GLOBAL EDUCATION RESEARCH REPORTS

Globally Mobile Youth

Trends in International Secondary Students in the United States, 2014-2024

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iie The Power of International Education

AIFS Foundation

Globally Mobile Youth:

Trends in International Secondary Students in the United States 2014-2024

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Suggested Citation

Mason, L. (2025). *Globally mobile youth: Trends in international secondary students in the United States, 2014-2024*. Institute of International Education.

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Foreword

Tomorrow's leaders will be defined by their ability to meet complex challenges with curiosity, navigate cultural context with understanding, and leverage differences as a catalyst for innovation and growth. International secondary exchanges nurture these capacities early, strengthening educational pathways, communities, and the future global workforce.

Globally Mobile Youth offers timely evidence of how international secondary exchange shapes future university students and global citizens. Students who live with host families, attend American high schools, and engage fully in community life develop critical competencies: adaptability, cross-cultural communication, analytical thinking, and resilience. They enter higher education not only academically prepared but also ready to navigate diverse learning environments and contribute meaningfully to fields, communities, and industries where intercultural fluency and global competence are essential.

For over four decades, the Academic Year in America (AYA) program, supported by the AIFS Foundation, has contributed to this mission alongside many other long-standing exchange initiatives. Through everyday experiences—collaborating in classrooms, sharing family traditions, and actively participating in community life—AYA students and their American hosts forge bonds that deepen mutual understanding and foster lasting connections. These exchanges broaden American students' perspectives, ignite intellectual curiosity, and inspire intercultural dialogue that fuels creativity across education, business, and civic leadership.

As colleges and universities compete for globally aware, future-ready students, international secondary exchange offers a direct and underused pipeline. It strengthens enrollment with students who have already demonstrated leadership, adaptability, and a commitment to global engagement—skills vital not just for academic success, but for global problem-solving and for building stronger, more connected, and more prosperous communities.

We hope this research inspires institutions, educators, and communities to recognize international secondary exchange not just as a program, but as a foundation for leadership rooted in curiosity, connection, and a deeper understanding of the world.

Michele Kabel
Director, Academic Year in America
American Institute for Foreign Study (AIFS) Foundation

Key Findings

- **International secondary student numbers are slowly rising, with some countries surpassing their pre-pandemic totals.** In fall 2024, more than 2,000 high schools across the United States enrolled 51,478 international students.

- **Diploma-seeking students, those holding an F-1 visa[1], continue to make up most international secondary school students in the United States.** In 2024, two-thirds of international students in the United States held an F-1 visa. F-1 student enrollment has seen more significant fluctuation over the past decade, and a slow recovery of enrollment among F-1 visa holders following the COVID-19 pandemic, reaching 33,721 students in 2024.

- **The number of international exchange students, those holding a J-1 visa[2], remains relatively stable.** This stability may be partly due to established U.S. government, corporate, and foundation competitive exchange scholarship programs. Exchange program funding for secondary school students remains below pre-pandemic levels, resulting in fewer J-1 visa holders from 2021 to 2024.

- **China, Germany, and Spain are the top three countries sending international secondary students to the United States in 2024.** China has maintained its standing as the leading country of origin of international secondary students in the United States for more than 10 years, enrolling 10,040 students in U.S. secondary schools in 2024. Most students from China hold an F-1 visa, whereas Germany is the leading sending country of J-1 visa holders.

- **International secondary students in the United States represent a recruitment opportunity for U.S. colleges and universities**. Through a U.S. high school education, these students develop strong English language skills, gain familiarity with U.S. culture, and receive credentials that can be easily evaluated for U.S. college and university admissions.

- **U.S. high schools and their surrounding communities benefit from hosting secondary exchange students**. When U.S. high schools intentionally support intercultural understanding and global education through activities and other interventions, the whole community benefits; U.S. and international students alike are better prepared to engage with others in the global workforce.

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[1] The Department of Homeland Security's Student and Exchange Visitor Program (SEVP) defines students holding an F-1 visa as nonimmigrants who come to the United States to "pursue a full course of academic study in SEVP-approved schools" (https://www.ice.gov/sevis). Students are typically enrolled in a program or course of study that culminates in a degree, diploma, or certificate and are therefore referred to throughout this paper as diploma-seeking students.

[2] The Department of State's Exchange Visitor Program issues J-1 visas to nonimmigrant secondary school students who "travel to the United States to study at an accredited public or private high school and live with an American host family or at an accredited boarding school" (https://j1visa.state.gov/programs/secondary-school-student). Students are typically participating in an exchange program and are therefore referred to throughout this paper as exchange students.

Introduction

Rapid growth in the number of globally mobile tertiary students has drawn attention to a developing pipeline of secondary school students over the past decade. Trends in international secondary student enrollment offer insights into international students' interest in studying in the United States and highlight one potential pathway to U.S. higher education institutions. Students and their families know that U.S. high schools offer strong support and preparation for college admissions, with the National Association of College Admissions Counseling (NACAC) reporting that 51 percent of private school counselors' workload and 22 percent of public school counselors' workload focused on post-secondary admissions counseling (NACAC, 2023). This support is essential as IIE's Fall 2024 Snapshot Survey reported 45 percent of U.S. colleges and universities targeted undergraduate recruitment of international students attending U.S. high schools (Martel & Nemeth, 2024).

For U.S. higher education institutions, recruiting international students domestically has many advantages. International students who have studied at a U.S. high school have likely been exposed to a broader range of U.S. colleges and universities and received support for navigating the admissions process. Schools also instruct students on skills such as essay-writing and development of their English language skills necessary for the college admissions process and overall success at a higher education institution. Domestic recruitment trips to visit these students fit more easily into the budget than overseas travel. Finally, diploma-seeking students who graduate from a U.S. high school also have transcripts and other documents that align more readily with requested college application materials, minimizing the time needed by university staff to review and process their application.

While international students may be focused on their academic pursuits when selecting a U.S. high school, many high schools are interested in leveraging the opportunity to host an international student to expose U.S. students to global perspectives and intercultural understanding. Research shows that developing students' intercultural understanding leads to positive outcomes for their engagement with others in a global workforce (Deardorff, 2020; OECD, 2019). Intercultural understanding is "the knowledge and appreciation of cultural similarities and differences, and the skill of reflecting on one's own culture in relation to others" (Brandt, 2024). When a family, school, or community hosts an international student, there is an opportunity for this type of intercultural understanding and exchange to happen with intention. A recent study by AFS (2024) found that hosting an international student fosters global citizenship and personal growth for all family members.

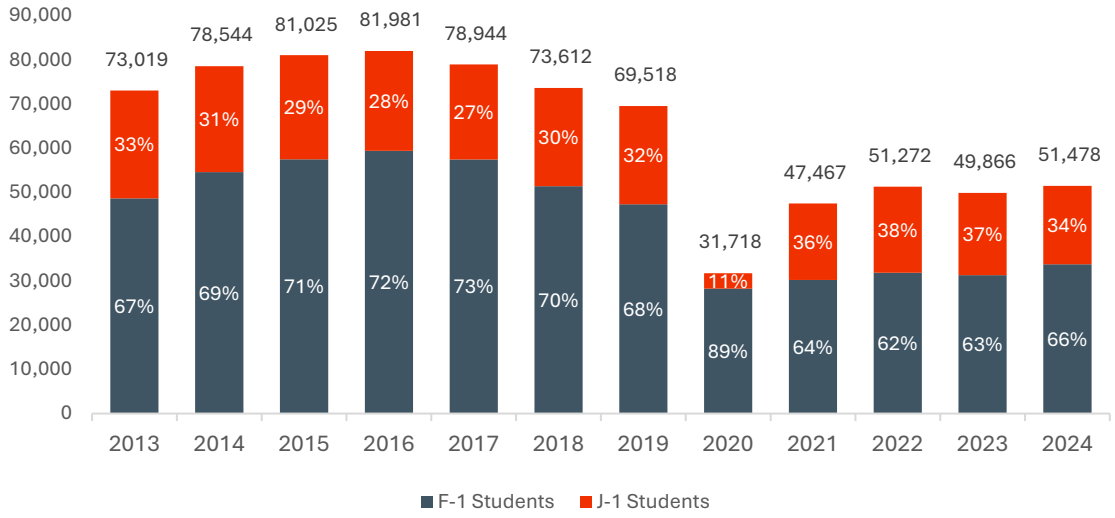
This paper will provide an overview of international secondary student enrollment trends in the United States over the past decade, noting the slower recovery of the secondary student market following the COVID-19 pandemic. It will discuss differences in the trends between secondary students participating in a cultural exchange program and those seeking a U.S. high school diploma. It will show the international secondary students' countries or areas of origin and their U.S. host states. Finally, the paper will describe a case study of the AIFS Foundation Academic Year in America (AYA) program, highlighting the Tony Cook Grant and its impact on U.S. high schools, their students, and local communities as hosts of international secondary students.

International Secondary Student Trends

The global mobility of secondary school students has drawn the attention of U.S. higher education institutions over the past decade as a known cost-effective recruitment strategy. University outreach and recruitment efforts necessitate a stronger understanding of who is studying in the United States, the type of school they are attending, and in which U.S. states students are located.

In fall 2024, more than 2,000 high schools across the United States enrolled 51,478 international students (Fig. 1), a 3 percent increase from the prior year. This increase is a positive sign, as international secondary student enrollment continues to recover from the COVID-19 pandemic at a slower rate than international tertiary student enrollment. Overall, international secondary students comprise less than 1 percent of the total U.S. secondary student enrollment.

Figure 1: International secondary student enrollment by visa type, 2013 - 2024



Enrollment trends differ between international students in the United States on an F-1 visa, students seeking a U.S. high school diploma, and those on a J-1 visa, students who participate in an educational and cultural exchange program. J-1 visa holders typically remain in the United States for up to one year and then return to their home country upon completing their program. Of the 51,478 international secondary students in the United States in 2024, 66 percent held F-1 visas and 34 percent held J-1 visas (Fig. 1).

F-1 student enrollment has seen more significant fluctuation over the past decade. From 2013 to 2016, F-1 student enrollment rose to 59,392 international secondary students. This period was followed by a steady decline in F-1 enrollments through 2019, which dropped to a low of 28,247 international students in 2020 due to the COVID-19 pandemic. Recovery of enrollments among F-1 visa holders has been uneven at times and slow, reaching 33,721 students in 2024.

The slow recovery of international secondary student enrollment can be attributed to various factors. In the U.S. context, international students who come to the United States on an F-1 visa

enroll in U.S. high schools to receive a U.S. high school diploma. However, the global competition for international secondary students has changed over the past decade. While Australia, Canada, the United Kingdom, and the United States continue attracting international students interested in long-term study through higher education, international schools[3] are another viable alternative to study outside of one's home country. International schools, located in a student's home country, are a more affordable option for students and offer the benefit of English as a medium of instruction. The global expansion of international schools and educational opportunities means students can access high-quality options closer to home (ISC Research, 2020; Sarwar, 2020). According to ISC Research (2024), the number of international schools worldwide increased 45 percent in the last decade, growing from 10,255 schools in 2015 to 14,833 schools in 2025. The number of international schools worldwide largely sought to meet student interest, rising from 5 million international students in 2015 to 7.4 million in 2025, a 49 percent increase. This growth indicates a strong demand by students and their families to pursue a secondary education with a global component and, in many cases, English language instruction.

In comparison, the number of J-1 students remained relatively stable over time with modest fluctuations before and after the COVID-19 pandemic dip. From 2013 to 2019, the number of J-1 visa holders was between 22,000 and 24,000 students. Many U.S. private and government-sponsored exchange programs for secondary students paused operations in 2020, dropping enrollment to a low of 3,471 students that year. As student numbers returned in 2021, they stabilized at a level lower than their pre-pandemic range, with enrollment from 2021 to 2024 between 17,000 and 20,000 students.

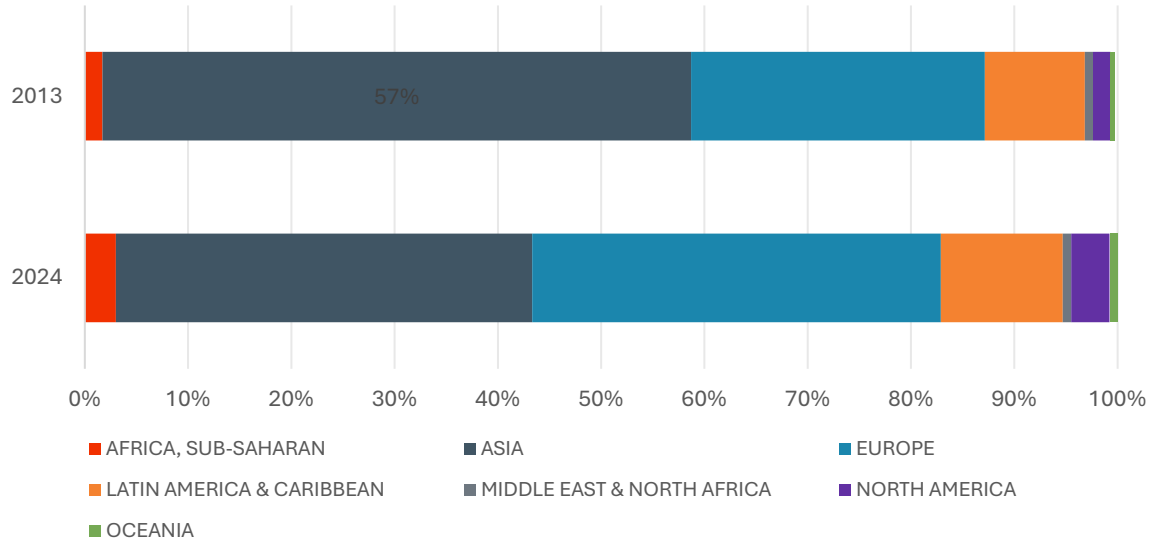
In 2024, 17,757 international secondary students held J-1 visas. This stability may partly be attributed to stable funding for private and government-sponsored youth exchange programs over the past 10 years. Youth exchange programs, such as the U.S. Department of State's YES, FLEX, and Congress-Bundestag Youth Exchange (CBYX), provide scholarship opportunities for high school students from Eurasia, predominantly Muslim countries, and Germany, respectively, to live with a host family, attend a U.S. high school, and engage with local American communities (U.S. Department of State, Bureau of Educational and Cultural Affairs Exchange Programs, High School Study Abroad, 2025). Since 1993, the FLEX program has supported youth exchange between the United States and 22 European and Eurasian countries. The YES program has awarded scholarships to students from more than 45 countries of strategic importance to the United States since 2003. U.S. Department of State youth exchange programs emphasize leadership development alongside the traditional focus of building mutual understanding between the United States and a student's home country. Additional exchange opportunities funded by private foundations and organizations such as Rotary International contribute to a pattern of stable funding that results in similar student numbers year after year.

[3] ISC Research defines an international schools as, "a privately operated school that has chosen to deliver a curriculum wholly or partly in English to some or all students between 3 and 18, in a country where English is not an official language; or a privately operated school that delivers a curriculum other than the host country's national curriculum wholly or partly in English to some or all of students between 3 and 18, in a country where English is an official language."

International Secondary Students' Countries of Origin

International secondary students come to the United States from 188 countries around the world; however, their mobility patterns vary substantially by region and visa type. While the two largest regions, Asia and Europe, each sent 40 percent of the total number of international secondary students to the United States in 2024, the purpose of their study was different (Fig. 2). The vast majority of students from Asia held an F-1 visa, indicating they were diploma-seeking students; as a result, more than half (56 percent) of all F-1 visa holders were from an Asian country. In comparison, more than two-thirds of European students held a J-1 visa, indicating they were exchange students; as a result, 79 percent of all J-1 visa holders were from a European country. In looking at international secondary student mobility from these two leading regions to the United States over time, the purpose of their study, as diploma seeking or cultural exchange, has remained consistent. However, the proportion of students from Asia decreased (down from 57 percent in 2013) while that of students from Europe increased (up from 28 percent in 2013). This trend is evident when looking at the countries of origin of international students.

Figure 2: Proportion of international students by region of origin, 2013 and 2024

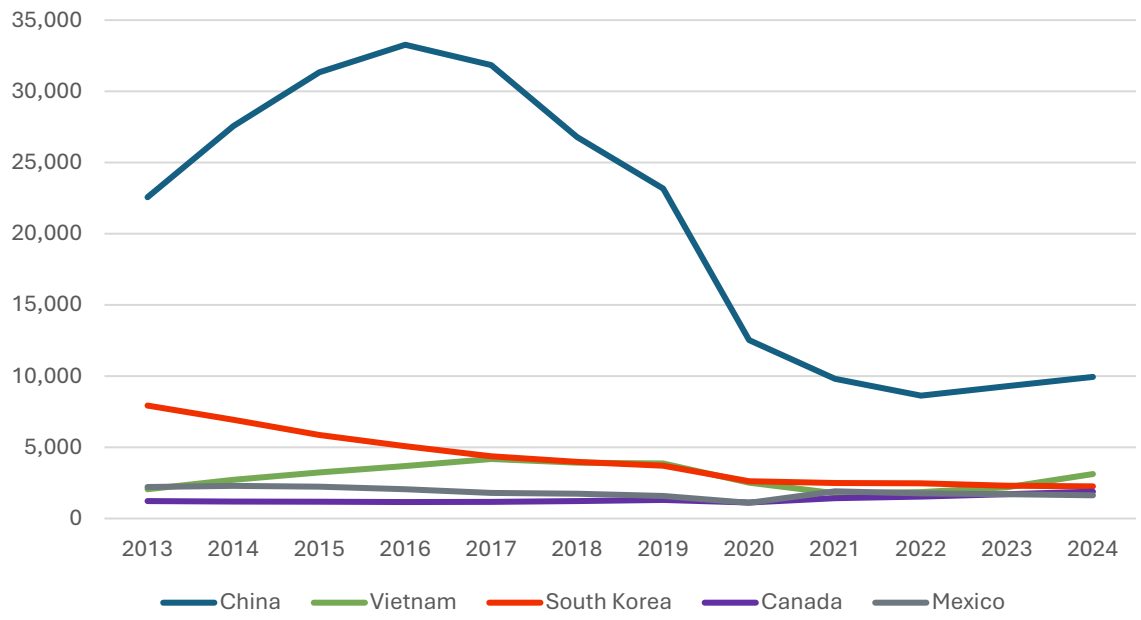


For more than a decade, China has maintained its standing as the leading country of origin of international secondary students in the United States (Fig. 3). In 2024, the number of secondary students from China was 10,040 students. This number has fluctuated over the past decade, rising through 2016, then falling steadily through 2022, and slowly increasing again in 2023 and 2024. As such, the proportion of students from China has changed over time. In 2013, students from China accounted for 32 percent of all international secondary students in the United States. By 2024, this proportion had dropped to 20 percent of the international secondary student population.

Other leading countries of origin have changed their places over time, primarily representing Asian and European countries. In 2024, Germany and Spain were the second and third-largest sending countries, followed by Vietnam and Italy. Over the past decade, Germany has consistently been among the three leading senders of international secondary students in the United States, apart from 2020, when many exchange programs were paused during the COVID-19 pandemic. More than three-quarters (78 percent) of all secondary students from Germany are in the United States on a J-1 exchange visa. Notably, in 2024, South Korea dropped to sixth place and is no longer among the top five sending countries. Before the COVID-19 pandemic, South Korea had been among the three leading senders, though its numbers declined annually, falling from 8,777 students in 2013 to 2,497 in 2024. The vast majority (90 percent) of secondary students from South Korea are in the United States on an F-1 visa. The leading countries of origin demonstrate how visa type affects international secondary student enrollment trends. See Appendix A for a list of international students' countries and areas of origin by visa type.

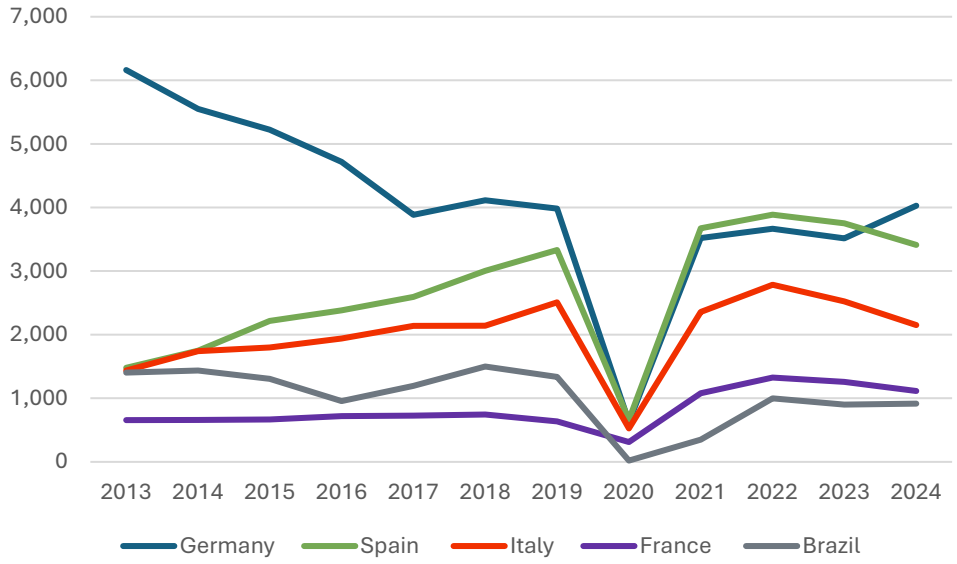
The leading countries of origin of F-1 visa holders have remained consistent over the past decade, dominated by countries in Asia and North America. In 2024, China was the leading country of origin of F-1 visa holders, followed by Vietnam, South Korea, Canada, and Mexico. The fall in South Korean student numbers moved Vietnam into the second place, a position it had only held once before in the last decade. Similarly, Canada moved ahead of Mexico in fourth place, a position it had only held once in the last decade.

Figure 3: Leading countries of origin of F-1 visa holders



Similar to the leading countries of origin of F-1 visa holders, the leading countries of origin of J-1 visa holders have remained relatively consistent over the past decade, with the top three dominated by European countries. In 2024, Germany was the leading country of origin of J-1 visa holders, followed by Spain, Italy, France, and Brazil (Fig. 4). Prior to the COVID-19 pandemic, Thailand and Brazil were typically among the leading countries of origin for J-1 visa holders; however, starting in 2020, France rose to the fourth position and has held its place there over the past four years.

Figure 4: Leading countries of origin of J-1 visa holders

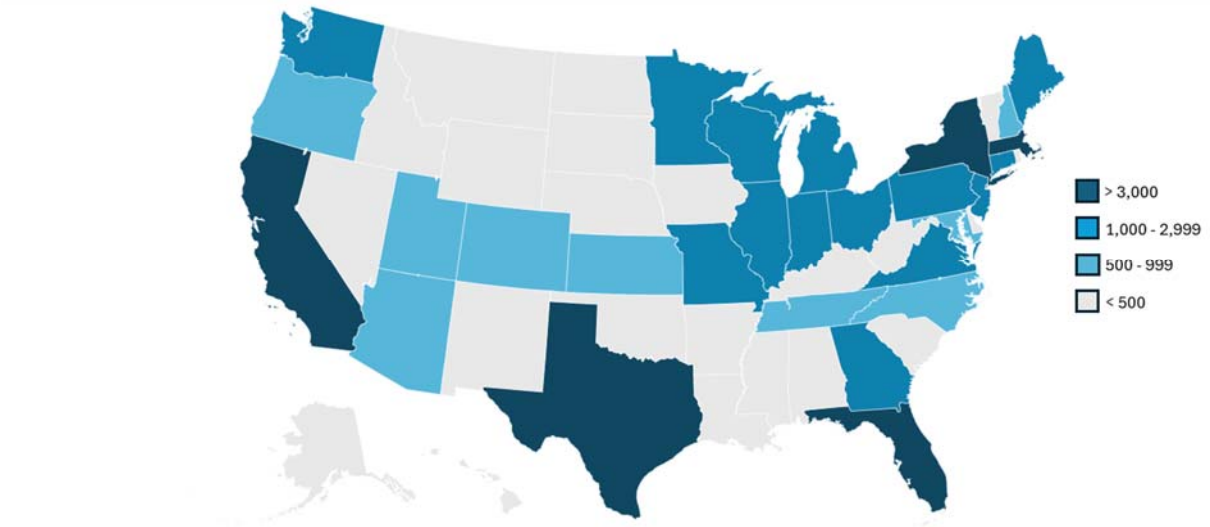


There are several possible reasons for this variation between students' country of origin and their visa type. Students who come to the United States on an F-1 visa to earn a high school diploma are required to pay for their education and living expenses, thus representing students with both the financial means and the demand to receive a high-quality international education that will support their goals to pursue a U.S. higher education later. In contrast, J-1 students are participating in exchange programs established for secondary school students from select countries, many of which have long histories of partnership with the United States. Although most students who come to the United States on a J-1 visa pay program fees to a private program provider, these fees are more affordable than those paid by F-1 visa students and offer J-1 students a good value for their one-year stay in the United States.

U.S. Destinations of International Secondary Students

In 2024, international secondary students attended high schools in all 50 U.S. states and 5 territories, including the District of Columbia. The leading host states for international secondary students closely align with those of post-secondary students. The top five destinations for international secondary students in the United States are California, Texas, New York, Florida and Massachusetts (Fig. 5). California has held the number one place for more than a decade in part because it is an attractive location to study for both F-1 and J-1 students, while the other four states have consistently held spots in the top five over this same period. See Appendix B for a full listing of all international secondary student destination states by visa type.

Figure 5: International secondary students by U.S. state, 2024



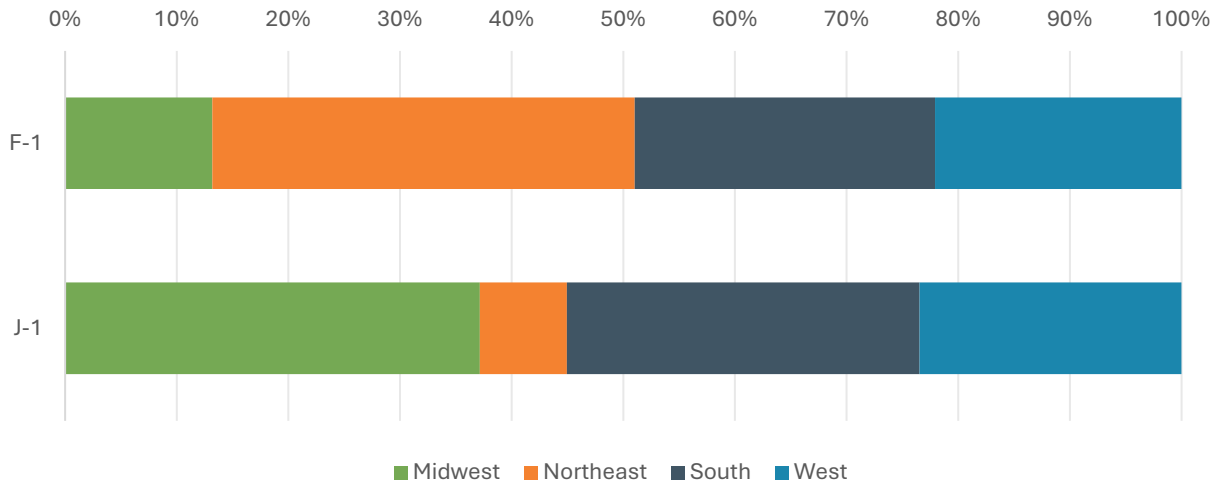
The leading host states of F-1 students in 2024 were California, Florida, Massachusetts, New York and Connecticut. International students in these states accounted for 46 percent of all diploma-seeking international secondary students in fall 2024. While the top four states have remained relatively constant over the past decade, Pennsylvania had been among the top five for many years prior to the COVID-19 pandemic and has since dropped, while Connecticut has increased in popularity among F-1 students. The leading host states are renowned for their high-quality private secondary schools. The vast majority (94 percent) of diploma-seeking international secondary students who come to the United States are enrolled at private schools, as F-1 visa holders are limited to enrolling in public schools for only one year and are required to pay tuition for their education. A total of 1,964 host schools enrolled students on F-1 visas.

The leading host states of J-1 students in 2024 were Texas, Michigan, California, Wisconsin, and Minnesota. Students in these states comprised 33 percent of international secondary exchange students on a J-1 visa. While Texas, Michigan, and California have regularly appeared in the top

three over the past decade, several midwestern states have appeared alongside Wisconsin and Minnesota in the top group of host states. Notably, one reason the host states of J-1 students differ from their F-1 peers is that J-1 students are placed with U.S. host families by their sponsored program, which may influence the states selected. These students are typically enrolled in public schools.

Regionally, international secondary students are most heavily concentrated in the South (28 percent), followed by the Northeast (27 percent), West (23 percent), and the Midwest (21 percent). However, when looking at the regions where students study by visa type, stark differences appear (Fig. 6). F-1 students are concentrated in the Northeast (38 percent), whereas J-1 students are concentrated in the Midwest (37 percent). The difference in concentrations may be attributed to F-1 students' private school choice. Established private schools in the Northeastern United States may focus more on recruiting international students . In addition, these schools have a reputation for orienting international students to the U.S. college admissions process, including providing the necessary essay-writing skills and English language support for college applications.

Figure 6: Percentage of international secondary students by U.S. host region and visa type, 202



The Value of International Secondary Exchange

There are numerous benefits to hosting international students at U.S. high schools – for both international students and U.S. students. International secondary students can learn about the U.S. education system, including academic expectations and opportunities. They can develop their English language skills and also gain the advantage of developing critical intercultural skills. The U.S. students also gain intercultural skills through active engagement with the international students at their school. Engaging in a range of activities from coursework to participation in clubs and other extracurricular events promotes interaction across cultures (Luo & Jamieson-Drake, 2013). Furthermore, this intercultural skill development prepares students to work effectively with

individuals from different backgrounds and gives them a competitive advantage in the global workforce (Montgomery, 2009). Research shows that formal instruction supports the development of intercultural understanding alongside informal experiences interacting with others who are different from ourselves (Deardorff, 2020).

Case Study: Academic Year in America (AYA)

The following case study of the AIFS Foundation AYA program highlights U.S. high schools and their communities' critical role in supporting international secondary students in the United States. This section describes the AYA program and a unique initiative of the AIFS Foundation to spark high school programming to build international understanding in the U.S. communities where AYA participants are frequently hosted. It also demonstrates how AYA participants describe the impact of the exchange experience on their personal development.

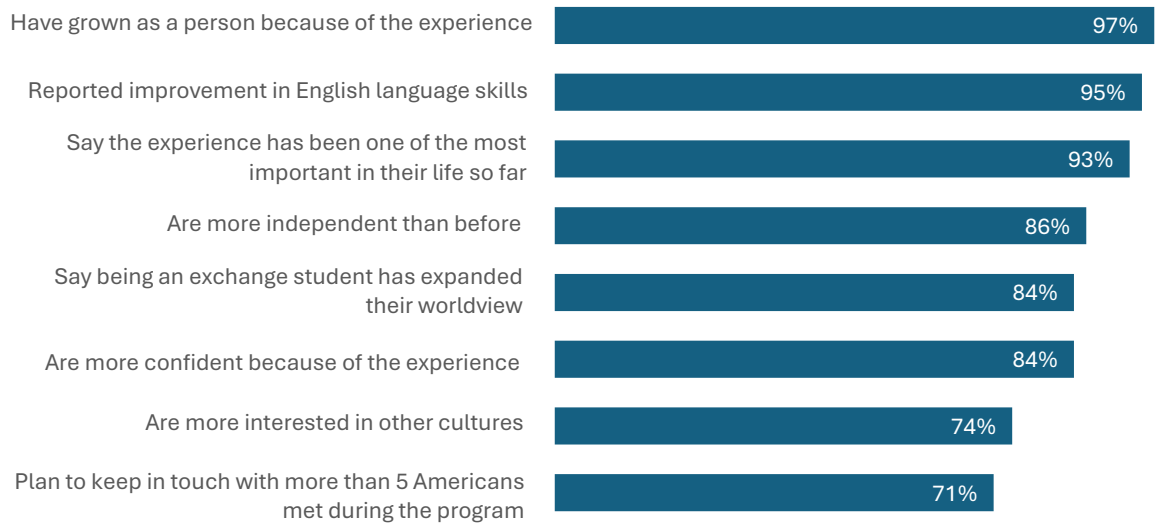
AIFS Foundation AYA Program Description

For more than 40 years, the AIFS Foundation has sponsored more than 30,000 international exchange students on J-1 visas in the United States through the AYA program. Comprised of the AIFS Foundation Core AYA program and U.S. Department of State YES and FLEX programs, AYA offers students worldwide the opportunity to live with an American host family while attending a local high school for up to one academic year. This transformative educational and cultural exchange experience aims "to encourage and inspire young people to become considerate and forward-thinking citizens of the world."[4] The program is designed for students 15 to 18 years of age who "have studied English for at least three years, have solid academic records, demonstrate maturity and adaptability to a new cultural environment, as well as the motivation to succeed in a U.S. high school environment."[5]

AYA participants consistently report personal development and 21st-century skills gains in post-program surveys. Previous research found that the international secondary students participating in the AYA program are particularly motivated to develop their language skills and build intercultural connections with others (Mason & Andrejko, 2019). The findings from AYA self-reported outcomes confirm that AYA participants achieve these goals, with 95 percent indicating they improved in English language skills and 74 percent noting they are more interested in other cultures (Fig. 7). In addition, 71 percent of AYA participants plan to keep in touch with Americans they met during the program, further solidifying the connections established during their time in the United States.

[4] https://www.academicyear.org/about.asp
[5] www.aifsfoundation.org

Figure 7: AYA participants' self-reported outcomes, 2023



Tony Cook Grant

The AIFS Foundation has invested in U.S. public high schools through the Tony Cook grant to support initiatives enabling students to build stronger people-to-people ties. These grants are given in memory of Tony Cook, a former Executive Director of the AIFS Foundation who served nearly 30 years as a career officer with the United States Information Agency. His life's work was dedicated to building cross-cultural bridges and encouraging mutual respect across nations—principles that continue to guide the mission of this grant program.

Since its inception, the Tony Cook Grant has supported schools in diverse communities across every major U.S. region, including the Northeast, Midwest, South, and West (Fig. 8). Each year, the AIFS Foundation selects five to ten schools to receive funding for projects that inspire intercultural learning and inclusion. Over the years, these projects have taken many forms—from international festivals and language immersion programs to virtual exchanges, cultural field trips, and student-led diversity clubs. Many initiatives focus on building meaningful relationships between international exchange students and their American peers, helping young people develop global awareness, empathy, and a deeper appreciation for the world around them.

Figure 8: AIFS Foundation Tony Cook Recipients, 2005-2024

The unique stories of Tony Cook grant recipients reveal how the awards supported international understanding and global education at U.S. high schools. The examples below highlight successful activities schools could implement in one academic year, including creating a student club to increase global awareness, holding an event to celebrate world cultures, and taking students on a field trip to a cultural festival.

Kenton Public High School, Ohio

Kenton Public High School hosts on average five to eight exchange students each year and strongly believes in the importance of teaching its students and community about the world and cultural exchange. Jennifer Penczarski, Superintendent at Kenton Public High School applied for the grant to help develop an extra-curricular club for its students, KATS (Kenton Association of Traveling Teens). She commented, "*The Kenton community and school district have been very supportive of our international exchange students. By adding the KATS program to our high school, we will bring about more awareness and understanding of each student's individual country and culture to more people*."

The KATS program grew and developed significantly, giving dozens of presentations to the local elementary and high schools about cultural differences, world traditions, and global education. Members of KATS continue to deliver presentations about how holidays are celebrated around the world vs. the United States. For example, Sasha, an AYA-FLEX student from Kazakhstan, presented to over 300 second and third-graders about how holidays are celebrated in her home country.

Kiski Area High School, Leechburg, PA

High school French, Spanish, and Chinese students developed and implemented an event at the intermediate school to celebrate world cultures. The students led activities at the intermediate school for 7th and 8th graders to be exposed to different cultures. The event included food, crafts, music, and language activities from different cultures. The objectives were to bring high school and intermediate school students together to expand knowledge of languages and cultures, to increase excitement and enrollment in language classes, and to develop leadership in high school students. The most important goal was for all students to gain an appreciation of diverse cultures and welcome both community members and foreign exchange students from other countries. High school students gained a deeper understanding of the cultures as they prepared to lead activities, developed leadership abilities, and experienced working with younger students. Approximately 20 high schoolers were engaged to develop and lead activities. Intermediate school students were able to explore aspects of different cultures and become motivated to study languages when they come to high school.

Amery High School, Amery, Wisconsin

Amery High School in Wisconsin planned a field trip for students to attend the Portage County Cultural Festival. The students experienced different foods, languages, art, dance, and learned about many different cultures. This trip exposed students from this small, rural town to international cultures in an impactful way.

For U.S. high schools considering how best to support their international exchange students, the Tony Cook grants offer proven examples of how to build intercultural understanding and global awareness within a school community through formal and informal activities (Fig. 9).

Figure 9: Key themes for engaging secondary students in intercultural understanding and global awareness

Cultural Exchange and Global Awareness • Hosting or attending international fairs or festivals. • Participating in pen-pal or video exchange programs with students abroad. • Language immersion experiences. • Field trips to learn about local and international culture.	**Integration of International and Domestic Students** • Creating international or cultural clubs. • Hosting overnight retreats or leadership workshops. • Initiating buddy programs or shared learning activities (like history presentations, cooking, or dance).
Performing Arts and Cultural Expression • Dance programs like Ballet Folklórico or African drumming and dance. • Cultural music festivals, poetry readings, and theatre. • Cooking classes featuring international cuisine.	**Travel and Experiential Learning** • Domestic field trips to cultural landmarks and museums. • International travel for select students (e.g., d'Arlier trip to France, Rotary exchange to India). • Scholarships to enable participation despite financial barriers.

Conclusion

The United States has long been recognized as a leading host of international students at the secondary and tertiary levels. As international secondary student enrollment recovers following the COVID-19 pandemic, it will be critical to observe how U.S. trends are affected by global competitors (Australia, Canada, and the United Kingdom), international secondary schools, and technological advances enabling online instruction at the K-12 level. Traditional factors such as economic stability and geopolitical events may further influence international secondary students' countries and areas of origin in the coming years. However, international secondary students with long-term academic goals to pursue a U.S. higher education will continue to be attracted to the high-quality secondary schools in the United States and the support these schools provide for college admissions. Admissions recruiters can optimize this situation by considering the active recruitment of international secondary students already in the United States.

The international secondary student pipeline in the United States can be further enhanced by an intentional focus on building global awareness and international understanding in U.S. high schools. The AIFS Foundation Tony Cook grant offers examples of successful activities to engage international and U.S. students in establishing a welcoming environment for all students.

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Appendices

Appendix A: International Secondary Students by Country of Origin and Visa Type, 2024

Place of Origin	F-1	J-1	Total	% Total
AFRICA, SUB-SAHARAN	**1,398**	**155**	**1,553**	**3.0**
East Africa	**535**	**48**	**583**	**1.1**
Burundi	9	0	9	
Djibouti	0	0	0	
Eritrea	1	0	1	
Ethiopia	96	3	99	
Kenya	119	13	132	
Rwanda	120	1	121	
Seychelles	1	0	1	
Somalia	5	2	7	
South Sudan	61	0	61	
Sudan	3	0	3	
Tanzania	36	17	53	
Uganda	84	12	96	
Central Africa	**190**	**11**	**201**	**0.4**
Cameroon	29	10	39	
Central African Republic	0	0	0	
Chad	5	0	5	
Congo, Republic of the (Brazzaville)	5	0	5	
Congo, Dem. Rep. of the (Kinshasa)	144	1	145	
Equatorial Guinea	4	0	4	
Gabon	3	0	3	
São Tomé & Príncipe	0	0	0	
Southern Africa	**201**	**22**	**223**	**0.4**
Angola	24	0	24	
Botswana	5	0	5	
Comoros	0	0	0	
Eswatini	2	0	2	
Lesotho	0	0	0	
Madagascar	2	0	2	
Malawi	15	0	15	
Mauritius	1	0	1	
Mozambique	8	9	17	
Namibia	2	0	2	
Reunion	0	1	1	
South Africa	112	12	124	
Zambia	6	0	6	
Zimbabwe	24	0	24	
West Africa	**472**	**74**	**546**	**1.1**
Benin	6	0	6	
Burkina Faso	7	0	7	
Cabo Verde	1	0	1	
Côte d'Ivoire	19	0	19	
Gambia, The	11	0	11	
Ghana	122	17	139	
Guinea	21	0	21	
Guinea-Bissau	0	0	0	
Liberia	10	9	19	
Mali	23	12	35	
Mauritania	0	0	0	
Niger	6	0	6	
Nigeria	180	17	197	
Saint Helena	0	0	0	
Senegal	54	10	64	
Sierra Leone	9	9	18	
Togo	3	0	3	
ASIA	**18,776**	**1,969**	**20,745**	**40.3**
East Asia	**14,377**	**1,049**	**15,426**	**30.0**
China	9,943	97	10,040	
Hong Kong	744	20	764	

Place of Origin	F-1	J-1	Total	% Total
Japan	980	441	1,421	
Macau	8	3	11	
Mongolia	52	71	123	
North Korea	0	0	0	
South Korea	2,256	241	2,497	
Taiwan	394	176	570	
South and Central Asia	**522**	**385**	**907**	**1.8**
Afghanistan	95	1	96	
Bangladesh	26	20	46	
Bhutan	5	0	5	
India	177	37	214	
Kazakhstan	147	102	249	
Kyrgyzstan	14	63	77	
Maldives	0	0	0	
Nepal	16	0	16	
Pakistan	9	52	61	
Sri Lanka	8	0	8	
Tajikistan	6	33	39	
Turkmenistan	7	20	27	
Uzbekistan	12	57	69	
Southeast Asia	**3,877**	**535**	**4,412**	**8.6**
Brunei	0	0	0	
Burma	72	0	72	
Cambodia	100	9	109	
Indonesia	65	60	125	
Laos	9	0	9	
Malaysia	29	0	29	
Philippines	73	0	73	
Singapore	70	0	70	
Thailand	339	391	730	
Timor-Leste	0	0	0	
Vietnam	3,120	75	3,195	
EUROPE	**6,316**	**14,055**	**20,371**	**39.6**
Albania	20	15	35	
Andorra	3	2	5	
Armenia	19	34	53	
Austria	63	104	167	
Azerbaijan	14	22	36	
Belarus	24	0	24	
Belgium	36	272	308	

Place of Origin	F-1	J-1	Total	% Total
Bosnia and Herzegovina	11	18	29	
Bulgaria	22	26	48	
Croatia	23	13	36	
Cyprus	14	0	14	
Czech Republic	150	266	416	
Denmark	24	371	395	
Estonia	10	37	47	
Finland	57	145	202	
France	328	1,115	1,443	
Georgia	33	79	112	
Germany	1,146	4,029	5,175	
Gibraltar	0	0	0	
Greece	13	13	26	
Holy See	0	0	0	
Hungary	107	84	191	
Iceland	7	7	14	
Ireland	36	4	40	
Italy	566	2,150	2,716	
Kosovo	3	19	22	
Latvia	28	37	65	
Liechtenstein	0	0	0	
Lithuania	72	28	100	
Luxembourg	3	11	14	
North Macedonia	8	19	27	
Malta	6	0	6	
Moldova	15	44	59	
Monaco	1	0	1	
Montenegro	35	22	57	
Netherlands	82	237	319	
Norway	67	234	301	
Poland	150	272	422	
Portugal	37	38	75	
Romania	25	49	74	
Russia	267	10	277	
San Marino	0	3	3	
Serbia	134	53	187	
Serbia & Montenegro	0	0	0	
Slovakia	104	116	220	
Slovenia	9	2	11	
Spain	1,523	3,410	4,933	
Sweden	67	231	298	
Switzerland	116	239	355	

Place of Origin	F-1	J-1	Total	% Total
Turkey/Türkiye	220	91	311	
Ukraine	344	72	416	
United Kingdom	274	12	286	
LATIN AMERICA & CARIBBEAN	**4,791**	**1,290**	**6,081**	**11.8**
Caribbean	**744**	**1**	**745**	**1.4**
Anguilla	2	0	2	
Antigua and Barbuda	16	0	16	
Aruba	2	0	2	
Bahamas	258	0	258	
Barbados	18	0	18	
Bermuda	53	0	53	
British Virgin Islands	1	0	1	
Cayman Islands	22	0	22	
Cuba	0	0	0	
Curacao	16	0	16	
Dominica	14	0	14	
Dominican Republic	210	0	210	
Grenada	5	0	5	
Guadeloupe	0	1	1	
Haiti	15	0	15	
Jamaica	74	0	74	
Martinique	0	0	0	
Montserrat	0	0	0	
Netherlands Antilles	0	0	0	
St. Barthelemy	1	0	1	
St. Kitts and Nevis	2	0	2	
St. Lucia	8	0	8	
St. Vincent and the Grenadines	2	0	2	
Sint Maarten	3	0	3	
Trinidad and Tobago	17	0	17	
Turks and Caicos	5	0	5	
Mexico and Central America	**1,992**	**131**	**2,123**	**4.1**
Belize	8	2	10	
Costa Rica	87	2	89	
El Salvador	25	0	25	
Guatemala	69	1	70	
Honduras	39	1	40	
Mexico	1,631	125	1,756	
Nicaragua	8	0	8	
Panama	125	0	125	
South America	**2,055**	**1,158**	**3,213**	
Argentina	44	50	94	
Bolivia	22	30	52	
Brazil	1,457	914	2,371	
Chile	83	87	170	
Colombia	240	25	265	
Ecuador	62	29	91	
Falkland Islands/Islas Malvinas	0	0	0	
French Guiana	0	0	0	
Guyana	10	0	10	
Paraguay	0	7	7	
Peru	51	4	55	
Suriname	2	6	8	
Uruguay	6	2	8	
Venezuela	78	4	82	
MIDDLE EAST & NORTH AFRICA	**235**	**186**	**421**	**0.8**
Middle East	**174**	**94**	**268**	**0.5**
Bahrain	7	8	15	
Iran	28	0	28	
Iraq	3	0	3	
Israel	65	10	75	
Jordan	15	24	39	
Kuwait	2	4	6	
Lebanon	1	21	22	
Oman	21	0	21	
Palestinian Territories	8	19	27	
Qatar	0	0	0	
Saudi Arabia	10	8	18	
Syria	2	0	2	
United Arab Emirates	9	0	9	

Place of Origin	F-1	J-1	Total	% Total
Yemen	3	0	3	
North Africa	**61**	**92**	**153**	**0.3**
Algeria	3	0	3	
Egypt	39	36	75	
Libya	2	7	9	
Morocco	13	20	33	
Tunisia	4	29	33	
Western Sahara	0	0	0	
NORTH AMERICA	**1,892**	**15**	**1,907**	**3.7**
Canada	1,892	15	1,907	
OCEANIA	**313**	**87**	**400**	**0.8**
Australia	235	63	298	
Cook Islands	0	0	0	
Fiji	2	0	2	
French Polynesia	2	0	2	
Kiribati	0	7	7	
Marshall Islands,	0	0	0	
Republic of the Micronesia, Federate States of	0	0	0	
Nauru	0	0	0	
New Caledonia	0	0	0	
New Zealand	62	17	79	
Niue	0	0	0	
Norfolk Island	0	0	0	
Palau	0	0	0	
Papua New Guinea	7	0	7	
Samoa	0	0	0	
Solomon Islands	0	0	0	
Tonga	5	0	5	
Tuvalu	0	0	0	
Vanuatu	0	0	0	
Wallis and Futuna	0	0	0	
Stateless	0	0	0	**0.0**
WORLD TOTAL	**33,721**	**17,757**	**51,478**	**100.0**

Appendix B: International F-1 Secondary Students by State and School Sector, 2024

State or District	Public	Private	Total	% Total
Northeast	**410**	**12,291**	**12,701**	**37.7**
Connecticut	195	1,973	2,168	6.4
Maine	10	892	902	2.7
Massachusetts	90	2,817	2,907	8.6
New Hampshire	57	573	630	1.9
New Jersey	14	1,001	1,015	3.0
New York	20	2,817	2,837	8.4
Pennsylvania	24	1,615	1,639	4.9
Rhode Island	0	244	244	0.7
Vermont	0	359	359	1.1
South	**407**	**8,623**	**9,030**	**26.8**
Alabama	0	123	123	0.4
Arkansas	31	36	67	0.2
Delaware	0	65	65	0.2
District of Columbia	0	31	31	0.1
Florida	214	2,777	2,991	8.9
Georgia	0	853	853	2.5
Kentucky	6	140	146	0.4
Louisiana	0	48	48	0.1
Maryland	3	486	489	1.5
Mississippi	0	81	81	0.2
North Carolina	12	581	593	1.8
Oklahoma	0	58	58	0.2
South Carolina	28	124	152	0.5
Tennessee	0	405	405	1.2
Texas	106	1,717	1,823	5.4
Virginia	7	1,006	1,013	3.0
West Virginia	0	92	92	0.3
Midwest	**280**	**4,146**	**4,426**	**13.1**
Illinois	0	537	537	1.6
Indiana	39	319	358	1.1
Iowa	6	112	118	0.3
Kansas	7	338	345	1.0
Michigan	176	543	719	2.1
Minnesota	14	495	509	1.5
Missouri	5	443	448	1.3
Nebraska	0	112	112	0.3
North Dakota	0	6	6	0.0
Ohio	2	602	604	1.8
South Dakota	0	35	35	0.1
Wisconsin	31	604	635	1.9
West	**762**	**6,646**	**7,408**	**22.0**
Alaska	0	5	5	0.0
Arizona	173	322	495	1.5
California	282	4,195	4,477	13.3
Colorado	24	193	217	0.6
Hawaii	0	233	233	0.7
Idaho	65	58	123	0.4
Montana	0	24	24	0.1
Nevada	0	61	61	0.2
New Mexico	85	229	314	0.9
Oregon	5	325	330	1.0
Utah	78	468	546	1.6
Washington	50	533	583	1.7
Wyoming	0	0	0	0.0
Guam	0	43	43	0.1
Northern Mariana Islands	0	109	109	0.3
Puerto Rico	0	3	3	0.0
Virgin Islands	0	1	1	0.0
Total	**1,859**	**31,862**	**33,721**	**100.0**


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