provides comparative data on total market, import market, and imports from the U.S. for 10 countries considered “best prospects” for U.S. exports of Training & Educational Services. The countries are listed in alphabetic order, not in rank order. The data are based on local sources and reflect best estimates of USCS commercial officers in each country. Statistical accuracy and comparability to other sources (e.g., “USDOC Bureau of Census”) are affected by a number of factors, including lack of published figures in certain markets, variances in data collection techniques, sources of data, and industry definitions.

U.S. Training & Educational Services (Values in \$ Millions)

| Country | Total Market | | | Total Imports | | | Imports from the U.S | | | U.S. Share |
|-----------|--------------|-------|----------|---------------|------|----------|----------------------|-------|----------|------------|
| | 2005 | 2006 | % Change | 2005 | 2006 | % Change | 2005 | 2006 | % Change | |
| Egypt * | 197 | 260 | 32.0% | 197 | 260 | 32.0% | 78 | 103 | 32.1% | 39.6% |
| France | 19750 | 19545 | -1.0% | 775 | 770 | -0.6% | 151.3 | 150.1 | -0.8% | 19.5% |
| Hong Kong | 14458 | 15100 | 4.4% | 310 | 332 | 7.1% | 188 | 207 | 10.1% | 62.3% |
| Israel | 85.1 | 93.6 | 10.0% | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Japan | 925 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Kenya | 322 | 412 | 28.0% | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Kuwait | 15.5 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Libya | n/a | n/a | n/a | 0 | n/a | n/a | 0 | n/a | n/a | n/a |
| Thailand | 584 | 700 | 19.9% | 584 | 700 | 19.9% | 233 | 280 | 20.2% | 40.0% |
| Vietnam | 73 | 74 | 1.4% | 37.2 | 38 | 2.2% | 14.5 | 16 | 10.3% | 42.1% |

* represents a 2007 estimate instead of a 2006

II. Best-Prospect Market Assessments

Following are overviews of “best prospect” markets for U.S. Training & Educational Services, based on observations of U.S. Commercial Service (USCS) posts in each country. The countries appear in alphabetical order. For more detailed market research on Training & Educational Services in these and other specific markets, see relevant Market Research Reports listed in Chapter IV. For general commercial and economic information on individual countries, see the relevant Country Commercial Guides (CCGs).

CHINA

Overview

As China continues to integrate into the global economy, Chinese enterprises need to recruit graduates with internationally recognized standards of education and maintain professional training for their employees to stay competitive. Since the United States’ educational system has a solid reputation in China, U.S. colleges, universities, and other deliverers of training services are in a strong position to fulfill China’s training needs. Short-term training programs or workshops in specialized fields or business education are particularly sought after. U.S. educational organizations can also sell teaching materials and equipment that convey the latest methodologies and case studies, lend or exchange faculty, and provide educational consulting services.

Best Products/Services

According to some market surveys, Chinese consumers revealed that they would spend 10% of their savings on education, meaning that the education market from a consumer perspective is worth at least \$80 billion. In cities with populations of 10 million or more, at least 5% of families could and would pay for education costing more than \$14,500. The Chinese government also

plans to increase spending on education dramatically, from its current budget allocation of 2.5% of gross domestic product to 4%, to meet China’s education needs for the new century. The national education budget allocation reached \$50.8 billion in 2004. More and more middle-class Chinese are borrowing to send their only child abroad to receive an international degree that would give them an advantage in China’s increasingly competitive marketplace. Chinese professionals are also attending vocational classes and using e-learning to upgrade their skills to increase their earning power.

The Chinese government has made it a national priority since 1999 to increase the number of students in the university system. In 2005, there were 23 million students studying at colleges and universities. The National university entrance rate reached 21%. China’s 1,552 colleges and universities enrolled 15 million students for bachelor degrees and over 900,000 students for master degrees. The country’s 475 adult higher learning institutions, for those who did not enter college, enrolled more than 1.4 million students to teach skills in the agricultural, industrial, educational, medical, health, financial, and public security sectors. According to China’s Ministry of Education, more will be done within the next few years to

develop vocational and adult education programs, serve regional economic and social development, and promote on-the-job and re-employment training programs.

American universities are very active in promoting American education in China. As of April 2004, the Ministry of Education has approved 137 joint programs with foreign institutions. The United States is the destination of choice for Chinese who want to enroll in an MBA program. However, high costs, long absences from home, and visa concerns make it comparatively more difficult to study in the U.S. Presently, the U.S. leads the market in providing joint venture MBA and EMBA programs in China, but competition from European, Canadian, and Australian organizations is increasing.

Many experts believe that e-learning is ideal for China because it solves much of China's education needs. With its limited education resources, China can use long distance learning to educate its 200 million elementary and high school students. To that end, in October 2000 China's Ministry of Education launched the "All Schools Connected" project, which will equip all of China's 550,871 K-12 schools with e-learning systems by 2010. The Ministry has also encouraged 67 top universities to offer e-learning degrees to produce more talent for the country's burgeoning economy. The nation's very best high schools can also create Internet schools to train teachers and tutor students in far-flung regions. Private companies have also heeded the e-learning call; many now offer vocational training and certification exam preparation online. The export opportunities for U.S. firms in China's e-

learning market include K-12 content, Ministry staff training, and foreign certification training.

Opportunities

- Corporate Training Programs
- Business Training Programs
- MBA
- EMBA
- Olympic English Training
- E-learning Content Provider

Resources

Education Events Approved by China's Ministry of Education

- China International Education Exhibition (CIEET) Tour,
Sponsored by Chinese Service Center for Scholarly Exchange (CSCSE)
Website: www.cscse.edu.cn
Address: No. 15 Xueyuan Road,
Haidian District, Beijing, China 100083
Tel: (8610) 8230-1019_ 8230-1006
Fax: (8610) 8230-1166
Email: wjjin@cscse.edu.cn
chancy@cscse.edu.cn
- China Education Expo
Sponsored by China Education Association for International Exchange (CCIEE)
Web:
<http://www.chinaeducationexpo.com>
Address: 4th Floor, Xinlong Office Building, No.33-A Erlong Road, Beijing, China 100032
Tel: (8610)6606-6076; 6603-3016
Fax: (8610)6606-6870
Email: zhourong@cciee.com.cn
zhaopeng@cciee.com.cn

FCS China Education Team:

Beijing Office:

Tel: (86-10)8529-6655

Fax: (86-10)8529-6558/9

David Gossack
Maggie Qiu
Shanghai Office:
Tel: (86-21)6279-7930
Fax: (86-21)6279-7639
Yu-Chien Chen

Guangzhou Office:
Tel: (86-20)8667-4011
Fax: (86-20)8666-6409
Robert Murphy
Eileen Bai

Chengdu Office:
Tel: (86-28)8558-3992
Fax: (86-28)8558-3991
Misha Cao

Shenyang Office:
Tel: (86-24)2322-1198
Fax: (86-24)2322-2206
Soching Tsai
Liu Yang

EGYPT

Overview

As the Egyptian Government is progressing with privatization of public sector entities, the private sector is equally striving to upgrade its workforce efficiency through training.

Consequently, the development of a highly skilled and competitive workforce is becoming imperative to meet the needs of both employers and employees. The educational training and equipment market in Egypt is estimated at \$260 million a year, with an annual growth rate of 15%. A leading source in the educational field estimates the number of potential clients at 10,000 companies of varying sizes in both the public and private sectors.

Best Products/Services

- English language instruction

- E-based programs to enhance teacher performance
- Computer software
- Management/Business training covering such topics as banking, finance, marketing, customer service, general management, and presentation skills either using multimedia software or through video training
- Vocational training with materials adaptable to cover the textile, engineering, metal, and health technology industries
- Workshop training equipment, including training simulators and computers, audio visual and video equipment and supplies, educational training aids, including overhead and slide projectors, LCD multimedia projectors, panels, and data shows, all types of screens including electric screens, projection equipment and easels
- Videoconference equipment
- Educational laboratory equipment for schools covering items required for medicine, physics, chemistry, and biology labs
- Electronic dictionaries

Opportunities

The Government of Egypt's current five-year plan (2002-2007) allocates \$6 billion per year for modernizing the educational system and furnishing schools with state-of-the-art equipment. USAID's support for Egypt's education and training needs has been ongoing since 1975. There are several active projects financed by USAID.

Resources

- Commercial Service in Egypt:
<http://www.buyusa.gov/egypt/en/>
- U.S. Embassy:
<http://usembassy.egnet.net>

- USAID: <http://www.usaid-eg.org/>
- World Bank:
<http://www.worldbank.org/>
- Egyptian Government Web Portal:
<http://www.egypt.gov.eg/english/>

Contact for the Commercial Specialist in charge of the Educational Training Sector:

John Abdelnour,
john.abdelnour@mail.doc.gov

FRANCE

Overview

Education abroad has increasingly become important for French university graduates seeking to stand out in the employment market, especially with the expansion of the European Union. English is now effectively the business language of Europe.

Best Products/Services

Best prospects within this sector include: intensive “American” English language training programs (summer programs for students or adults); programs in business administration; one-year university programs for French high-school graduates (*post baccalaureate*), usually between graduation and entry into French university; secondary boarding schools; work/study programs (internships); academic summer camps; and undergraduate and graduate degrees.

Opportunities

Opportunities exist for U.S. schools wishing to expand their enrollment of French students. A select number of undergraduate and graduate students prefer to go abroad to broaden their university and post-graduate training and experience. In 2006, over 14,466 student and exchange visas were issued in

France for the U.S. (4,040 student visas and 10,526 exchange visitor visas). These French students generated more than \$165 million in revenue from tuition and living expenses. France ranks third in Europe, after Germany and the United Kingdom, as a source of students for U.S. educational institutions. Opportunities for U.S. schools are expected to continue growing due to the favorable view of the French toward studies in the United States. American educational institutions should increase their efforts to promote their programs in France.

Resources

Official organization: Fulbright Commission, [<http://www.fulbright-france.org>]

Trade Events:

- SALON DES FORMATIONS
Education: International Studies
- INTERNATIONALES *January 2008, Paris* [<http://www.letudiant.fr>]
- EXPOLANGUES *Foreign Language Educational Materials & Services* [<http://www.expolangues.fr>] *January 2008, Paris*
- PARIS MBA FORUM
STUDYRAMA *Education: MBA Programs* [<http://www.studyrama.com>] *February 2008, Paris*
- WORLD MBA TOUR *Education: MBA Programs* [<http://www.topmba.com>] *March 2008, Paris*
- SALON DE L'ETUDIANT DE PARIS
Education: Bachelor & Graduate Studies [<http://www.letudiant.fr>] *March 2008, Paris*

**U.S. Embassy Commercial Service
Trade Specialist:**

[Valerie.Ferriere@mail.doc.gov]

Phone: (33-1) 43 12 27 70 Website:

[<http://www.buyusa.gov/france/en>]

HONG KONG

Education is of great public interest and concern in Hong Kong. The capacity of local universities is not adequate to accommodate applicants. Hong Kong is a cosmopolitan city, and most high-paying jobs require proficiency in English. English language proficiency is a highly regarded skill so many students seek opportunities overseas for their higher education. There is also a perception that the quality of locally educated university students is declining. Many parents feel that it is important for their children's future to send them abroad for secondary, tertiary, and higher education. According to the Hong Kong Education Department, nearly 16,000 Hong Kong students studied overseas in 2005. The top four destinations were – the U.S., Australia, Canada, and Britain. U.S. universities need to promote their educational programs more actively to keep pace with schools from these other countries.

Due to the business community's complaints about declining English language capability of Hong Kong students and the increased concern about a weakening education system from parents of Hong Kong students, there are significant opportunities for American institutes of higher education. In 2005, the number of students from Hong Kong studying in the U.S. increased by 9% to 7,849. Hong Kong is the 12th leading place of origin (up from #15). We estimate that each Hong Kong student

spends about \$24,000 each year and a Hong Kong student population of 7,849 generates an "export" of \$188 million in education and related services.

Hong Kong students are inclined to study in the U.S. because they perceive American institutions to have the best programs in business, tourism and hospitality management (the fastest growing industries in Hong Kong), engineering, computer science, and information technology in the world. In addition, the business community in Hong Kong prefers U.S. degrees, because of the strong business relationships between U.S., Hong Kong and China, which make U.S. education even more attractive. Preferred states are California, New York, Massachusetts, Washington, and Michigan. Many U.S. educational institutions (both secondary and tertiary) are active in recruiting Hong Kong students. Strong competition exists, however, from schools in Australia, Canada and the U.K. Nevertheless, industry experts predicted that Hong Kong students study overseas to be increased 10% for next year.

The most cost-effective way to recruit Hong Kong students is to hire a local representative because parents and students often depend on these agencies for information and assistance, admission and student visa application processing, overseas boarding recommendations and travel arrangements. Another way to disseminate information to Hong Kong students are by sending promotional materials to Hong Kong high schools or public libraries. Taking part in education fairs is also a good way to reach Hong Kong students.

Best Products/Services

Boarding School; Bachelor's Degree in Business Management, Computer Science, Mathematics, Engineering, Social Sciences and Life Science; MBA and EMBA

Resources

Trade Associations:

- The Institute of International Education
Room 601, General Commercial Building,
156 - 164 Des Voeux Road,
Central, Hong Kong.
Tel: (852) 2603 5771 Fax: (852) 2603 5765
Website: www.iiehongkong.org E-mail: iiehk@cuhk.edu.hk
- Education and Manpower Bureau
Room 1815, Landmark North
39 Lung Sum Avenue, Shung Shui,
Hong Kong
Tel: (852) 2639 4774
Fax: (852) 2391 0470
E-mail: enquiry_ncr@emb.gov.hk
Website: www.emb.gov.hk

Hong Kong Commercial Specialist's

Contact:

Rose Mak
Email: rose.mak@mail.doc.gov
Tel: (852) 2521-7173; Fax: (852) 2845-9800

HUNGARY

Because Hungary has a relatively well-educated K-12 workforce, demand for graduate education, particularly in business, is on the rise. To meet this demand, new public and private business schools have opened over the last fifteen years to provide a Western style education. Several offer courses entirely

in English. At the same time, e-learning and distance learning have gained popularity, particularly at the university level. Despite its merits, the Hungarian school system is commonly seen as overly-theoretical and deficient in providing the hands-on skills needed in today's globalize labor market. As a result, many multinationals in Hungary, faced with a shallow pool of marketing, finance, and managerial skill, resort to providing on-the-job training to local employees.

Best Products/Services

Opportunities exist to provide companies with specially-designed on-the-job training. Programs are typically run in cooperation with a local education partner and taught either by in-house personnel or consultants. Successful programs are tailored to the client company's needs and combine on-the-job experience with training in finance, business, and/or IT. The best way to learn about opportunities is to team up with local organizations connected with companies and institutions in need of training.

Resources

- Ministry of Education at:
<http://www.om.hu/English>
- Major local Business and Management Schools (some offering joint/dual degrees):
 - Szent Istvan University (joint degree with U.S. Webster University, Missouri):
www.szie.hu/mba
 - Central European University Business School:
www.ceubusiness.com
 - International Business School:
www.ibs-b.hu

- Budapest University of Economics
Corvinus: www.uni-corvinus.hu
- Budapest College of Economics and
Tourism: www.gdf.hu
- Budapest Technical and Economics
University: www.bme.hu

Commercial Specialist – Kinga Svastics:
Kinga.Svastics@mail.doc.gov

ISRAEL

University enrollment in Israel was down in 2005/6 by 1%, after increasing every year since the establishment of the State of Israel in 1948. Officials in the higher education system attribute the drop to the strengthening of the Israeli college system, as well as to budget cuts. In the academic year that ended in 2006, the student body and university degree students in Israel numbered 208,157. Of that number, 159,007 (76%) were undergraduates. Masters degree students numbered 39,315, or 18.9% of the student body. PhD students numbered 9,835, or 4.7% of the student body. The total excludes the 41,148 students studying at the Open University and the 1,340 non-degree diploma students.

The Council of Higher Education accredits all new institutions and programs and authorizes them to award academic degrees. The growing number of entering college students has changed the profile of Israeli higher education. The growth in the student population has led to the establishment of new colleges to meet the demand of qualified students. These colleges are accredited and must offer the same quality of education as the BAs taught in the local universities. Undergraduate students are entering these institutions in ever-increasing numbers (38.3% of all

undergraduate students in 2005/6), thereby allowing the eight universities to focus more on graduate and research-level studies.

Today, institutions of higher education in Israel include 8 universities, 8 regional colleges associated with universities, 23 other regional colleges, and 22 teacher training colleges, 12 institutions that offer a diploma recognized by the Ministry of Education, 11 art schools, and 59 technological colleges. In 2006, revenues of the top 20 local universities and community colleges exceeded \$2 billion.

Best Products/Services

U.S.-bound Israeli undergraduate students typically apply for law, psychology, medicine, and veterinary medicine, engineering-and fields that are not offered as BAs in Israel such as hotel administration, advertising, art and therapy. Short-term or non-degree study includes fields such as English language, culinary arts, sound engineering, jazz or acting, architecture and institutions offering sports scholarships. Popular majors include: law, clinical psychology, industrial/organizational psychology, business, culinary arts, film, music, video editing, advertising, East Asian studies, international relations, computer sciences, architecture, social work, mass communications, pre-med, and life sciences. Increasingly popular subjects include ecology, environmental sciences, makeup artistry, image consulting, drug & substance abuse counseling, and various expressive therapies.

Opportunities

Today, attention in Israel has turned to secondary study and relevant accreditation, be it degree, diploma or

certificate. Israelis are looking to broaden their horizons both professionally and personally, and are investigating opportunities to study overseas. The numbers of students traveling to the United States each year has shown steady progress. Offering degrees integrated with practical work experience is particularly attractive for Israeli students. According to 2006 statistics, 25,000 Israelis requested information and showed interest in study programs in the United States. In 2006, there were 3,419 Israeli students studying in the United States. (Breakdown: 1530 undergraduate, 1,711 graduate and 178 other).

Resources

- United States-Israel Educational Foundation (Fulbright)
- Central Bureau of Statistics
- Council of Higher Education

JAPAN

In 2005/2006 a total of 564,766 foreign students studied in the United States, of which 38,712 were Japanese students. This was a drop of 8.3% from the previous year. However, the United States has been and still is the most popular destination for academic programs. In terms of the number of students studying in the United States, Japanese students ranked fourth after students from India, China and Korea. Spending by foreign students and their spouses in the United States (tuition & living expenses) was estimated at about \$13.5 billion in 2005/2006. Of total Japanese students in the United States, 64% are enrolled in undergraduate programs, and 21% in graduate. This is in sharp contrast to Chinese and Indian students, who mainly enroll in graduate

programs. Among the Japanese students enrolled in higher educational institutions, women account for about 56%. In addition to the 38,712 students noted above, tens of thousands of Japanese go to the United States for short-term language studies.

Best Products/Services

Interest in two-year colleges is continuously growing, especially for schools with lower TOEFL requirements. Graduate studies in the United States are also becoming more attractive to Japanese students, with MBA programs being especially popular since Japan does not have equivalent programs. With the post-World War II “baby boomers” retiring in 2007-2009, we expect a good number of new retirees will enroll in two-week to one-year study programs abroad.

Resources

CS Japan Contact: Ms. Mieko Muto (Tokyo) Mieko.Muto@mail.doc.gov

KENYA

Education is highly valued in Kenya, as can be seen in the rapid growth of the number of students in primary, secondary and post secondary educational institutions over the last decade. Of importance is that a large proportion of the investment has been undertaken by the private sector. At the post-secondary level, Kenya currently boasts six public and thirteen private universities, and many tertiary colleges offering various disciplinary courses. The estimated number of candidates sitting for university entrance examinations is 900,000 annually.

However, the number of places available in public and private universities is only 90,000, and the tertiary colleges can only absorb about 200,000. This mismatch leaves 600,000 students who have to look for alternative avenues to pursue further education. Some of the major foreign destinations that Kenyans generally go to for further studies are Britain, India, Australia, the U.S., Canada, Malaysia, and South Africa.

Best Products/Services

In 2003, the number of Kenyan students studying in U.S. universities was reported to be 7862. In 2004, the number was 7381, a slight drop due to the following factors, perceptions and concerns abroad whether the U.S. would continue to welcome international students and whether visas could still be obtained; rising cost of U.S. higher education; strong competition from other host countries especially the U.K and Australia; and, increased higher education capacity in several sending countries. Despite the above factors, demand for U.S. higher education still remains extraordinarily high and many U.S. universities and colleges are adopting aggressive marketing strategies to tap into the market. Some of the major courses pursued by Kenyan students are business administration, IT, engineering, medicine and other health related courses, and aviation.

Resources

- Chronicles of Higher Education-
www.ille.org/content/navigation
- East African Standard-
www.eastandard.net
- Institute of International Education-
www.opendoors.iienetwork.org
- The Joint admissions board-
www.ku.ac.ke/admissions

- Ministry of Education-Kenya -
www.bc.edu/bc_org or
www.education.go.ke

KUWAIT

The Government of Kuwait employs approximately 91% of the Kuwaiti labor force. As the nation seeks to diversify more towards the private sector, education, training and vocational training will become more critical. Already in Kuwait, a number of private institutions are offering training and vocational training with emphasis on computer skills, foreign languages, communication skills and information technologies. Management and leadership training is also available. The Kuwait Chamber of Commerce and Industry also provides various training programs for the private sector. Additionally, the Ministry of Defense contracts with a foreign language institute to offer English language instruction and the Public Authority for Applied Education and Training provides programs for graduates seeking employment at government ministries, departments or agencies.

Best Products/Services

- Foreign language training
- Computer/IT training
- Management training
- Executive training
- Operation of foreign training centers in Kuwait.

Resources

For additional information on the education sector, please contact Ms. Tammy Jackson at tammy.Jackson@mail.doc.gov.

LIBYA

Until recently, Libyan children were required to attend six years of primary school, followed by three years of preparatory school and three of secondary school, for a total of twelve years of compulsory education. Currently the requirement is nine years of basic education and four of secondary school. Recent General People's Congress sessions have called for a rationalization of the Libyan educational system, including a decrease in the number of schools and an increase in quality of teaching and available resources. In addition to state-run schools, there are a growing number of private educational institutions and training centers.

Foreign firms have found a receptive audience for proposals to increase training opportunities available to Libyan nationals, particularly in technical subjects. There is a rapidly growing market for educational exchange programs, school supplies (including IT equipment) and tools related to school administration. In January 2007, the GPC announced that 5 billion Libyan Dinars will be spent on education in the next 5 years.

Best Products/Services

English language training, computer equipment, educational materials

Opportunities

Libya has announced a number of initiatives to upgrade the IT infrastructure of its school system, and more tenders are expected. English language training is in great demand, as are U.S.-standard educational texts.

Resources

- General People's Committee for Higher Education (Arabic): <http://www.higheredu.gov.ly/>
- National Research & Scientific Study Center: www.ncrss.com/english/English.htm
- GPC of Labor, Training & Employment (Arabic): <http://www.smpt.gov.ly/>

MALAYSIA

U.S. higher education has always been popular among Malaysian students, which is reflected in the over 150,000 Malaysian alumni of American universities and colleges. With 6,142 students studying in U.S. colleges and universities in 2005, Malaysia ranked 21st as a source of foreign students for the U.S. The country's economic recovery from the 1997 crisis led to some renewed interest in U.S. education. However, the subsequent added costs and procedures needed to obtain U.S. visas after 9/11 and the Iraq war caused many Malaysian students planning to study overseas to divert to Australia, the U.K., New Zealand and Canada. On a positive note, the vast improvement in the U.S. visa application process and the strengthening Australian dollar and British sterling are factors that are helping to revive interest in U.S. education.

More than 70% of Malaysian students studying in the U.S. presently are privately funded and majority of these are Chinese-Malaysians. More than 75% are doing it on a "twinning" or "credit transfer" basis by studying their first and/or second year at a local private college and completing their degrees at a university abroad. There are more than

ten local private colleges that offer American Degree Programs and have relationships with U.S. colleges and universities.

Malaysia aspires to be a regional education centre and aims to increase the intake of foreign students from the present 40,000 to 100,000 by 2010. The students are mainly from China, Indonesia, other ASEAN countries, South Asia and the Middle East. Foreign Master of Business Administration (MBA) programs offered locally through distance learning (combination of classroom and online delivery format) are popular among Malaysian working adults. More than 20 MBA programs are provided locally in partnership with private colleges and corporate training companies, mainly from Australia and U.K. There is presently no MBA program offered locally by a reputable American University.

Under the 9th Malaysian Plan (5 year plan for 2006-2010); the government requires that at least 60% of the lecturers in public universities will hold doctorate qualification (PhD) by 2010. Therefore, the government is now sponsoring 500 lecturers per year to do their postgraduate degrees (both Masters and PhD) overseas, mainly to the U.K., Australia, New Zealand and U.S. At this point, just 10% of the lecturers choose to go to U.S.

Best Products/Services

- More than 70% of Malaysian students studying in the U.S. are enrolled in undergraduate programs. Popular majors are engineering and business administration followed by computer science, biotechnology and mass communication.

- Malaysian students pursuing graduate programs in U.S. are expected to increase in the future. Popular graduate degrees are Master of Business Administration and Master of Engineering programs.
- Demand exists for distance learning MBA programs by reputable American universities to be offered locally either through partnership with local private colleges and universities or private corporations.

Opportunities

- Recruiting Malaysian students for study in U.S. for undergraduate and graduate programs.
- Linking with Malaysian 2-year private colleges to attract junior & senior transfer students on a credit-transfer basis or on a “twinning” basis.
- Partnering with local private colleges and universities or private corporations to offer distance learning graduate programs, especially MBA programs.
- Linking with local private colleges to offer 4+0 programs.

Resources

- Commercial Service Web cast on education sector:
www.buyusa.gov/malaysia
- Malaysian-American Commission of Education Exchange (MACEE):
www.macee.org.my
- Ministry of Education:
www.emoe.gov.my

For more information contact
Commercial Specialist LayHwa Teh.

MEXICO

Mexico remains the seventh-leading place of origin for students coming to the United States, and is one of only four non-Asian countries among the top ten.

Enrollment has steadily increased since the mid-90s (except for a slight decline last year). In the academic year 2005/06, there were 13,931 students from Mexico studying in the United States (up 6.6% from the previous year). The majority of Mexican students study at the undergraduate level (58.9%) with 29.8% in graduate studies and 11.2% at community colleges & in ESL programs.

There is a growing demand for English language competency within Mexican higher education. In order to increase the knowledge of a second language in this competitive market, several Mexican private universities use the TOEFL Institutional exam as a requirement for students in all fields of study. It is estimated that between 4-6% of Mexican ESL students travel abroad for intensive English programs to prepare for the TOEFL. The vast majority of private schools in Mexico, from elementary school to college level, teaches and requires English as part of their curriculum. The Mexican government has introduced ESL basic programs in some public high schools and will gradually launch those programs at middle and elementary schools.

Strong international programs in higher education have become a need among Mexican universities, as businesses in the 21st century are being conducted in a global environment. Private and public universities in Mexico are looking to develop more relationships with international universities to offer exchange programs and dual degree programs. Mexican universities are seeking new ways to provide diverse, multicultural, and international educational experiences for their students.

Training services:

As a result of the competition in the global market, forward-looking companies and institutions are developing and promoting a new working culture that increases personal and professional development opportunities for their employees. Public schools have been working with the private sector and local/federal governments in order to improve their programs by focusing on preparing students for an international business environment. Also, large companies have partnered with private and public universities to enhance their employees' academic levels, particularly in the area of graduate education. Training companies wishing to take advantage of this trend have to be flexible and sensitive to the needs of the Mexican market. The demand is for tailor-made programs conducted in Spanish.

Best Product/Services

- English as a Second Language
Programs for students and corporate training programs in management, leadership and executive-level language proficiency.
- Dual-degree programs in international business, management, finance, etc. (undergraduate and graduate level).

Opportunities

Potential opportunities for U.S. schools and universities include: recruiting Mexican students to study in the U.S., agreements with local schools and universities to offer joint programs, dual certification and exchange programs for students and training programs in technical and executive areas as well as human development.

Resources

- Education USA – Mexico:
<http://www.usembassy-mexico.gov/educationusa>
- Secretaría de Educación Pública:
<http://www.sep.gob.mx>
- Asociación Nacional de Universidades y Escuelas de Educación Superior:
<http://www.anuies.mx>
- Consejo Nacional de Ciencia y Tecnología: <http://www.conacyt.mx>
- Institute of International Education:
<http://www.iie.org>

For more information on the education and training services sector in Mexico, please contact:

Martha Sanchez, Commercial Assistant
U.S. Commercial Service, U.S. Embassy
Mexico City

Tel: (011-52-55) 5140-2621

Fax: (011-52-55) 5566-1111

Martha.sanchez@mail.doc.gov

PORTUGAL

The Portuguese government is very focused on restructuring some key areas in education. This will require the development of new forms of learning support, and new modules of education, including training delivery at places, times and in ways convenient and appropriate to learners. The government is responsible for the definition of general norms concerning pre-school education in relation to its organizational, pedagogical and technical components. Government policy and recent legislation continue to encourage debate on SEN/disability (Special Needs Education) issues. The need to improve quality at higher education institutions is very important to the government. Improving research and innovation is a key strategic

objective. The target is to double the GERD (Gross Domestic Expenditure on Research and Development) financed by the Government and to triple the BERD (Business Enterprise Expenditure on Research and Development) /GDP ratio.

Best Products/Services

- Early Childhood Educational Materials
- Special Education Needs. The Portuguese expression for Special Educational Needs is Necessidades Educativas Especiais (NEE). Special needs pupils are defined as those needing special resources and individualized curricula. In Portugal, special needs teaching is integrated within mainstream schools. Pupils are only referred to specialist schools if they appear not to be able to reach their individual educational goals. Attention is being given to children with special educational needs, before they enter compulsory school, including: a) Children with disabilities: In Portugal, there is growing inclusion of children with disabilities in all branches of education; b) Children living in poverty: Child poverty rates have reached 15.6%; c) Ethnic and bilingual children: There are sizeable immigrant minorities, centered especially around Lisbon, Setúbal and Oporto. The High Commission has sponsored several social integration programs with an educational component for ethnic minorities. Children at risk are given priority entrance into some services. Recent legislation has called attention to these children and provides for early intervention strategies to meet their needs.
- Technology specialization programs for post-secondary education
- Life-long learning programs

- On-the job training
- Executive education

International strategic alliances with institutions of higher learning Educators and trainers in Portugal are realizing the need for flexibility in offerings to nontraditional students who are not able to stop working to take day courses and for those 42 seeking additional educational opportunities for work or non-work related interests. Though in its infancy the Portuguese are beginning to tap on-line training to maintain competitiveness or just for personal growth. Degree programs are still overwhelmingly teacher and students in classrooms, though student research is done on the Internet. American companies wishing to promote e-learning will do well to translate at least introductory/search information on websites into Portuguese so their products or services can be more easily found. U.S.-based educational institutions seeking to attract Portuguese students to study may need to adapt or explain some administrative processes such as registration for classes, payment, housing, language testing, etc.

Other best prospects and opportunities include:

- On-line courses, on-the-job training
- Establishing alliances with public educational institutions.

Resources

- Direcção Geral do Ensino Superior
<http://www.dges.mctes.pt/DGES>
- Secretaria-Geral do Ministério da Ciência, Tecnologia e Ensino Superior
<http://www.sec-geral.mctes.pt>
- Observatório da Ciência, Tecnologia e Ensino Superior
<http://www.oces.mctes.pt>

- Centro Helen Keller
<http://www.centrohelenkeller.pt/>
- Centro de Acolhimento de Loreto at: Bairro de Loreto, 3020-426 Coimbra
Tel.: 239 497 270
- Centre for Children with Developmental Disabilities (*Centro de Apoio ao*
- *Desenvolvimento Infantil* - CADIn)
<http://www.cadin.net/>

QATAR

The Rand Corporation was contracted in 2003 to revise the curriculum, textbooks, and training for teachers in Qatar's public schools within the framework of establishing a model charter school system within five years (2008). In an effort to improve university education, the Qatar Foundation for Education, founded by the Emir's wife, Sheikha Mozzah bint Nasser Al-Misnad, established "Education City" to attract world class universities such as Weill-Cornell Medical School, Virginia Commonwealth University, Texas A&M and Carnegie Mellon and George Town University. The Qatari government has also established a new Supreme Council for Education that will oversee reform in the educational system. Many of these initiatives are based on U.S. models and expertise, presenting a multitude of opportunities for U.S. educational entities.

Best Products/Services

- Higher Education Services
- Training and Personal Development Services

Opportunities

This sector is open for new opportunities but must fit into the educational and economic goals of the Qatar Foundation

and the government of Qatar. Qatar Foundation continues to look for US universities to join the Education City. The GOQ is investing significant resources to train Qatari youth to enable them to become entrepreneurs and qualified professionals for the economy. Law No. 13-2000 allows 100% foreign ownership in the education sector pending approval from the government.

Resources

- Qatar Foundation
 - Ministry of Education
 - Supreme Education Council
- Contact the Commercial Section of the United States Embassy in Doha through: <http://www.buyusa.gov/qatar/>

SINGAPORE

With a high per capita income of more than \$30,000 (highest in Asia after Japan) and a relatively high standard of English, Singapore offers an attractive market for U.S. universities and colleges. In addition, Singaporeans regard the U.S. as the leader in technology and management so they value opportunities to pursue undergraduate and graduate degree programs at U.S. educational institutions.

As a city-state with no natural resources and a small domestic market, Singapore emphasizes, supports, and values higher education and human resource development as an economic imperative. There is a strong lifelong learning and continuing education culture. Asian parents including Singaporeans place a premium on their children's obtaining a good education and many of them strive to send their children to top universities and colleges. Branding and ranking of

educational institutions are very important. Many government agencies and private sector companies also offer full scholarships for top students to pursue their undergraduate and graduate studies at foreign universities, including those in the United States.

Best Products/Services

Singaporean children understand the importance of a good quality education and therefore approach it with seriousness and dedication to achieve the best possible results. There are presently close to 5,000 Singaporeans pursuing their education in the United States; two-thirds are undergraduates while a third are graduate students. This is a relatively small part of the estimated total market potential of 30,000 students for undergraduate and 16,000 for graduate programs. U.S. universities and colleges will find a receptive market in Singapore, provided they are willing to invest in long-term branding / marketing with accredited programs in disciplines that offer strong career growth and high income potential. The following degree courses are becoming increasingly important and are expected to see an increased demand from Singaporean and foreign students. These disciplines will be a key to the development of the local economy in the future.

- Life sciences/Healthcare. Life sciences, which include biotech, are now a key growth engine for the Singapore economy.
- Wealth Management / Financial Planning With more than 600 financial institutions in Singapore, the financial services industry is an important component of Singapore's economy and makes the country one of the top ten most sophisticated financial

markets in the world, according to the World Economic Forum. Singapore is now the sixth largest offshore private banking center in the world.

- **Hospitality & Tourism.** In recent years, the Singapore Government has relaxed a number of rules to make the country more attractive to tourists in the face of aggressive competition from other countries in the region.
- **Supply Chain Logistics.** To a large extent, Singapore's geographical location has been an advantage in terms of trade and trans-shipment. The country is the premier air, sea and land hub in the region.
- **Media & Animation** The creative industries and the arts are very important in enhancing Singapore's overall economic competitiveness as this will also attract foreign investments.
- **Sports Science & Medicine.** A new Sports Hub will likely include a Sports Institute, which will focus on sports science, sports medicine and sports management.

Opportunities

The Government of Singapore is developing the country into the "global schoolhouse" for Asia. The education system is well known for its quality and excellence, which is why there is a strong demand from students in regional countries to study here. In addition to full-time students (both local and overseas), U.S. universities may be able to tap viable opportunities by offering their external degree and executive education programs to Singaporeans and international executives working in the region. Ranking of universities is important as most Asian students and their parents inquire about the reputation of the university or college. Government

scholarships are usually awarded to students who have good grades and they are sent to the top universities worldwide.

U.S. universities and colleges should also take into consideration the large number of foreign students in Singapore. Today, the number of foreign students in Singapore is nearly 70,000 and the target in five years time is 150,000 foreign students. Chinese students - numbering an estimated 33,000 – followed by Malaysians (8,000), Indonesians (8,000), Vietnamese (4,000) and students from other countries are studying at various universities and specialty schools in Singapore. Many foreign universities in recent years have established a presence in Singapore either by themselves or in collaboration with a local institution / organization to offer degree programs. This helps reduce the costs since students can study in Singapore rather than going to the U.S. or Europe.

Resources

Trade Shows

- USEIC U.S. Education Fairs
- <http://www.useic.org>
- Linden Education Fairs
- <http://www.lindentours.com>
- Experiences University Fair
- <http://www.experiences-sg.org/intro.html>

Singapore Government Offices

- Singapore Economic Development Board <http://www.sedb.com.sg>
- Ministry of Education <http://www.moe.gov.sg>

U.S. Commercial Service, Singapore Contact

CHAN Yiu Kei, Commercial Specialist
Email: yiukei.chan@mail.doc.gov

THAILAND

The United States remains the number one choice for Thai students who would like to continue their higher education abroad. Graduate programs maintain a 60% share of the programs Thai students attend abroad, undergraduate program students are about 20% and the remaining 20% are short-term exchange and ESL programs. Business administration is the leading major subject. Engineering, computer science and mass communication are also subjects that interest Thai students. ESL programs operated by a university gain better acceptance among students. They have direct links to the degree programs that students aim for and the conditional acceptance offered by a university after completion of the ESL requirement is desirable.

Growing number of high school graduates from international schools in Thailand are a major factor in the growing potential of undergraduate students. Currently, there are 88 international schools, but only about half of them offer classes through 12th grade. Most of them have begun to generate high school graduates during the past few years. These graduates are strong potential students at schools abroad. Naturally, these students have very limited knowledge of Thai language and there are not enough English programs at universities in Thailand to accommodate their applications. A better choice for them is to enroll into a school in an English speaking country outside of Thailand. Many schools in the US had experienced growing numbers of undergraduate student enrollments

during the past few years although the numbers are still very small.

The growing popularity of J-1 visa for work and study program in the U.S. has become a driving force of the growing number of Thai students in the United States during the past few years. J-1 visa approval was half the total student visa approved in 2004 and 2005. The J-1 visa is expected to surpass the standard F-1 student visa in the very near future.

Apart from the approximate 2,000 scholarships granted by the Royal Thai Government to Thai students in 2005 and a few hundred students under one-year exchange program, the remaining approximately 2,000 students are under the work-study program. Schools in Australia and the United Kingdom have started offering work-study program recently through some of their agents in Bangkok. In 2006, it is estimated that there was between 12,000 to 14,000 Thai students in the United States (Institute for International Education's Open Door reported an estimated of about 9,000 Thai students). The numbers of Thai students in Australia is estimated to have between 9,000 and 10,000 students. The number of Thai students in the United Kingdom is estimated to be growing and should be in the range of 9,000 to 10,000 students. It is estimated to have around 3,000 Thai students in New Zealand and around 1,200 Thai students in Canada.

During the past few years, schools in Australia have initiated stringent requirements for new international applicants. The schools had become more selective in their enrollments and their student visa fee has doubled. Therefore, the number of Thai students to Australia has decreased. Study abroad

consulting companies in Thailand that normally represent schools in Australia only have now tried to represent schools from other countries. In contrast, schools from the United Kingdom have increased their promotional efforts and activities to recruit Thai students during the past several years. They have relaxed their enrollment requirements and the introduction of a one-year fast track graduate program by many schools in the United Kingdom have attracted a lot of interest from Thai students.

Best Products/Services

Major programs that the students in Thailand interested in pursuing:

- MBA
- Computer Science and Engineering
- Engineering
- Computer Graphic and Designs
- Summer Language Training and Cultural Programs
- Short and Long ESL Program

Resources

- Mrs. Chalintorn N. Burian, PhD
Regional Director, SE Asia
Institute of International Education
6th Floor, Maneeya Center North
518/3 Ploenchit Road
- Nalin Phupoksakul - Commercial Specialist
U.S. Commercial Service
American Embassy
3rd Floor, GPF Witthayu Bldg. A,
Room 302
93/1 Wireless Road
Pathumwan, Bangkok 10330
Thailand
Phone: 662-205-5090, 662-205-5275
Fax: 662-255-2915, 662-205-5914
E-Mail: nphupoks@mail.doc.gov
http://www.buyusa.gov/asianow/south-eastasia._home.html

VIETNAM

The demand for education and training in Vietnam is significant, given an economic growth rate of 7-8 % in recent years (GDP growth of 8.2% for 2006) and a young population of 83 million people. Strong industrial growth (approximately 15% in 2005 and 2006) and expanding foreign investment is generating the need for a variety of workplace skills that are currently in a short supply. Creating a better-trained workforce will be a key pillar to Vietnam sustaining long-term economic growth and developing an internationally competitive workforce. To this end, over the last few years the Vietnamese Government has increased budget allocations, liberalized private sector involvement, and encouraged foreign participation in developing education and training services in Vietnam. The Government has developed a long-term Education Development Strategy for 2001 to 2010, and estimates that the share of education expenditure could increase to 6.9% of GDP and 20% of total government expenditures by 2010.

Best Products/Services

- English language training
- Corporate training
- Vocational and technical training (including information technology and basic manufacturing skills)
- Post-secondary education (including overseas study programs)
- Consulting services.

English has become the language of choice for Vietnamese seeking to enhance their educational and career opportunities. State-owned institutions,

public schools, and English learning centers are seeking help to upgrade both standard and specialized English courses. Schools and centers specializing in TOEFL and IELTS training for study abroad will find rapidly expanding markets in Vietnam's major cities.

In the process of Vietnam's integration into the world economy, management at all levels desperately needs business and related soft skills training. Vietnamese business entities prefer short-term training courses and practical methodologies that can be quickly applied in the daily work environment. Many jobs being created in Vietnam's transitional economy require technical skills, generating increased need for vocational education. The demand for skilled workers and production technicians is already acute and is expected to remain so. This demand is spurring increased interest in two types of post-secondary education involving foreign entities: foreign education programs and overseas study. Many Vietnamese students have been able to take advantage of scholarships and bilateral aid programs to support their study abroad. However, an increasing number of Vietnamese students are able to contribute significantly to funding their own education. The Government has also been involved in implementing its own programs to foster the further study abroad of officials and employees with the long-term goal of enhancing the capabilities of the Government workforce.

Opportunities

A significant increase in per capita income in the past ten years, a booming private sector, and the traditional value Vietnamese place on education are

creating significant opportunities for education and training services. Business surveys have highlighted that Vietnam has serious shortages of highly skilled persons, particularly in the areas of services, informatics technology, banking and finance. In recognition of the importance of a skilled labor force, the Government is encouraging the development of education, and vocational education. Many Vietnamese provincial level governments have also developed their specific proposals for inviting foreign investment in this sector.

The Ministry of Education and Training (MOET) has encouraged foreign educational entities to become involved in the education and training sector, especially in the development of new disciplines such as information technology and environmental science and other scientific fields that are not yet widely available in Vietnam. A segment of higher education that is growing quickly within Vietnam is the establishment of foreign education programs run either entirely by foreign universities or through cooperation between foreign and Vietnamese institutions. The sector received a boost with the enactment of Decree No. 06/2000/ND-CP, dated March 6, 2000, which provided incentives for foreign investment in several areas, including education and training. Foreign entities are encouraged to develop training programs for scientists, technicians, managers, and experts in economics, technology, natural sciences, the environment and culture.

In December 2005, MOET issued a decision allowing nine universities to pilot 10 foreign educational curricula, starting with the 2006-2007 school year.

The pilot disciplines are in the fields of natural science, technology, and economic management. Preference is also given to educational curricula involving foreign lecturers. Examples of education initiatives involving foreign firms include the University of Natural Science in Ho Chi Minh City, which has already signed a cooperation memorandum with Texas State University to provide four-year programs for bachelor's degrees in the field of informatics technology (two years in Vietnam and two years in the U.S.) and for master's degrees (one year in Vietnam and one year in the U.S.). Recently, Hawaii University signed a cooperation agreement with the National University in Ho Chi Minh City to run masters degree level courses in Vietnam.

The Vietnamese Government has also identified vocational education as a major area for future investment and improvement. Under Government targets, 30% of the country's workforce would ideally receive vocational training by 2005, and 40% by 2010. Priority will be given to training workers for high-tech fields such as information technology, biology, materials engineering and automation, as well as economic and social management.

A number of education and training consulting opportunities arise from Official Development Assistance (ODA)-financed projects including World Bank and Asian Development

Bank projects to upgrade training, curriculum development, and equipment within the country's upper secondary and post-secondary education systems.

Resources

U.S. education and training providers are encouraged to participate in the annual Education Fair organized by the Institute of International Education. Information can be found at: www.iie.org

Information on Vietnam's education and training projects are available at the following major websites:

- The World Bank:
www.worldbank.org/vn
- The Asian Development Bank:
www.adb.org/Vietnam

For further information, please contact the following persons/agencies:

- Ms. Ngo Thuc Anh
U.S. Commercial Service Hanoi -
American Embassy
6 Ngoc Khanh St, 3rd Floor, Hanoi,
Vietnam
Tel: (844) 831-4650; Fax: (844) 831-4540
E-mail: Ngo.Anh@mail.doc.gov
- Mr. Le Anh
U.S. Commercial Service Ho Chi
Minh City – U.S. Consulate General
65 Le Loi Blvd, Dist 1, HCMC,
Vietnam
Tel: (848) 825-0490; Fax: (848) 825-0491
E-mail: Le.Anh@mail.doc.gov

III. Trade Events

Trade events, such as trade shows, trade missions and catalog shows, offer excellent opportunities for face-to-face interaction with foreign buyers and distributors. Of the many U.S. and international events held throughout the year, some are vertical (single industry theme) and some horizontal (many industries represented). The events organized or approved by the U.S. Department of Commerce can be especially useful for first-time or infrequent participants – they require less lead time to register and typically involve more handholding.

The Trade-Event Scheduling Web sites listed below allow selective searches for upcoming events by industry, location, type and date. They typically provide the event organizer, event descriptions and costs, and people to contact for more information.

To find upcoming events for U.S. Educational Services, use industry search terms relating to training, education, or learning.

Schedules for U.S. Government Organized or Sponsored Events

Domestic USDOC Events: http://www.export.gov/comm_svc/us_event_search.html

International USDOC Events: http://www.export.gov/comm_svc/us_event_search.html

USDA (Food & agriculture) Events: <http://www.fas.usda.gov/scripts/agexport/EventQuery.asp>

Schedules for Commercially Organized Events

BizTrade Trade Show Directory (<http://www.biztradeshows.com>)

TSNN (<http://www.tsnn.com/>)

ExpoWorldNet (<http://www.expoworld.net/>)

Exhibition Center - Foreign Trade Online (<http://www.foreign-trade.com/exhibit.htm>)

IV. Available Market Research

Educational Services

The reports listed below are country-specific market surveys relating to Educational Services written by resident U.S. commercial staff in each country. Many of these reports analyze demand trends, the competition, business practices, distribution channels, promotional opportunities, and trade barriers.

All the reports can be obtained on-line at no cost from www.export.gov, or in print/on disk for \$25.00 from:

CENTER FOR INTERNATIONAL TRADE DEVELOPMENT
 13430 Hawthorne Blvd, Hawthorne, California 90250 USA
 Phone: (310) 973-3173 Fax: (310) 973-3132 Email: mkogon@elcamino.edu

| | | |
|---|-------------|------------|
| International Student Recruitment | Argentina | 8/16/2007 |
| Distance Education | Belgium | 05/03/2006 |
| Distance Education | China | 01/12/2007 |
| Overseas Study Market | China | 05/03/2006 |
| International Student Recruitment | Colombia | 07/12/2006 |
| Egypt's Educational Training Equipment Market | Egypt | 03/20/2005 |
| An Overview of the German Educational Materials Market | Germany | 04/28/2006 |
| The German Market for E-Learning Systems | Germany | 08/11/2005 |
| Education – Opportunities and Trends | Hungary | 04/26/2006 |
| Distance Education | India | 03/13/2007 |
| Distance Education | India | 03/22/2006 |
| Educational Materials Market in Italy | Italy | 09/29/2006 |
| E-Learning in Italy | Italy | 09/29/2006 |
| Study Abroad Market | Japan | 07/31/2007 |
| Study Abroad Programs and Japanese Retirees | Japan | 08/09/2006 |
| U.S Graduate Programs for Japanese Students | Japan | 06/28/2006 |
| Sourcing for an American MBA program | Malaysia | 12/28/2006 |
| Graduate Studies | Malaysia | 12/12/2006 |
| E-Learning for Technical and Vocational Training Institutions | Malaysia | 08/30/2006 |
| Liberalization in International Schools | Malaysia | 06/28/2006 |
| Undergraduate Studies- Malaysian Students to USA | Malaysia | 10/27/2005 |
| Distance Learning Market | Mexico | 11/01/2006 |
| Educational Alliances between US and Mexican Universities | Mexico | 11/01/2006 |
| International Student Recruitment | Mexico | 04/14/2006 |
| Manpower Training Opportunities in the Mexican Market | Mexico | 07/14/2006 |
| Port Management Services- Training Opportunities | Nigeria | 08/31/2006 |
| International Student Recruitment | Philippines | 05/10/2007 |
| Private Undergraduate and Graduate Level Education in Poland | Poland | 10/02/2006 |
| Educational Materials Market | South Korea | 06/05/2007 |
| Educational Materials Market | South Korea | 05/29/2007 |

| | | |
|--|----------------|------------|
| Educational Equipment and Supplies | Switzerland | 07/20/2006 |
| Undergraduate and Graduate Educational Services | Switzerland | 02/07/2006 |
| Educational Materials | South Africa | 05/24/2006 |
| Executive Education | Singapore | 12/05/2005 |
| External Degree Programs | Singapore | 02/28/2005 |
| International Student Recruitment | Taiwan | 05/11/2006 |
| Graduate Programs | Taiwan | 09/29/2006 |
| Education Fairs in 2007 | Turkey | 10/03/2006 |
| International Student Recruitment | Turkey | 05/31/2006 |
| English as Second Language Instruction in Turkey | Turkey | 08/17/2005 |
| The UK Education Market: Special Needs | United Kingdom | 05/28/2006 |
| Educational Materials | United Kingdom | 07/25/2005 |
| International Student Recruitment | Venezuela | 04/12/2006 |
| ESL Services Overview for Venezuela | Venezuela | 09/19/2005 |