Sayonara no more. Why Japanese students are not studying abroad.

Richard Porter, Director of OIP, Sam Houston State University
Kazuko Suematsu, Professor, Tohoku University
Mina Mizumatsu, Research Associate, Tohoku University
My Background

• Taught English at a Japanese college for 6 years.
• Director of International Programs at SHSH.
• Married to a Japanese national.
• Dissertation topic on the decline of Japanese students studying abroad
My Background

- B.A., MA, PhD in the U.S.
- Has been working at Tohoku University for 10 years
- Teaching intercultural education courses for undergrad students
- Managing international programs
- Developing international strategies for the university
My Background

- Work at *Global Learning Center* at Tohoku University in Japan since 2013.
- Study Abroad Experience in the US, UK, and South Korea.
- Have been in the field of international education for 6 years.
Global Student Mobility Increases

78% over the past decade (UNESCO, 2012)
The United States

The top receiving country (UNESCO, 2012)
Asia- The Top Sending Region to the United States, according to Open Doors (Institute of International Education, 2012)

- China
- South Korea
- Japan
- Taiwan
How did the number of students who are studying in the United States from four different countries change from 2000 to 2012

Open Doors Report
Institute for International Education
What was the change in purchasing-power-parity per capita GDP for those 4 countries

Personal Purchasing Power GDP Data
International Monetary Fund
GDP compared to the increase in the number of students that study in the US?
Multiple Potential Factors With Fewer Japanese Study Abroad Students

- Demographics
- University schedule
- Hiring system
- English language instruction
- Cultural characteristics
So What?
(Possible Outcomes of Fewer Japanese Study Abroad Students)

• Political and economic decline, an inability to deal effectively with cross cultural conflict/negotiation, isolation, etc...
Japanese Government Current Effort

• Special five-year grants of $1 million to $2 million will be offered to 40 universities for study abroad programs.
• Universities beginning to shift their admissions to fall in line with many US and European institutions.
• Provide scholarships to help high school graduates take part in short-term overseas study programs that would fill the period after graduation if universities shift their admissions to fall.
Research Subjects

Japanese scholars with graduate degrees from the US or Canada working in international offices at universities in Japan in study abroad.

- They all have what it took to succeed.
- Speak from a position of authoritative knowledge regarding important motivational factors.
- The perspective of two different cultures.
- Work with current students.
• Assess the value of study abroad and the challenges that Japanese culture presents to returnees.

• Able to assess the current efforts to promote study abroad from multiple perspectives and critique some of the bureaucratic obstacles as well as the intrinsic and extrinsic cultural challenges.
References


- Passin, H., McKnight, R. K., Bennett, J. (1956). In search of identity. The Japanese overseas scholar in Americana and Japan. Minneapolis Press, Minneapolis MN.

Project for Promotion of Global Human Resource Development

Tohoku University
Global Learning Center
Mina Mizumatsu
Go Global Japan Project

Project for Promotion of Global Human Resource Development

= GO GLOBAL JAPAN (GGJ) Project
‘Global’ Projects in Higher Education

Global 30 Project (2008-2013)

- **13 Universities Selected**
  - Enable international students to start and complete their Japanese university education in English
  - Accept 300,000 international students to Japan

GGJ Project (2012-2016)

- **42 Universities Selected**
  - Encourage more Japanese students to study abroad

Reference: MEXT 2012
Aims of the GGJ Project

In order to improve Japan’s global competitiveness and enhance the ties between nations, the GGJ Project aims to:

1) Overcome the younger generation's inward tendency and
2) Foster human resources who can succeed in the global field

Efforts to promote the internalization of university education in Japan will be given priority and strong support by MEXT.

Reference: MEXT 2012
GGJ Project Time-Frame

- Project Length: Up to 5 years (2012-2016)
- Follow-Up by MEXT every Academic Year (AY)
  ⇒ This might affect funding in the next AY
  ⇒ If MEXT judges that the univ. cannot achieve the goals/aims, MEXT might cancel the projects/
    readjust the plan.
- Interim assessment about the project status after 3 years of support
- Post-project assessment in 2018, after 5 years of funding

Reference: MEXT 2012
## Two Project Types

<table>
<thead>
<tr>
<th>Type A</th>
<th>Type B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Internationalization of the</strong></td>
</tr>
<tr>
<td></td>
<td><strong>entire university</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Internationalization of the</strong></td>
</tr>
<tr>
<td></td>
<td><strong>specific faculties/schools</strong></td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
<td><strong>To promote the globalization of the</strong></td>
</tr>
<tr>
<td></td>
<td><strong>specific faculties/schools, as well as</strong></td>
</tr>
<tr>
<td></td>
<td><strong>university as a whole.</strong></td>
</tr>
<tr>
<td><strong>Annual Funding</strong></td>
<td><strong>JPY 140-260 Million</strong></td>
</tr>
<tr>
<td></td>
<td><strong>≅ US$ 1.4- 2.6 Million</strong></td>
</tr>
<tr>
<td></td>
<td>(depending on # of ss)</td>
</tr>
<tr>
<td></td>
<td><strong>JPY 120 Million</strong></td>
</tr>
<tr>
<td></td>
<td><strong>≅US$ 1.2 million</strong></td>
</tr>
</tbody>
</table>

Reference: MEXT 2012
# Type A - 11 Universities

<table>
<thead>
<tr>
<th>Name of University</th>
<th>Type</th>
<th>Location</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hokkaido U.</td>
<td>National</td>
<td>Hokkaido</td>
<td>Urban</td>
</tr>
<tr>
<td>2 Tohoku U.</td>
<td>National</td>
<td>Sendai</td>
<td>Urban</td>
</tr>
<tr>
<td>3 Chiba U.</td>
<td>National</td>
<td>Chiba</td>
<td>Urban</td>
</tr>
<tr>
<td>4 Ochanomizu U.</td>
<td>National</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>5 Akita International U.</td>
<td>Public</td>
<td>Akita</td>
<td>Suburban</td>
</tr>
<tr>
<td>6 International Christian U.</td>
<td>Private</td>
<td>Tokyo</td>
<td>Suburban</td>
</tr>
<tr>
<td>7 Chuo U.</td>
<td>Private</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>8 Waseda U.</td>
<td>Private</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>9 Doshisha U.</td>
<td>Private</td>
<td>Kyoto</td>
<td>Urban / Suburban</td>
</tr>
<tr>
<td>10 Kwansei Gakuin U.</td>
<td>Private</td>
<td>Hyogo</td>
<td>Suburban/Urban</td>
</tr>
<tr>
<td>11 Ritsumeikan Asia Pacific U.</td>
<td>Private</td>
<td>Oita</td>
<td>Suburban</td>
</tr>
</tbody>
</table>
## Type B - 31 Universities

### National Universities

<table>
<thead>
<tr>
<th>Name of Univ.</th>
<th>Location</th>
<th>Campus</th>
<th>Name of Univ.</th>
<th>Location</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. of Tsukuba</td>
<td>Ibaraki</td>
<td>Urban</td>
<td>Maebashi Kyoai Gakuen College</td>
<td>Gunma</td>
<td>Urban</td>
</tr>
<tr>
<td>Saitama U.</td>
<td>Saitama</td>
<td>Urban</td>
<td>Kanda U. of Intl’ Studies</td>
<td>Chiba</td>
<td>Urban</td>
</tr>
<tr>
<td>Tokyo Medical &amp; Dental U.</td>
<td>Tokyo</td>
<td>Urban</td>
<td>Asia U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Tokyo Institute of Tech.</td>
<td>Tokyo</td>
<td>Urban/Rural</td>
<td>Kyorin U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Hitotsubashi U.</td>
<td>Tokyo</td>
<td>Urban</td>
<td>Shibaura Institute of Technology</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Niigata U.</td>
<td>Niigata</td>
<td>Suburban</td>
<td>Showa Women’s U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>U. Of Fukui</td>
<td>Fukui</td>
<td>Suburban</td>
<td>Toyo U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Kobe U.</td>
<td>Kobe</td>
<td>Urban</td>
<td>Hosei U.</td>
<td>Tokyo</td>
<td>Urban/Suburban</td>
</tr>
<tr>
<td>Tottori U.</td>
<td>Tottori</td>
<td>Suburban</td>
<td>Musashino Art U.</td>
<td>Tokyo</td>
<td>Suburban</td>
</tr>
<tr>
<td>Yamaguchi U.</td>
<td>Yamaguchi</td>
<td>Suburban</td>
<td>Meiji U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Kyushu U.</td>
<td>Fukuoka</td>
<td>Urban</td>
<td>Soka U.</td>
<td>Tokyo</td>
<td>Suburban</td>
</tr>
</tbody>
</table>

### Private Universities

<table>
<thead>
<tr>
<th>Name of Univ.</th>
<th>Location</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maebashi Kyoai Gakuen College</td>
<td>Gunma</td>
<td>Urban</td>
</tr>
<tr>
<td>Kanda U. of Intl’ Studies</td>
<td>Chiba</td>
<td>Urban</td>
</tr>
<tr>
<td>Asia U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Kyorin U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Shibaura Institute of Technology</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Sophia U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Showa Women’s U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Toyo U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Hosei U.</td>
<td>Tokyo</td>
<td>Urban/Suburban</td>
</tr>
<tr>
<td>Musashino Art U.</td>
<td>Tokyo</td>
<td>Suburban</td>
</tr>
<tr>
<td>Meiji U.</td>
<td>Tokyo</td>
<td>Urban</td>
</tr>
<tr>
<td>Soka U.</td>
<td>Tokyo</td>
<td>Suburban</td>
</tr>
<tr>
<td>Aichi U.</td>
<td>Aichi</td>
<td>Urban</td>
</tr>
</tbody>
</table>

### Public Universities

<table>
<thead>
<tr>
<th>Name of Univ.</th>
<th>Location</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyoto Sangyo U.</td>
<td>Kyoto</td>
<td>Suburban</td>
</tr>
<tr>
<td>Ritsumeikan U.</td>
<td>Kyoto</td>
<td>Urban</td>
</tr>
</tbody>
</table>

Reference: MEXT 2012
3 Elements of Global HRs

1) Language Skills / Communication Skills

2) Independent & active, ready to take on challenges, Cooperative & Flexible, Responsible

3) Cross-cultural understanding and Japanese Identity +
   -- A broad range of general knowledge and advanced expertise
   -- Ability to identify and solve problems
   -- Able to both lead and work on a team
   -- A sense of morality
   -- Media Literacy etc....

Global HRs ≡ Potential Leaders in any scene

Source: MEXT 2012
AKB48 × MEXT

- http://www.youtube.com/watch?v=WypjqkSbx1k
TOBITATE Campaign

- Funded by Private Corporations and Government (Joint Funding)

Goals
- Increase the # of students who study abroad

Funding
- 2013 US$ 5.4 Million → 2014 US$ 8.8 Million
New Support for Study Abroad (2014-)

- 300 Grantees (2014) → 1000 Grantees/yr (2015-)
- US$1200-2000/month of funding
  + US$ 1000- 2000 Travel Grant
- 1 month-1 year
- Pre- and Post- departure orientation to follow-up
- Start Accepting Applications from Late Feb. 2014
After the review...

Project for Promotion of Global Human Resource Development

Support for Global Human Resources Development who Lead the Progress of Economic Society
## Super Global University Project

<table>
<thead>
<tr>
<th></th>
<th>Type A</th>
<th>Type B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of universities</strong></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>Top 100 in World University Ranking</td>
<td>Universities which lead Globalization of Japanese Society</td>
</tr>
<tr>
<td><strong>Annual Funding</strong></td>
<td>US$ 10.4 Million/Univ.</td>
<td>US$ 2.6 Million/Univ.</td>
</tr>
</tbody>
</table>
For more information...

Please visit MEXT Webpage:
http://www.mext.go.jp/english/
Promotion of Global Human Resource Development

Tohoku University’s Case

Tohoku University
Center for International Exchange
Kazuko Suematsu
Tohoku University
Tohoku University

Overview

• Founded in 1907 as the third imperial university.
• “Research First”, “Open-door Policy”
• Comprehensive university, strong in engineering & Science
• 18,000 students (5,000 graduate students) 1,500 international students from 78 countries and areas.
• First national university to admit a female as well as an international student
Location
- 150 Miles from Tokyo
- 1 ½ hour by bullet train
- Not very far, but not close
伊達政宗

Masamune Date
City of Greens
Highly Rated by High School Teachers

“Students grew the most”

1st place

7 consecutive years
Student : Professor
6 : 1
43% students are from the Northeast region.
Profile of Tohoku students

• High achiever with an attitude of self-assurance
• Persistent, serious, diligent, but naïve
• Little experience and contact with foreign cultures
• Are taught by parents “government officer” is an ideal career for a stable life
• Not aware of their geographical disadvantages
• Interested in changing their lives
Tohoku’s effort for “Internationalization”

Global 30 Project
13 Universities selected

Development of Global Human Resource
11 Universities selected
Where we are:

**International Partners**

185 Institutions (32 Countries)

**International Students**

1483 (78 Countries)

**International Programs**

3 Undergrad, 20+ Graduate programs

Exchange programs across disciplines
Where we are heading to:

**International Partners**
Strategic partnership

**International Students**
1483 → 2200 by 2017

**International Programs**
- Increase international programs
- Internationalize curriculum
  (Classes taught in English 6.8% → 11%)
Where we are heading to:

Outgoing students

330 (1.8%) → 800 (4.4%) by 2017

Factors standing in the way (Student survey 2011)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of lang. proficiency</td>
<td>79.8%</td>
</tr>
<tr>
<td>Financial problem</td>
<td>77.6%</td>
</tr>
<tr>
<td>Cannot graduate on time</td>
<td>64.2%</td>
</tr>
<tr>
<td>Lack of information</td>
<td>53.2%</td>
</tr>
<tr>
<td>Schedule conflict with job-hunting</td>
<td>47.2%</td>
</tr>
<tr>
<td>Others</td>
<td>28.4%</td>
</tr>
</tbody>
</table>
Tohoku Global Leader Program (TGL)

On Campus
(Classes, Special seminars, Extracurricular Activities)

1. Language & Communication
2. International Competence
3. Initiative
4. International Experience

TGL Certificate

Gateway to Global Leader
Tohoku Univ. Global Leader Program

Academic Foundation

International Competence

Language & Communication

Study abroad

Initiative

3+1 サブプログラム
Students participating in TGL

As of Dec. 2013

- Freshman: 340 (55%)
- Sophomore: 181 (30%)
- Junior: 68 (11%)
- Senior: 24 (4%)

Information Sessions

- Flyer at admission
- Kick-off Seminar
- Introductory Seminar
- SNS
- University IT network
- Global career seminar
- Class
Participating rate by department

- Arts & Letters: 11.3% Freshman, 10.5% Sophomore, 11.4% Junior, 3.5% Senior
- Edu: 5.5% Freshman, 3.1% Sophomore, 1.8% Junior, 1.2% Senior
- Law: 9.3% Freshman, 1.9% Sophomore, 1.5% Junior, 1.8% Senior
- Econ: 21.7% Freshman, 7.0% Sophomore, 3.1% Junior, 1.9% Senior
- Science: 7.0% Freshman, 8.5% Sophomore, 7.8% Junior, 0.7% Senior
- Med: 10.2% Freshman, 3.1% Sophomore, 3.7% Junior, 3.6% Senior
- Dentistry: 7.1% Freshman, 5.0% Sophomore, 7.1% Junior, 5.9% Senior
- Pharm: 9.2% Freshman, 1.7% Sophomore, 1.8% Junior, 1.7% Senior
- Engineering: 22.5% Freshman, 9.7% Sophomore, 9.2% Junior, 5.9% Senior
- Agriculture: 1.2% Freshman, 1.8% Sophomore, 1.5% Junior, 1.8% Senior

www.aieaworld.org | #aiea2014 | linkd.in/aiea2014
Integration: Learning together
Integration: Living together
Language Training
Require freshman and sophomore to take TOEFL
Support them financially
Enhancing Extracurricular Activities

• Volunteer
• Cross-cultural Seminars
• PBL Projects

• Global Career Seminar
• Support Int’l students
Study Abroad Program (SAP)
3-5 weeks
Developing short programs & providing extensive financial support

<table>
<thead>
<tr>
<th>Year</th>
<th>SAP</th>
<th>Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>2008</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>2009</td>
<td>48</td>
<td>31</td>
</tr>
<tr>
<td>2010</td>
<td>81</td>
<td>36</td>
</tr>
<tr>
<td>2011</td>
<td>83</td>
<td>45</td>
</tr>
<tr>
<td>2012</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>2013</td>
<td>280</td>
<td>80</td>
</tr>
</tbody>
</table>
- Multicultural Studies
- Energy
- Service Learning
- Internship
- Industrial Development
- Asian Network
- IT Management
- Academic English
- Practical English
Language + Thematic Activities + Culture
Collaborating with Local Industries
High School Bridging Program
Study-abroad as Learning Process

- Preparation Class: 3-4 times
- Study-abroad: 3-5 weeks
- Reflection Session
- Final Presentation

Reflective Learning
Effective use of E-Portfolio
Learning Outcome Assessment

- Achievement Rubrics
  - Language & Communication
  - International Competence
  - Initiatives and ability to take action

- Goal setting ⇔ Reflection

E-portfolio

- Goal Setting
- Periodical Reflection on achievement
- Communication with academic advisor
- Store evidences of growth
- Create community
Student Survey
“Willing to become Global HR?”

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Do not agree</th>
<th>Do not agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>54.3%</td>
<td>37.5%</td>
<td>5.4%</td>
<td>2.8%</td>
</tr>
<tr>
<td>TGL</td>
<td>74.0%</td>
<td>21.0%</td>
<td>1.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Non-TGL</td>
<td>48.9%</td>
<td>42.0%</td>
<td>6.6%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>
Attitude toward Globalization
“Can Adapt to Globalization”

Overall
- Strongly agree: 10.1%
- Agree: 49.8%
- Do not agree: 34.3%
- Do not agree at all: 5.8%

TGL
- Strongly agree: 19.0%
- Agree: 60.0%
- Do not agree: 19.0%
- Do not agree at all: 2.0%

Non-TGL
- Strongly agree: 7.7%
- Agree: 47.0%
- Do not agree: 38.5%
- Do not agree at all: 6.9%
Commitment to Student’s Life

- Classes other than foreign language: 78.2% (76.0%)
- Classes of foreign language: 69.2% (67.6%)
- Study foreign lang outside class: 44.2% (37.1%)
- Student clubs: 64.0% (63.0%)
- Interaction with students of other univ: 24.8% (22.3%)
- Interaction with int'l students: 24.8% (18.7%)
- Pursuing interest in foreign culture: 58.8% (52.5%)
- Trying to get info about foreign countries: 35.6% (28.0%)
English Proficiency

Overall | TGL | Non-TGL
--- | --- | ---
Advanced | 4.0% | 3.0% | 3.0%
Semi-advanced | 5.0% | 4.0% | 2.5%
Intermediate | 20.9% | 18.4% | 19.0%
Low Intermediate | 30.0% | 23.5% | 24.4%
Beginner | 29.0% | 22.0% | 25.8%
Novice | 25.0% | 25.0% | 28.3%
Desired English Proficiency

- Advanced: 75.0%
- Semi-advanced: 48.9%
- Low intermediate: 23.1%
- Low intermediate: 25.5%
- Low intermediate: 9.5%
- Low intermediate: 6.0%
- Low intermediate: 10.4%
- Low intermediate: 13.4%
- Low intermediate: 15.9%
- Beginner: 3.2%
- Beginner: 4.1%
- Beginner: 4.1%
- Novice: 1.9%
- Novice: 1.0%
- Novice: 2.2%

Colors represent:
- Overall
- TGL
- Non-TGL
Prior International Experience

- Traveled with family:
  - Overall: 29.7%
  - TGL: 28.8%
  - Non-TGL: 33.0%

- Traveled with...
  - Overall: 29.0%
  - TGL: 14.0%
  - Non-TGL: 28.8%

- Home-stay:
  - Overall: 16.2%
  - TGL: 12.6%
  - Non-TGL: 29.0%

- Study-abroad:
  - Overall: 6.0%
  - TGL: 3.6%
  - Non-TGL: 4.1%

- Lived with family:
  - Overall: 5.4%
  - TGL: 6.0%
  - Non-TGL: 5.2%

- Volunteer:
  - Overall: 7.3%
  - TGL: 0.9%
  - Non-TGL: 1.1%

- Others:
  - Overall: 6.0%
  - TGL: 7.3%
  - Non-TGL: 7.7%
Desired Int’l Experience

- **Travel with family**: 21.1% (24.0%), 20.3% (65.3%), 65.0% (65.4%)
- **Travel with friend/alone**: 25.2% (22.2%), 23.3% (45.0%), 18.4% (18.1%)
- **SAP (Tohoku Univ)**: 27.4% (17.0%), 23.6% (16.6%), 25.0% (14.3%)
- **Summer program**: 21.1% (9.7%), 15.9% (7.7%), 18.4% (16.6%)
- **Study-abroad on exchange**: 27.4% (9.7%), 15.9% (7.7%), 18.1% (16.6%)
- **Study-abroad or Internship arranged by...**: 27.4% (9.7%), 15.9% (7.7%), 18.1% (16.6%)
- **Volunteer**: 27.4% (9.7%), 15.9% (7.7%), 18.1% (16.6%)
- **Others**: 1.7% (2.0%), 2.0% (1.6%), 13.4% (16.5%)
- **Do not want to study abroad**: 2.0% (1.7%), 2.0% (1.6%), 16.5% (13.4%)
Desired Period of Study-abroad

<table>
<thead>
<tr>
<th>Period</th>
<th>Overall</th>
<th>TGL</th>
<th>Non-TGL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 month</td>
<td>30.0%</td>
<td>29.3%</td>
<td>29.1%</td>
</tr>
<tr>
<td>2-5 months</td>
<td>14.2%</td>
<td>7.0%</td>
<td>16.2%</td>
</tr>
<tr>
<td>6 months</td>
<td>18.0%</td>
<td>9.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td>7 months-1 year</td>
<td>8.4%</td>
<td>6.9%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Over 1 year</td>
<td>14.7%</td>
<td>7.1%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Do not want to</td>
<td>24.1%</td>
<td>3.0%</td>
<td>29.9%</td>
</tr>
</tbody>
</table>

Overall TGL Non-TGL
Destination for Study Abroad

Overall  TGL  Non-TGL
Our Challenges
Obstacle in Study Abroad

- Finance (60.7%)  
- Feeling insecure (50.8%)  
- Lack of lang. proficiency (45.9%)  
- Cannot graduate on time (27.9%)  
- Schedule conflict with job-hunting (18.0%)  
- Difficult to obtain info (13.1%)  
- Conflict with club or part-time job (9.8%)  
- Leaving friend's circle is difficult (6.6%)  
- Lack of support from family (4.9%)  
- Others (14.8%)  
- No specific reason (13.1%)
Our Challenges
Reaching Out to Students!

- Registered, 21.6%
- Did not know about it, 44.2%
- Interested but not registered yet, [VALUE]
- Know about it, but not interested [VALUE]