

# U.S. – Mexico at a Glance: Education



In May 2013, President Obama and President Pena Nieto announced the formation of a Bilateral Forum on Higher Education, Innovation, and Research to expand economic and educational opportunities for citizens of both countries and to develop a 21st century workforce for our mutual economic prosperity.

The Forum complements our efforts through President Obama's 100,000 Strong in the Americas initiative to increase opportunities for academic exchange between the United States and Latin America and the Caribbean, including Mexico, as well as our economic goals under the High Level Economic Dialogue also announced during President Obama's trip to Mexico. More than 14,000 Mexicans study in the United States and nearly 3,900 Americans study in Mexico annually. Mexico is among the top 15 destination countries of U.S. students studying abroad and the fourth most popular destination in Latin America. Mexico is in the top 10 of origin countries for international students in the United States.

The U.S. Mission in Mexico has several flagship programs aimed at increasing bilateral academic exchange between our countries. They include:

Fulbright-Garcia Robles Scholarship Program:  
The Mexico-U.S. Commission for Educational and

Cultural Exchange (COMEXUS) oversees the Fulbright-Garcia Robles Scholarship Program, a \$5 million program jointly funded by the U.S. and Mexican governments to support U.S.-Mexico academic exchanges. More than 4,000 Mexicans and Americans have participated in COMEXUS exchange programs at leading universities.

Educational Advising: The U.S. Department of State supports 18 EducationUSA advising centers throughout Mexico that provide guidance to Mexican and American students and institutions about greater access to higher education in both countries, with three outreach offices focusing on advising to indigenous and marginalized communities.



Youth Empowerment: Jóvenes en Acción (Youth in Action) is a joint U.S.-Mexican public-private partnership that has given 195 at-risk Mexican high school students the opportunity to build their leadership, English, and communication skills through educational exchange and community service. The teams start with a four- to five-week exchange in the United States, where American counterparts help them polish community service projects to address issues facing their own communities, such as violence and substance abuse. Upon return to Mexico, the



participants carry out their projects with mentoring from Mexican and American government, business, and educational leaders.

**English Language Teaching:** Hundreds of high-potential, economically disadvantaged young Mexicans study English in their communities and learn about American culture and democratic values through the English Access Microscholarship Program, supported by the Department of State. Since its establishment in Mexico in 2009, more than 1,500 students have participated in the Program. The United States also provides training programs in English language instruction to Mexican teacher trainers and classroom teachers who work in the Mexican public education system to improve the quality of English-language instruction. In FY2014, there were three English Language Fellows in Mexico who served an audience of 1,345 in 10 states plus D.F. and around 300 English teachers were reached through on-line courses and webinars.

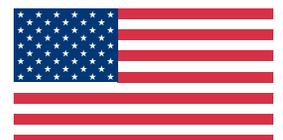
#### Workforce Development:

The U.S. Agency for International Development (USAID) supports workforce development, youth training, and school retention programs at the state and community level to mitigate and prevent youth crime and violence, as well as increase economic growth and community stability. These programs provide physical, mental, emotional, and professional support

and direct academic counseling to thousands of students and parents. Current projects will benefit approximately 35,000 at-risk youth and their families in the target communities by 2015.

USAID recently launched the RUTAS Youth Workforce Development program, which aims to support systemic reforms to improve the transition for Mexican students, approximately 15 to 19 years, from technical upper secondary schools education to the workforce arena and to improve the match between education supply and employer demand.

USAID programs aim to identify successful models for replication in other parts of the country. The primary geographical locations are Tijuana, in Baja California, Monterrey in Nuevo Leon, Chihuahua and Ciudad Juarez in the state of Chihuahua.



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