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NONSPONSORED AND SPONSORED FOREIGN STUDENTS

IN THE UNITED STATES:

Statistical Analysis

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The Issues

The several agencies that support (or "sponsor") the training of foreign students from developing countries in the United States have tended to give much more attention to the characteristics of these "sponsored" students than to the characteristics of the many self-supported or "nonsponsored" students from the same countries who are also studying in this country. Yet better understanding of the characteristics of nonsponsored students and of the extent to which they do or do not share characteristics with sponsored students should be of considerable value to sponsoring agencies. As agencies like the U.S. Agency for International Development (AID) allocate their training funds, they must make informed decisions about the need in certain countries for competency in particular fields of study and at particular academic levels. This need may be met in part through sponsored training, but it might also be met through the self-supported or nonsponsored training which results from the many individual decisions of students and their families in developing countries. Insofar as sponsoring agencies are concerned to boost certain fields of study, it is important for them to know if the development of these fields is occurring more or less simultaneously as a result of individual decisions and private (personal or family) financing.

Analysis of the data collected by the Institute of International Education (IIE) in its biennial survey of individual foreign students in the United States will illuminate at least two basic characteristics of each

subgroup of foreign students, those who are sponsored and those who are self-supported; their distribution among a variety of fields of study and their distribution between the two major academic levels, undergraduate and graduate.

A preliminary step in the examination of nonsponsored and sponsored students which will be reported below which serves to illuminate principally the extent to which these two groups of students have similar characteristics with regard to field of study and academic level. There are, of course, important other characteristics of the two groups that would require further investigation. Analysis of existing IIE data cannot provide any insight into the family backgrounds of sponsored and nonsponsored students. As in the case of fields of study, it would be valuable to know whether there is much similarity in these family backgrounds or whether, through sponsorship, international aid agencies are providing opportunities to students whose personal resources are not sufficient to permit study abroad. Furthermore, analysis of existing data tells us nothing about the reasons of sponsored and nonsponsored students for coming to the United States to study certain fields. It would be very valuable to know how students in each group assess the occupational ^{+ educational} opportunities related to particular fields of study, especially the occupational ^{+ educational} opportunities in their home countries. A further study, in which sponsored and nonsponsored students would be surveyed and/or interviewed, may well be warranted.

The Data

Our analysis is based on data obtained by IIE in a survey carried out in 1983/84 of all accredited U.S. colleges and universities. Campus officials

are asked to provide information about foreign students on an individual basis, categorized by country of citizenship, field of study, sex, academic level, and primary source of financial support. Of the 2,498 institutions that are known to have foreign students, 2,007 (or 80.3%) provide data on 223,859 individual students (or 66.1% of the 338,894 foreign students reported in the 1983/84 annual census of foreign students). On most of the major characteristics of foreign students the response rate was high, ranging from 83% to 95.3%. However, and this is important for the present study, information on primary sources of support was reported for only 26% of the total foreign students, or something over 88,000 students. The proportion of foreign students from particular countries about whom data are available on primary sources of support varies from country to country; as shown in the extreme right column of Table 1, it is as high as 33.4% for Tanzania and as low as 24.3% for Morocco. The average proportion for the 13 countries selected by AID for special scrutiny (Brazil, Egypt, Ethiopia, India, Indonesia, Jordan, Kenya, Morocco, Nigeria, Peru, Philippines, Tanzania, and Thailand) is 28.6%.

Given the relatively small proportion of foreign students about whom data on sponsorship are available, these data cannot be reliably generalized to the whole foreign student population from particular countries, because it is not possible to ascertain the representativeness of those about whom data exist. However, since the distribution by primary source of support of students from the countries of interest to AID is similar to the distribution for all foreign students in the United States (see Table 1), it is possible to use our data to compare sponsored and nonsponsored students in certain respects. We have sufficient data to compare nonsponsored and sponsored

students from particular countries with regard to fields of study and with regard to academic level; when it comes to a breakdown by field of study and academic level, however, we feel the numbers become too small to be significant. Insofar as we can make comparisons, even if they are not definitive, these comparisons suggest areas in which further investigation may be fruitful.

We should note finally that, because of the varying response rates on different variables, the absolute numbers of foreign students in specific categories vary from table to table. Since cases with incomplete data vary from one variable to another, the number of complete cases available for analysis decreases as the analyses become more complex. (This is why there are not sufficient cases in each cell to make analysis by both field of study and academic level meaningful.)

Sponsorship

The majority of students from virtually all of the selected countries are "nonsponsored" or self-supported; i.e., they are using personal or family funds to study in the United States. The exception to this rule is Egypt: 54 percent of students from that country are sponsored. As is shown in Table 1, the specific proportions of sponsored and nonsponsored students vary considerably from country to country. The countries with the highest proportions of sponsored students, next to Egypt, are Tanzania (49%), and Brazil and India (40% each). The proportions for Ethiopia, Kenya, and Morocco (33%) closely resemble the distribution for all foreign students in this country (see Open Doors, 1983/84, p. 37). Countries with below-average

proportions of sponsored students are Indonesia, Peru, the Philippines, and Thailand (all around 25%), and proportions from Nigeria and Jordan are as low as 21% and 14% respectively.

Focusing on the proportions of students from the AID-selected countries who receive support from the U.S. government, we also find substantial differences. While 17% of students from Brazil and 16% of students from Tanzania receive their primary financial support from the U.S. government, only 2% of the Thais and Peruvians and 1% of the Nigerian, Indian, and Jordanian students do so. Between these extremes are Moroccans, Ethiopians, and Kenyans, with 12%, 9%, and 6% respectively, and Indonesians (5%) and Filipinos (4%). In 1983/84, among all foreign students in this country, 2.2% were primarily supported by the U.S. government; this means that only the students from the AID-selected countries at the low extreme received U.S. government support to the same extent as all foreign students.

Fields of Study and Primary Sources of Support

It is important to examine especially two patterns: first, the extent of similarity (or difference) in the field of study choices of nonsponsored and sponsored students; and second, the specific fields of study that are oversampled by nonsponsored and sponsored students (or, in the latter case, their sponsoring agencies).

With regard to the similarity of choices, there is considerable variation among the countries selected by AID. As Table 2 indicates, in three countries--Egypt, Ethiopia, and India--the patterns are overall rather similar

(nowhere are they identical); in Jordan, Indonesia, Kenya, and Tanzania, they are similar in some respects and different in others; and in Brazil, Morocco, Nigeria, Peru, the Philippines, and Thailand, the patterns of choice are different. Overall, then, there is more complementarity than redundancy in the field of study choices of nonsponsored and sponsored students. *How this point*

In many of the countries under scrutiny, relatively large proportions of nonsponsored students choose to study business and management; in these countries (Brazil, Ethiopia, India, Indonesia, Nigeria, Peru, the Philippines, Tanzania, and Thailand), the proportion of nonsponsored students in business and management is over 20%, and often it is over 30%. Since in Brazil, Indonesia, Kenya, and the Philippines, sponsoring agencies are not heavily involved in supporting training in business and management, this produces evident differences in the primary sources of support of sponsored and nonsponsored students in this field. In Egypt and Jorday, however, sponsoring agencies do provide assistance to students who wish to go abroad to study business and management, and this is the case also in India and Morocco and to an even greater degree in Ethiopia, so that in those countries the patterns of choice of nonsponsored and sponsored students become more similar so far as this field of study is concerned.

Another set of fields that attracts high proportions of nonsponsored students from all countries, except for Nigeria, is engineering, the physical sciences, and mathematics and computer science. As Table 2 shows, as many as 64.5% of Jordanian nonsponsored students, 53.3% of Egyptian nonsponsored students, and 47.9% of Indian nonsponsored students are in these fields, and only in Nigeria does the percentage drop below 20%. In spite of the strong

interest of nonsponsored students in engineering, the physical sciences, and math and computer science, sponsoring agencies also encourage training in these fields in many countries. High proportions of sponsored students from Egypt, Ethiopia, India, Indonesia, Jordan, Peru, and Thailand, and a quite high proportion from Morocco and the Philippines, are being supported to study engineering, physical sciences, and math and computer science. But it is worth noting that in India, Indonesia, Morocco, and Peru, the U.S. government is less heavily (in some cases, much less heavily) involved in the support of such training than are "other" sponsors. In this set of fields, then, the dispositions of nonsponsored students and of sponsoring agencies appear to run along similar tracks.

In most of the countries selected by AID for scrutiny, well over half of all foreign students are in the fields discussed above--business and management and the set of fields composed of engineering, physical sciences, and math and computer science. Exceptions to this are Brazil and Tanzania; Brazil, more than most countries, has students in education and the social sciences, and Tanzania has a relatively high proportion in the arts and humanities.

Not surprisingly to those with any familiarity with foreign student flows to the United States, in none of the countries selected by AID does the total proportion of students (nonsponsored and sponsored taken together) in agriculture reach even 10%. The country with the highest proportion, 9.5%, is Kenya; Brazil has 7.6%; Tanzania has 6%; Morocco, 5.4%; and the rest less than 5%. What is more, the proportions would be microscopically small in all these countries if only nonsponsored students were counted; only the involvement of sponsoring agencies raises the numbers and proportions somewhat.

Overall, then, if the choices of nonsponsored students determined the distribution among fields of study, the outcome would be even more top heavy on the side of business and management, and engineering/physical sciences/math and computer sciences. In the health sciences, the distribution is just about divided equally between nonsponsored and sponsored students; compared to the case of agriculture, the role of sponsoring agencies is not as conspicuous.

Academic Level and Primary Sources of Support

In ten of the thirteen countries selected by AID for study, more undergraduates come to the United States for training than do graduate students. As shown in Table 3, in some, the proportion of undergraduates is very large (in Ethiopia, Jordan, Morocco, and Nigeria); in others, it is clearly dominant (Indonesia, Kenya, and Peru); and in a third group of countries, more than half of the students are undergraduates (this is the case in Brazil, the Philippines, and Tanzania). By contrast, in three countries (Egypt, India, and Thailand), the number of graduate students outweighs that of undergraduates. Overall, the thirteen countries under consideration tend to follow the same pattern with regard to academic level as do all the countries that send students to the United States. In 1983/84, 66.7% of all foreign students were undergraduate and 35.1% were graduate students; but half of our set of countries falls well above the average in the proportion of undergraduates coming to the United States.

The foreign student population would be even more top-heavily undergraduate if it consisted only of nonsponsored students. In Brazil, Egypt, India, Indonesia, the Philippines, Tanzania, and Thailand all sponsors

strongly preferred graduate students to undergraduates; in four of the countries under study--Jordan, Kenya, Morocco, and Peru--the U.S. government strongly preferred graduate students, while other sponsors preferred undergraduates. In all of the countries involved here, the absolute number of students supported by the U.S. government alone is too small to affect overall proportions significantly, though in Brazil and India, the collective activity of all sponsors narrows the gap between undergraduate and graduate students considerably; in Egypt it reverses proportions of undergraduate and graduate students; and in India the collective activity of sponsors widens the edge that all graduate students have over all undergraduates.

It is worth pointing out that the policy of the U.S. government that generally favors support of graduate students in most countries is not the dominant policy of other sponsors. While the United States government supports more undergraduates only in Ethiopia and Nigeria, other sponsors do so not only in those countries but also in Jordan, Kenya, Morocco, and Peru.

Conclusions

Our principal aim in this preliminary examination of the characteristics of nonsponsored and sponsored foreign students was to ascertain the extent of their similarity with regard to fields of study and academic level. Similarity suggests that there may be redundancy between training provided through the activity of sponsoring agencies and through the decisions of individual students and their families. By the same token, difference suggests complementarity.

Our analysis suggests that there is some redundancy with regard to fields of study. Quite large proportions of nonsponsored students are choosing to study business and management and the set of fields that includes engineering, physical sciences, and math and computer science, at the same time that sponsoring agencies also are providing some support for training in those fields.

Yet some caution is required with regard to this conclusion, because there is insufficient evidence about the academic level at which the two groups of students are studying these subjects. We do know that most nonsponsored students are undergraduates and that most of the students supported by the U.S. government are graduate students, so that it may well be that most of the students supported by the U.S. government would not be obtaining training without that support. Yet other sponsors do often support undergraduates, and in some countries the U.S. government does so also. Especially to the extent, then, that support is being provided to undergraduates in the fields mentioned above, redundancy is likely to occur.

The situation is quite different in other fields. With rare exceptions, the health sciences, arts and humanities, and education and the social sciences attract few nonsponsored students, and agriculture attracts the least of all. To the extent that sponsors intervene--as they do, for example, in the arts and humanities in Nigeria or in health in Indonesia, they add significantly to the total numbers receiving training. In agriculture, without sponsorship barely any training at all would take place.

These patterns of selecting and avoiding particular fields of study suggest that investigation of the reasons for these patterns would be very rewarding. Why is it that in countries where agriculture plays so essential a role in the economy those who have the opportunity to acquire expertise abroad have no interest in studying agricultural subjects? Why, when the health care enterprise is so large and lucrative in developed countries, does it have so little appeal to those in developing countries? Why the strong interest in business and in engineering, physical sciences, and math and computer science? Where do the ^{real} putative career opportunities lie?

At a time when considerable weight is being given to the importance of market phenomena, it seems especially desirable to understand the social backgrounds of foreign students and their families who are making difficult decisions about investments in higher education in the United States. What is the reasoning of those making considerable personal sacrifices? What would those do who are getting their way paid if they had to pay for education abroad themselves, and could they pay for such education if sponsoring agencies did not assist them? Is assurance of a job on return to the home country experienced as a positive thing by sponsored students or is the obligation to return to such a job experienced in some measure as coercive by sponsored students? Would nonsponsored students diversify their choices of fields of study, if they were assured of employment on return home, in such fields as agriculture or health or social science?

Local educational capabilities?

On the basis of IIE data, we know at which universities there are major concentrations of students from the countries selected by AID for special attention. To give a few examples, there are 40 Brazilian students at

Stanford and 38 at Berkeley, which means that, taken together, there are 78 in the Bay Area; MIT and Boston University, taken together, also have 78 Brazilians; while Columbia University and New York University together have 80 Brazilians. There are 66 Jordanian students at the University of Arizona, 56 at California State University at Long Beach, and 55 at Loop College in Chicago. Sixty-five Egyptian students may be found at George Washington University and 106 Indian students at the University of Florida. The University of San Francisco has 247 Indonesians and the University of Southern California has 381. Some national groups are more scattered, but there are 53 Thai students at Kansas State University and 65 at Roosevelt University in Chicago; 254 Ethiopians at the University of the District of Columbia; and 105 Filipinos at the University of San Francisco. The least concentrated national groups are students from Morocco, Kenya, Tanzania, and Peru, countries that have rather small overall totals of students studying in the United States.

At universities (or in cities) where there are considerable concentrations of students from particular countries, it is likely that there are a fair number of sponsored students in the total group and virtually certain that there are many nonsponsored students. It would be possible, therefore, to obtain through a series of focused interviews valuable information about their backgrounds, their rationales for studying certain subjects at the undergraduate or graduate level in the United States, and their assessments of the occupational opportunities related to particular kinds and levels of training.

After appropriate discussion with staff of AID, the Institute of International Education will draw up a proposal for such an investigation.

Table 2: FOREIGN STUDENTS BY FIELD OF STUDY AND SPONSOR

Field of Study	Self/Family		U.S. Gov't.		Other		A l l	
	N	%	N	%	N	%	N	%
<u>BRAZIL</u>								
1 Agriculture	13	4.0	0	0	29	13.3	42	7.6 6
2 Business/Management	71	21.9	0	0	13	6.0	84	15.3 3
3 Eng./Math-CompSci								
Phys.Sciences	70	21.6	1	12.5	63	28.9	134	24.4 1
4 Health Sciences	26	8.0	0	0	8	3.7	34	6.2 7
5 Arts/Humanities	26	8.0	3	37.5	50	22.9	79	14.4 4
6 Education/Soc.Sciences	59	18.2	3	37.5	38	17.4	100	18.2 2
7 Other	59	18.2	1	12.5	17	7.8	77	14.0 5
Total	324	99.9	8	100.0	218	100.0	550	100.1
<u>EGYPT</u>								
Agriculture	4	2.0	7	9.1	10	5.6	21	4.6 7
Business/Management	33	16.8	12	15.6	21	11.8	66	14.6 2
Eng./Math-CompSci								
Phys.Sciences	105	53.3	36	46.8	91	51.1	232	51.3 1
Health Sciences	14	7.1	7	9.1	21	11.8	42	9.3 3
Arts/Humanities	13	6.6	0	0	11	6.2	24	5.3 6
Education/Soc.Sciences	9	4.6	12	15.6	9	5.1	30	6.6 5
Other	19	9.6	3	3.9	15	8.4	37	8.2 4
Total	197	100.0	77	100.1	178	100.0	452	99.9
<u>ETHIOPIA</u>								
Agriculture	2	.7	1	2.2	4	3.5	7	1.6 7
Business/Management	63	22.7	9	20.0	21	18.6	93	21.3 2
Eng./Math-CompSci								
Phys.Sciences	89	32.0	19	42.2	35	31.0	143	32.8 1
Health Sciences	43	15.5	5	11.1	14	12.4	62	14.2
Arts/Humanities	13	4.7	0	0	12	10.6	25	5.7
Education/Soc.Sciences	10	3.6	2	4.4	3	2.7	15	3.4
Other	58	20.9	9	20.0	24	21.2	91	20.9
Total	278	100.1	45	99.9	113	100.0	436	100.0

Field of Study	Self/Family		U.S. Gov't.		Other		A l l	
	N	%	N	%	N	%	N	%
<u>INDIA</u>								
Agriculture	16	1.1	2	18.2	17	1.8	35	1.5 7
Business/Management	413	29.1	2	18.2	101	10.6	516	21.7 2
Eng./Math-CompSci								
Phys.Sciences	679	47.9	5	45.5	653	68.5	1,337	56.2 /
Health Sciences	86	6.1	1	9.1	33	3.5	120	5.0
Arts/Humanities	49	3.5	0	0	67	7.0	116	4.9
Education/Soc.Sciences	55	3.9	1	9.1	32	3.4	88	3.7
Other	119	8.4	0	0	50	5.2	169	7.1
Total	1,417	100.0	11	100.1	953	100.0	2,381	100.1

INDONESIA

Agriculture	1	.1	8	17.8	27	13.2	36	3.0 7
Business/Management	292	31.2	2	4.4	19	9.3	313	26.4 2
Eng./Math-CompSci								
Phys.Sciences	388	41.5	5	11.1	114	55.6	507	42.8 /
Health Sciences	24	2.6	15	33.3	5	2.4	44	3.7
Arts/Humanities	58	6.2	2	4.4	24	11.7	84	7.1
Education/Soc.Sciences	40	4.3	2	4.4	7	3.4	49	4.1
Other	132	14.1	11	24.4	9	4.4	152	12.8
Total	935	100.0	45	99.8	205	100.0	1,185	99.9

JORDAN

Agriculture	10	.8	1	16.7	2	1.3	13	.9 7
Business/Management	218	16.4	0	0	30	19.6	248	16.7 2
Eng./Math-CompSci								
Phys.Sciences	858	64.5	4	66.7	72	47.1	934	62.7 /
Health Sciences	54	4.1	0	0	12	7.8	66	4.4
Arts/Humanities	41	3.1	0	0	6	3.9	47	3.2
Education/Soc.Sciences	30	2.3	1	16.7	21	13.7	52	3.5
Other	119	8.9	0	0	10	6.5	129	8.7
Total	1,330	100.1	6	100.1	153	99.9	1,489	100.1

KENYA

Agriculture	10	3.2	18	62.1	15	13.4	43	9.5 5
Business/Management	121	38.8	1	3.4	16	14.3	138	30.5 /
Eng./Math-CompSci								
Phys.Sciences	69	22.1	5	17.2	20	17.9	94	20.8 2
Health Sciences	19	6.1	1	3.4	7	6.3	27	6.0
Arts/Humanities	14	4.5	0	0	24	21.4	38	8.4
Education/Soc.Sciences	32	10.3	1	3.4	16	14.3	49	10.8
Other	47	15.1	3	10.3	14	12.5	64	14.1
Total	312	100.1	29	99.8	112	100.1	453	100.1

Field of Study	Self/Family		U.S. Gov't.		Other		A I I	
	N	%	N	%	N	%	N	%
<u>MOROCCO</u>								
Agriculture	1	1.2	6	42.9	0	0	7	5.4 6
Business/Management	17	19.8	1	7.1	11	37.9	29	22.5 2
Eng./Math-CompSci								
Phys. Sciences	39	45.3	1	7.1	8	27.6	48	37.2 1
Health Sciences	3	3.5	1	7.1	0	0	4	3.1
Arts/Humanities	8	9.3	4	28.6	1	3.4	13	10.1
Education/Soc. Sciences	3	3.5	0	0	7	24.1	10	7.8
Other	15	17.4	1	7.1	2	6.9	18	14.0
Total	86	100.0	14	99.9	29	99.9	129	100.1

NIGERIA

Agriculture	105	3.0	1	2.0	56	6.5	162	3.7 7
Business/Management	2,087	59.4	1	2.0	180	20.9	2,268	51.2 1
Eng./Math-CompSci								
Phys. Sciences	459	13.1	3	5.9	112	13.0	574	13.0 2
Health Sciences	202	5.8	0	0	81	9.4	283	6.4
Arts/Humanities	151	4.3	27	52.9	94	10.9	272	6.1
Education/Soc. Sciences	190	5.4	5	9.8	260	30.2	455	10.3
Other	319	9.1	14	27.5	79	9.2	412	9.3
Total	3,513	100.1	51	100.1	862	100.1	4,426	100.0

PERU

Agriculture	2	.7	3	33.3	4	4.9	9	2.3 7
Business/Management	105	35.2	1	11.1	13	16.0	119	30.7 1
Eng./Math-CompSci								
Phys. Sciences	76	25.5	2	22.2	35	43.2	113	29.1 2
Health Sciences	12	4.0	1	11.1	3	3.7	16	4.1
Arts/Humanities	17	5.7	0	0	11	13.6	28	7.2
Education/Soc. Sciences	32	10.7	1	11.1	3	3.7	36	9.3
Other	54	18.1	1	11.1	12	14.8	67	17.3
Total	298	99.9	9	99.9	81	99.9	388	100.0

PHILIPPINES

Agriculture	11	1.9	7	35.0	16	9.4	34	4.5 7
Business/Management	221	38.7	0	0	20	11.8	241	31.7 1
Eng./Math-CompSci								
Phys. Sciences	121	21.2	7	35.0	66	38.8	194	25.5 2
Health Sciences	55	9.6	2	10.0	7	4.1	64	8.4
Arts/Humanities	44	7.7	0	0	35	20.6	79	10.4
Education/Soc. Sciences	43	7.5	1	5.0	13	7.6	57	7.5
Other	76	13.3	3	15.0	13	7.6	92	12.1
Total	571	99.9	20	100.0	170	99.9	761	100.1

16

Field of Study	Self/Family		U.S. Gov't.		Other		A I I	
	N	%	N	%	N	%	N	%
<u>TANZANIA</u>								
Agriculture	3	4.3	2	9.5	3	6.8	8	6.0 7
Business/Management	23	33.3	7	33.3	10	22.7	40	29.9 /
Eng./Math-CompSci								
Phys.Sciences	16	23.2	1	4.8	3	6.8	20	14.9 4
Health Sciences	8	11.6	1	4.8	1	2.3	10	7.5
Arts/Humanities	7	10.1	2	9.5	15	34.1	24	17.9
Education/Soc.Sciences	4	5.8	2	9.5	5	11.4	11	8.2
Other	8	11.6	6	28.6	7	15.9	21	15.7
Total	69	99.9	21	100.0	44	100.0	134	100.1

THAILAND

Agriculture	25	2.0	4	26.7	11	3.6	40	2.6 7
Business/Management	421	34.4	1	6.7	74	24.3	496	32.1 /
Eng./Math-CompSci								
Phys.Sciences	321	26.2	7	46.7	134	43.9	462	29.9 >
Health Sciences	45	3.7	1	6.7	14	4.6	60	3.9
Arts/Humanities	91	7.4	2	13.3	19	6.2	112	7.2
Education/Soc.Sciences	119	9.7	0	0	32	10.5	151	9.8
Other	203	16.6	0	0	21	6.9	224	14.5
Total	1,225	100.0	15	100.1	305	100.0	1,545	100.0

Table 3: FOREIGN STUDENTS BY ACADEMIC LEVEL AND SPONSOR

<u>Academic Level</u>	<u>Self/Family</u>		<u>U.S. Gov't.</u>		<u>Other</u>		<u>A I I</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>BRAZIL</u>								
Undergraduate	285	72.2	1	11.1	52	20.9	338	51.8
Graduate	89	22.5	7	77.8	192	77.1	288	44.1
Other	21	5.3	1	11.1	5	2.0	27	4.1
Total	395		9		249		653	
<u>EGYPT</u>								
Undergraduate	133	58.8	2	2.3	23	11.9	158	31.2
Graduate	80	35.4	66	75.0	157	81.3	303	59.8
Other	13	5.8	20	22.7	13	6.7	46	9.1
Total	226		88		193		507	
<u>ETHIOPIA</u>								
Undergraduate	298	86.4	42	85.7	93	72.1	433	82.8
Graduate	36	10.4	6	12.2	33	25.6	75	14.3
Other	11	3.2	1	2.0	3	2.3	15	2.9
Total	345		49		129		523	
<u>INDIA</u>								
Undergraduate	676	42.5	2	10.0	142	13.6	820	30.9
Graduate	804	50.5	18	90.0	894	85.5	1,716	64.6
Other	112	7.0	0	0	10	1.0	122	4.6
Total	1,592		20		1,046		2,658	
<u>INDONESIA</u>								
Undergraduate	825	81.7	2	3.2	107	37.3	934	68.7
Graduate	117	11.6	52	83.9	174	60.6	343	25.2
Other	68	6.7	8	12.9	6	2.1	82	6.0
Total	1,010		62		287		1,359	
<u>JORDAN</u>								
Undergraduate	1,317	88.7	1	8.3	132	57.1	1,450	84.0
Graduate	74	5.0	11	91.7	96	41.6	181	10.5
Other	93	6.3	0	0	3	1.3	96	5.6
Total	1,484		12		231		1,727	

KENYA

Undergraduate	308	85.3	14	38.9	86	55.8	408	74.0
Graduate	42	11.6	21	58.3	64	41.6	127	23.0
Other	<u>11</u>	3.0	<u>1</u>	2.8	<u>4</u>	2.6	<u>16</u>	2.9
Total	361		<u>36</u>		<u>154</u>		<u>551</u>	

MOROCCO

Undergraduate	85	89.5	1	5.9	28	84.8	114	78.6
Graduate	7	7.4	16	94.1	4	12.1	27	18.6
Other	<u>3</u>	3.2	<u>0</u>		<u>1</u>	3.0	<u>4</u>	2.8
Total	95		<u>17</u>		<u>33</u>		<u>145</u>	

NIGERIA

Undergraduate	3,532	81.2	32	53.3	705	66.8	4,258	78.1
Graduate	746	17.2	28	46.7	340	32.2	1,114	20.4
Other	<u>69</u>	1.6	<u>0</u>		<u>10</u>	.9	<u>79</u>	1.4
Total	4,336		<u>60</u>		<u>1,055</u>		<u>5,451</u>	

PERU

Undergraduate	290	83.8	3	30.0	54	54.5	347	76.3
Graduate	27	7.8	7	70.0	41	41.4	75	16.5
Other	<u>29</u>	8.4	<u>0</u>		<u>4</u>	4.0	<u>33</u>	7.3
Total	346		<u>10</u>		<u>99</u>		<u>455</u>	

PHILIPPINES

Undergraduate	449	69.0	4	11.4	42	21.8	495	56.3
Graduate	176	27.0	30	85.7	142	73.6	348	39.6
Other	<u>26</u>	4.0	<u>1</u>	2.9	<u>9</u>	4.7	<u>36</u>	4.1
Total	651		<u>35</u>		<u>193</u>		<u>879</u>	

TANZANIA

Undergraduate	55	69.6	3	12.0	20	39.2	78	50.3
Graduate	20	25.3	19	76.0	29	56.9	68	43.9
Other	<u>4</u>	5.1	<u>3</u>	12.0	<u>2</u>	3.9	<u>9</u>	5.8
Total	79		<u>25</u>		<u>51</u>		<u>155</u>	

THAILAND

Undergraduate	656	47.4	2	7.4	132	34.9	790	44.2
Graduate	642	46.4	25	92.6	231	61.1	898	50.2
Other	<u>85</u>	6.1	<u>0</u>		<u>15</u>	4.0	<u>100</u>	5.6
Total	1,383		<u>27</u>		<u>378</u>		<u>1,788</u>	

NEPAL

Self-supported	29
U.S. Government-supported	28
Other agencies	<u>33</u>
Total	90

ORDER FOR SUPPLIES OR SERVICES

IMPORTANT: Mark all packages and papers with contract and/or order numbers.

1. DATE OF ORDER: 8-1-85
 2. CONTRACT NO. (If any): N/A
 3. ORDER NO.: OTR-0085-0-00-5143-00
 4. REQUISITION/REFERENCE NO.: 5302106

5. ISSUING OFFICE (Address correspondence to):
 Agency for International Development
 A/33R/CM-Office of Contract Management
 Central Operations Division/OCR
 Washington, D.C. 20523

6. SHIP TO: (Consignee and address, ZIP Code)
 Sandra Malone-Gilmer
 PPC/CDIE 650 3A-14
 Washington, D.C. 20523

SHIP VIA:

7. TO: CONTRACTOR (Name, address and ZIP Code)
 Institute of International Education
 809 United Nations Plaza
 New York, New York 10017

8. TYPE OF ORDER
 A. PURCHASE - Reference your _____
 Please furnish the following on the terms and conditions specified on both sides of this order and on the attached sheets, if any, including delivery as indicated. This purchase is negotiated under authority of:
 N/A
 B. DELIVERY - Except for billing instructions on the reverse, this delivery order is subject to instructions contained on this side only of this form and is issued subject to the terms and conditions of the above-numbered contract.

(CONSULTING SERVICES/REPORT)

DUNS #07-103-2973

9. ACCOUNTING AND APPROPRIATION DATA
 72-1151021.6 PPC/DB:R. Bell 7/28/85
 Job. 5302106 T. O'Keefe
 (346-30-1)99-00-20-51) F2AA-85-13020-DG-11
 Project 930-0085

10. REQUISITIONING OFFICE
 PPC/CDIE

11. BUSINESS CLASSIFICATION (Check appropriate box(es))
 SMALL OTHER THAN SMALL DIS-ADVANTAGED WOMEN-OWNED

12. F.O.B. POINT

13. PLACE OF INSPECTION AND ACCEPTANCE
 See block 17

14. GOVERNMENT B/L NO.
 N/A

15. DELIVER TO F.O.B. POINT ON OR BEFORE (Date)
 See block 17

16. DISCOUNT TERMS
 N/A

17. SCHEDULE (See reverse for Rejections)

ITEM NO. (A)	SUPPLIES OR SERVICES (B)	QUANTITY ORDERED (C)	UNIT (D)	UNIT PRICE (E)	AMOUNT (F)	QUANTITY ACCEPTED (G)
OFFICE OF FINANCIAL MANAGEMENT PROGRAM ACCTG. & FIN DIVISION FUNDS AVAILABLE DATE 1/1/85	The purpose of this Purchase Order is to contract with the Institute for International Education (IIE) for a report which provides comparable information of sponsored and non-sponsored student populations from 13 countries studying in the United States. The 13 countries to be covered are: Brazil, Egypt, Ethiopia, India, Indonesia, Jordan, Kenya, Morocco, Nigeria, Peru, Philippines, Tanzania, and Thailand. The "sponsored" students will be sub-grouped by individual sponsor, e.g. A.I.D., Ford Foundation, and Brazil. The information to be provided will cover: - number of persons studying in the U.S. by country arranged by sponsor or self-financed arrangements; - number and proportion from each					

18. SHIPPING POINT: N/A
 19. GROSS SHIPPING WEIGHT: N/A
 20. INVOICE NO.:
 21. MAIL INVOICE TO: (Include ZIP Code)
 See page . FIRM FIXED PRICE OF \$4,665
 17(H). TOT. (Cont. pages) \$4,665
 17(I). GRAND TOTAL \$4,665

UNITED STATES OF AMERICA BY (Signature) Marcus G. Stevenson
 TITLE: CONTRACTING/ORDERING OFFICER

**OFFER FOR SUPPLIES OR SERVICES
SCHEDULE - CONTINUATION**

IMPORTANT: Mark all packages and papers with contract and/or order numbers.

DATE OF ORDER 8-1-85	CONTRACT NO. N/A	ORDER NO. OTR-0085-0-00-5143-00
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ITEM NO. (A)	SUPPLIES OR SERVICES (B)	QUANTITY ORDERED (C)	UNIT (D)	UNIT PRICE (E)	AMOUNT (F)	QUANTITY ACCEPTED (G)
	<p>country and sponsor category studying particular subjects (sectors of development activity);</p> <ul style="list-style-type: none"> - number and proportion from each country, sponsor category and sector studying at the graduate and undergraduate levels; and - number and proportion of each of the other categories who are male or female. <p>In addition to the above, IIE will analyze existing data to determine at which universities there are significant concentrations of sponsored and non-sponsored students from the 13 countries covered in the study. Identification of these concentrations would be useful if a second phase study were undertaken to further examine differences between sponsored and non-sponsored students through direct interviews.</p> <p>In pursuit of the above objectives, the contractor will undertake the following activities:</p> <ul style="list-style-type: none"> - review data from the annual census of foreign students in the U.S. conducted by the IIE and published in its annual "Open Doors" report; - review data on foreign students in the U.S. and their fields of study and related matters presented semi-annually by IIE in its publication entitled "Profiles"; - extract from the material reviewed data indicated above and organize that material as necessary; - analyze the extracted material and prepare a report presenting the data and IIE's analysis of it; and - discuss its report with PAC/ODIE staff and others as agreed by IIE and the PAC/ODIE topic coordinator for participant training. 					

TOTAL CARRIED FORWARD TO 1ST PAGE (ITEM 17(H))

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OFFER FOR SUPPLIES OR SERVICES
SCHEDULE - CONTINUATION

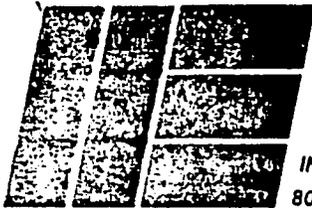
IMPORTANT: Mark all packages and papers with contract and/or order numbers.

DATE OF ORDER 8-1-35	CONTRACT NO. N/A	ORDER NO. OTR-0085-0-00-5143-00
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ITEM NO. (A)	SUPPLIES OR SERVICES (B)	QUANTITY ORDERED (C)	UNIT (D)	UNIT PRICE (E)	AMOUNT (F)	QUANTITY ACCEPTED (G)
	<p><u>Delivery Schedule</u></p> <p>The contractor shall submit a completed report within 10 weeks of the signed purchase order o/a September 27, 1965.</p> <p><u>Payment Schedule</u></p> <p>For accomplishment and acceptance by AID of the work set forth herein, the contractor will be paid the FIRM FIXED PRICE of</p> <p>Contractor shall include the following statement on each voucher submitted for payment:</p> <p>"I have not accepted and will not accept payment under any other AID financed consulting arrangement for any period for which I am claiming payment under this voucher."</p> <p>All vouchers/invoices shall be submitted to A/PA/PAPD, Agency for International Development, Room 623, SA-12, Washington, D.C. 20523.</p> <p>The following clauses are incorporated by reference: 752.7003 Payment (Alternate 70) Interest on Overdue Payments (April 64) Invoice Requirements (April 64) Payment Due Dates (April 64); Rights in Data and Publication - Special Provision (attached); 752.7001 Biographical Data (April 64).</p> <p>_____ Elinor C. Barber Date</p>				\$ 4,665	

TOTAL CARRIED FORWARD TO 1ST PAGE (ITEM 17(H))

\$4,665



INSTITUTE OF INTERNATIONAL EDUCATION
809 UNITED NATIONS PLAZA, NEW YORK, N.Y. 10017

WRITER'S DIRECT DIAL NUMBER IS (212) 984-5346

March 10, 1986

Mr. Ray Cohen
U.S. Agency for International Development
PPC/CDIE/PPE
Washington, D.C. 20523

Dear Ray:

Here are the tables I promised to send you that break down nonsponsored and sponsored foreign students by sex.

With regard to a comparison of the patterns that emerge from the individual "free market" decisions of nonsponsored students and those that result from the decisions of U.S. Government sponsoring agencies, it seems to me of considerable interest that, for the most part, the sex ratios that emerge from individual decisions are more favorable to female students than are those that result from U.S. Government selection processes. (I am looking especially at Table 4, where the numbers of U.S. Government-sponsored students are large enough to permit generalizations.) Similarly, if we compare the sex ratios of nonsponsored students with those who come to the United States under the aegis of "Other Sponsors," again women seem generally to do better when individual or family decisions about studying abroad are involved.

I look forward to discussing this material, along with the rest that we have sent you, when we have the meeting with you and your colleagues on March 25th.

With best regards,

Sincerely,

Elinor G. Barber

Elinor G. Barber
Director of Research

cc: F. Method

Table 4: FOREIGN STUDENTS BY SPONSOR AND SEX

Sponsor and Sex

Nation	Self/Family				U.S. Gov't				Other Sponsor			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
Brazil	215	55.6	172	44.4	7	77.8	2	22.2	170	68.0	80	32.0
Egypt	192	87.3	28	12.7	79	90.8	8	9.2	161	83.4	32	16.6
Ethiopia	184	57.7	135	42.3	40	81.6	9	18.4	74	58.3	53	41.7
India	1206	77.9	343	22.1	15	71.4	6	28.6	849	82.1	185	17.9
Indonesia	670	68.4	310	31.6	57	91.9	5	8.1	248	86.7	38	13.3
Jordan	1364	95.7	62	4.3	11	91.7	1	8.3	202	92.2	17	7.8
Kenya	234	66.5	118	33.5	29	80.6	7	19.4	108	71.1	44	28.9
Morocco	73	82.0	16	18.0	14	82.4	3	17.6	30	93.8	2	6.3
Nigeria	3025	79.4	783	20.6	60	100.0	0	0.0	900	85.1	157	14.9
Peru	223	63.5	128	36.5	9	90.0	1	10.0	60	62.5	36	37.5
Philippines	327	50.2	324	49.8	17	48.6	18	51.4	117	60.6	76	39.4
Tanzania	56	72.7	21	27.3	24	96.0	1	4.0	42	82.4	9	17.6
Thailand	840	62.4	507	37.6	17	63.0	10	37.0	246	64.7	134	35.3
<i>Total</i>	<i>8609</i>	<i>74.0</i>	<i>2950</i>	<i>26.0</i>	<i>379</i>	<i>84.0</i>	<i>71</i>	<i>16.0</i>	<i>3207</i>	<i>79.0</i>	<i>863</i>	<i>21.0</i>

224
 1028
 4

Academic Level	Self/Family				U.S. Government				Other Sponsor			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Kenya</u>												
Undergraduate	192	66.0	99	34.0	13	92.9	1	7.1	57	67.9	27	32.1
Graduate	28	66.7	14	33.3	15	71.4	6	28.6	48	75.0	16	25.0
Other	9	81.8	2	18.2	1	100.0	0	0	3	75.0	1	25.0
Total												
<u>Morocco</u>												
Undergraduate	67	84.8	12	15.2	1	100.0	0	0	25	92.6	2	7.4
Graduate	4	57.1	3	42.9	13	81.3	3	18.8	4	100.0	0	
Other	2	66.7	1	33.3	0		0		1	100.0	0	
Total												
<u>Nigeria</u>												
Undergraduate	2435	79.2	640	20.8	32	100.0	0		572	82.5	121	17.5
Graduate	530	82.2	115	17.8	28	100.0	0		309	90.9	31	9.1
Other	43	65.2	23	34.8	0		0		6	60.0	4	40.0
Total												
<u>Peru</u>												
Undergraduate	182	63.9	103	36.1	3	100.0	0	0	25	49.0	26	51.0
Graduate	18	66.7	9	33.3	6	85.7	1	14.3	33	80.5	8	19.5
Other	16	55.2	13	44.8	0		0		2	50.0	2	50.0
Total												
<u>Philippines</u>												
Undergraduate	226	51.5	213	48.5	4	100.0	0	0	27	64.3	15	35.7
Graduate	81	46.3	94	53.7	12	40.0	18	60.0	82	58.2	59	41.8
Other	16	61.5	10	38.5	1	100.0	0	0	8	88.9	1	11.1
Total												
<u>Tanzania</u>												
Undergraduate	40	72.7	15	27.3	3	100.0	0	0	13	68.4	6	31.6
Graduate	16	84.2	3	15.8	18	94.7	1	5.4	26	89.7	3	10.3
Other	0	0	3	100.0	3	100.0	0	0	2	100.0	0	0
Total												

Academic Level	Self/Family				U.S. Government				Other Sponsor			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Thailand</u>												
Undergraduate	410	65.9	212	31.1	1	50.0	1	50.0	90	68.7	41	31.3
Graduate	369	59.0	256	41.0	16	64.0	9	36.0	137	59.8	92	40.2
Other	52	62.7	31	37.3	0		0		15	100.0	0	0

Totals

Undergrad	6143	75.0	2046	25.0	99	91.0	10	9.0	1179	75.0	402	25.0
Grad	2019	74.0	716	26.0	248	81.0	57	19.0	1941	82.0	434	18.0
Other	375	72.0	144	28.0	41	91.0	4	9.0	63	74.0	22	26.0

Table 4B: Foreign Students by Sponsor, Field of Study, and Sex

Sponsor and Sex

Field of Study	Self/Family				U.S. Government				Other Sponsor			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Brazil</u>												
Agriculture	5	45.5	6	54.5	0		0		28	96.6	1	3.4
Bus/Mgmt	52	74.3	18	25.7	0		0		13	100.0	0	
Eng. Math												
Scies, Phys Scies	51	76.1	16	23.9	1	100.0	0		51	81.0	12	19.0
Health Scies	15	60.0	10	40.0	0		0		5	62.5	3	37.5
Arts/Humanities	15	60.0	10	40.0	2	66.7	1	33.3	28	58.3	20	41.7
Ed, Soc Scies	24	40.7	35	59.3	3	100.0	0		10	27.0	27	73.0
Other	19	32.2	40	67.8	0		1	100.0	15	88.2	2	11.8
<u>Egypt</u>												
Agriculture	4	100.0	0		7	100.0	0		10	100.0	0	
Bus/Mgmt	27	84.4	5	15.6	11	91.7	1	8.3	18	85.7	3	14.3
Eng. Math												
Scies, Phys. Scies	98	93.3	7	6.7	33	91.7	3	8.3	78	86.7	12	13.3
Health Scies	8	72.7	3	27.3	4	66.7	2	33.3	13	61.9	8	38.1
Arts/Humanities	11	84.6	2	15.4	0	0	0	0	8	72.7	3	27.3
Ed, Soc. Scies	4	44.4	5	55.6	11	91.7	1	8.3	7	77.8	2	22.2
Other	17	89.5	2	10.5	3	100.0	0		12	80.0	3	20.0
<u>Ethiopia</u>												
Agriculture	2	100.00	0		1	100.0	0		4	100.0	0	
Bus/Mgmt	25	42.4	34	57.6	8	88.9	1	11.1	13	61.9	8	38.1
Eng. Math												
Scies, Phys. Scies	48	60.0	32	40.0	16	84.2	3	15.8	21	61.8	13	38.2
Health Scies	14	42.4	19	57.6	5	100.0	0		4	30.8	9	69.2
Arts/Humanities	10	76.9	3	23.1	0		0		11	91.7	1	8.3
Ed, Soc. Scies	7	77.8	2	22.2	1	50.0	1	50.0	3	100.0	0	
Other	31	54.4	26	45.6	6	66.7	3	33.3	8	33.3	16	67.7
<u>India</u>												
Agriculture	11	68.8	5	31.3	2	100.0	0		15	88.2	2	11.8
Bus/Mgmt	356	86.8	54	13.2	2	100.0	0		87	87.9	12	12.1
Eng. Math												
Scies, Phys Scies	574	86.4	90	13.6	5	100.0	0		571	88.0	78	12.0
Health Scies	49	60.5	32	39.5	0		1	100.0	22	66.7	11	33.3
Arts/Humanities	30	65.2	16	34.8	0		0		42	67.7	20	32.3
Ed, Soc. Scies	25	50.0	25	50.0	1	100.0	0		18	62.1	11	37.9
Other	57	49.6	58	50.4	0		0		27	54.0	23	46.0

Field of Study	Self/Family				U.S. Government				Other Sponsor			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Indonesia</u>												
Agriculture	1	100.0	0		8	100.0	0		24	88.9	3	11.1
Bus/Mgmt	188	68.9	85	31.1	2	100.0	0		16	84.2	3	15.8
Eng. Math												
Scies, Phys Scies	291	79.5	75	20.5	5	100.0	0		101	88.6	13	11.4
Health Scies	9	37.5	15	62.5	15	100.0	0		5	100.0	0	
Arts/Humanities	31	54.4	26	45.6	5	100.0	0		22	91.7	2	8.3
Ed, Soc. Scies	19	48.7	20	51.3	2	100.0	0		5	83.3	1	16.7
Other	67	54.0	57	46.0	9	81.8	2	18.2	8	88.9	1	11.1
<u>Jordan</u>												
Agriculture	10	100.0	0		1	100.0	0		2	100.0	0	
Bus/Mgmt	200	93.0	15	7.0	0		0		29	100.0	0	
Eng. Math												
Scies, Phys Scies	832	98.0	17	2.0	4	100.0	0		63	94.0	4	6.0
Health Scies	49	90.7	5	9.3	0		0		8	66.7	4	33.3
Arts/Humanities	34	82.9	7	17.1	0		0		5	83.3	1	16.7
Ed, Soc. Scies	25	92.6	2	7.4	1	100.0	0		16	88.9	2	11.1
Other	108	92.3	9	7.7	0		0		8	80.0	2	20.0
<u>Kenya</u>												
Agriculture	10	100.0	0		16	89.9	2	11.1	14	93.3	1	6.7
Bus/Mgmt	89	76.7	27	23.3	0		1	100.0	11	73.3	4	26.7
Eng. Math												
Scies, Phys. Scies	52	77.6	15	22.4	4	80.0	1	20.0	13	68.4	6	31.6
Health Scies	8	42.1	11	57.9	0		1	100.0	7	100.0	0	
Arts/Humanities	9	64.3	5	35.7	0		0		19	79.2	5	20.8
Ed, Soc Scies	12	41.4	17	58.6	0		1	100.0	10	62.5	6	37.5
Other	24	53.3	21	46.7	2	66.7	1	33.3	3	21.4	11	78.6
<u>Morocco</u>												
Agriculture	1	100.0	0		6	100.0	0		0			
Bus/Mgmt	13	81.3	3	18.8	1	100.0	0		9	81.8	2	18.2
Eng. Math												
Scies, Phys Scies	34	91.9	3	8.1	1	100.0	0		8	100.0	0	
Health Scies	0		2	100.0	0		1	100.0	0		0	
Arts/Humanities	4	50.0	4	50.0	3	75.0	1	25.0	1	100.0	0	
Ed, Soc Scies	3	100.0	0		0		0		7	100.0	0	
Other	12	85.7	2	14.3	1	100.0	0		1	100.0	0	

Field of Study	Self/Family				U.S. Government				Other Sponsor			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Nigeria</u>												
Agriculture	100	97.1	3	2.9	1	100.0	0		53	94.6	3	5.4
Bus/Mgmt	1410	80.9	334	19.1	1	100.0	0		143	79.9	36	20.1
Eng. Math												
Scies, Phys Scies	366	84.5	67	15.5	3	100.0	0		92	82.9	19	17.1
Health Scies	117	59.1	81	40.9	0		0		63	77.8	18	22.2
Arts/Humanities	110	77.5	32	22.5	27	100.0	0		85	90.4	9	9.6
Ed, Soc. Scies	121	67.6	58	32.4	5	100.0	0		237	91.2	23	8.8
Other	211	68.7	96	31.3	14	100.0	0		48	61.5	30	38.5
<u>Peru</u>												
Agriculture	2	100.0	0		3	100.0	0		4	100.0	0	
Bus/Mgmt	74	70.5	31	29.5	1	100.0	0		8	66.7	4	33.3
Eng. Math												
Scies, Phys Scies	58	76.3	18	23.7	2	100.0	0		25	73.5	9	26.5
Health Scies	7	58.3	5	41.7	1	100.0	0		2	66.7	1	33.3
Arts/Humanities	7	41.2	10	58.8	0		0		5	45.5	6	54.5
Ed, Soc. Scies	15	51.7	14	48.3	0		1	100.0	2	66.7	1	33.3
Other	26	48.1	28	51.9	1	100.0	0		6	50.0	6	50.0
<u>Philippines</u>												
Agriculture	5	45.5	6	54.5	2	28.6	5	71.4	10	62.5	6	37.5
Bus/Mgmt	128	58.4	91	41.6	0		0		12	60.0	8	40.0
Eng. Math												
Scies, Phys Scies	76	64.4	42	35.6	4	57.1	3	42.9	42	63.6	24	36.4
Health Scies	12	22.2	42	77.8	0		2	100.0	5	71.4	2	28.6
Arts/Humanities	18	41.9	25	58.1	0		0		24	70.6	10	29.4
Ed, Soc. Scies	16	37.2	27	62.8	0		1	100.0	4	30.8	9	69.2
Other	36	48.0	39	52.0	2	66.7	1	33.3	6	46.2	7	53.8
<u>Tanzania</u>												
Agriculture	2	66.7	1	33.3	2	100.0	0		3	100.0	0	
Bus/Mgmt	15	65.2	8	34.8	6	85.7	1	14.3	7	77.8	2	22.2
Eng. Math												
Scies, Phys Scies	12	75.0	4	25.0	1	100.0	0		1	100.0	1	33.3
Health Scies	5	71.4	2	28.6	1	100.0	0		1	100.0	0	
Arts/Humanities	6	85.7	1	14.3	2	100.0	0		13	86.7	2	13.3
Ed, Soc. Scies	4	100.0	0		2	100.0	0		5	100.0	0	
Other	4	57.1	3	42.9	6	100.0	0		4	57.1	3	42.9

Field of Study	Self/Family				U.S. Government				Other Sponsor			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Thailand</u>												
Agriculture	19	76.0	6	24.0	2	50.0	2	50.0	7	63.6	4	36.4
Bus/Mgmt	230	58.2	165	41.8	1	100.0	0		36	48.6	38	51.4
Eng. Math												
Scies, Phys Scies			15	25.7	5	100.0	2	20.0	100	75.2	33	24.8
Health Scies	13	31.0	29	69.0	0	0	1	100.0	4	28.6	10	71.4
Arts/Humanities	58	67.4	28	32.6	1	50.0	1	50.0	8	47.1	9	52.9
Ed, Soc. Scies	55	47.4	61	52.6	0	0	0	0	18	56.3	14	43.8
Other	114	56.7	87	43.3					13	61.9	8	38.1