
ATTITUDES AND PERCEPTIONS OF PROSPECTIVE INTERNATIONAL STUDENTS FROM VIETNAM

AN IIE BRIEFING PAPER
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I. Executive Summary

**Institute of
International Education
(IIE)**

An independent nonprofit founded in 1919, IIE is among the world's largest and most experienced international education and training organizations.

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Vietnam is currently the fastest-growing market of international students coming to U.S. colleges and universities to study. Over the past decade, the number of Vietnamese students in U.S. higher education has increased more than sixfold, from just over 1,200 students in 1997/98 to almost 13,000 in 2008/09 (fig. 1). A large part of this increase has occurred in the past three years, with fall 2008 showing an increase of 45 percent, following increases of 45 percent and 31 percent the previous two years. These continuous, large increases have placed Vietnam among the top ten places of origin of international students in the U.S., moving from 20th place in 2006/07 to 13th place in 2007/08 to 9th place in 2008/09. At community colleges, Vietnam is now the third most popular place of origin, after South Korea and Japan, and ahead of China and Mexico.

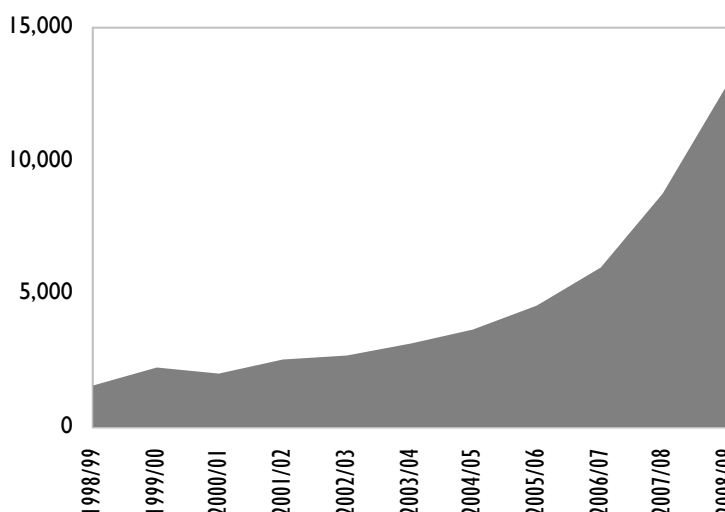
This IIE Briefing Paper examines the attitudes and perceptions of prospective international students from Vietnam and is the first in a series of attitudinal surveys of students from key sending countries. Students were asked what they thought about the U.S. both in general, and specifically as a potential study abroad destination compared to other key host destinations. Key findings include: the U.S. was the first choice destination for the majority of respondents and was rated the highest for overall favorable impression compared to the U.K., Australia, Singapore and France; the U.S. is perceived as a scientifically and technologically advanced country with an excellent higher education system and a wide range of schools and programs offering many scholarships; the U.S. is considered an enjoyable place to study but not the safest place; and cost was cited as the primary obstacle to being able to study abroad, above all others.

II. Prospective Student Profile

According to IIE's annual *Open Doors Report*, which is supported by the U.S. Department of State, there were 12,823 students from Vietnam studying at U.S. colleges and universities in 2008/09. This places Vietnam in 9th place among the world's places of origin – just below Turkey and above Saudi Arabia. With a 45 percent increase in 2008/09, Vietnam also showed the highest rate of growth among the top 20 places of origin, far ahead of China (21 percent), Saudi Arabia (28 percent), Nepal (30 percent) and Brazil (16 percent), the other places of origin showing double-digit growth.

In response to this rapid growth, IIE conducted an online survey in Vietnam in March 2009 of over 700 Vietnamese students considering study in the U.S.¹ Survey respondents represented three regions of Vietnam: the south (Ho Chi Minh City and surrounding areas), the north (Hanoi and surrounding areas) and central Vietnam (Danang and surrounding areas). Slightly more than half (55 percent) of respondents were from Ho Chi Minh City, while about one-third were from Hanoi (37 percent). The remainder (9 percent) were from Danang.

Figure 1: Number of Students from Vietnam in the U.S., 1998/99 - 2008/09



Source: *Open Doors Report on International Educational Exchange*. New York: Institute of International Education.

The majority of respondents (63 percent) were female. About half (51 percent) were currently enrolled undergraduates, or had completed an undergraduate degree but no graduate degree. Just over one-fifth (22 percent) were high school students, 17 percent were graduate students and 6 percent were enrolled in two-year colleges or technical schools. Forty-five percent of respondents indicated that business and management was their current or intended field of study, followed by the social sciences (14 percent) and physical and life sciences (9 percent). Over half (54 percent) of respondents indicated that they had friends or family in the United States. As a consequence, many students are likely to have more information about the United States, including information about study abroad opportunities, than for other potential study destinations. Only one quarter of respondents indicated that they had friends or family in Australia or Singapore (27 percent and 23 percent, respectively) and just over 15 percent indicated that they had friends or family in the United Kingdom or in France.

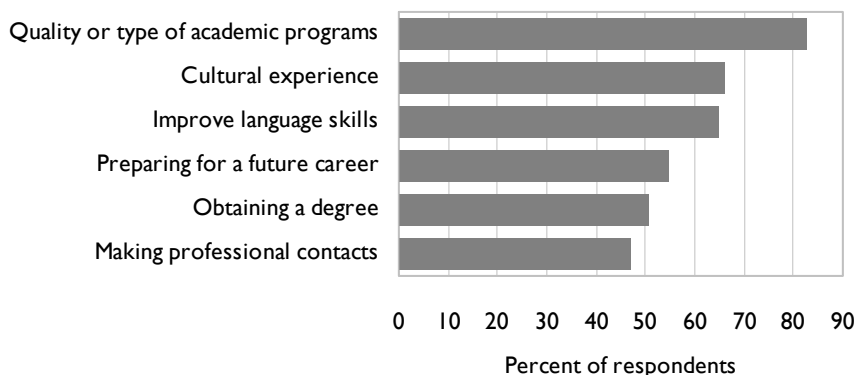
¹ Survey respondents were drawn from attendees to IIE-sponsored college fairs in Hanoi, Danang and Ho Chi Minh City and to visitors to the U.S. Department of State-funded EducationUSA advising centers in Ho Chi Minh City and Hanoi. The survey was made available in both English and Vietnamese. A total of 707 valid responses were received.

III. Reasons for Studying Abroad and Types of Study

Students were asked two multiple-choice questions regarding reasons for studying abroad and factors that would help students obtain employment after graduation. The choices listed as reasons for studying abroad were: *improve language skills, quality or type of academic program, obtaining a degree, cultural experience, making professional contacts, preparing for a future career in a foreign country or foreign-based company* and *do not know*. The choices listed as factors aiding future employment were: *good English language ability, a degree from a foreign college or university, international or intercultural experience, work experience abroad* and *other*. Respondents were allowed to select as many reasons or factors as applied. As a consequence, the percentages reported do not total one hundred.

The most important reason cited for studying abroad was **quality or type of academic program** (fig. 2). Over four-fifths (83 percent) of respondents indicated that this was one of their main reasons for wishing to study abroad, while cultural experience and improve language skills were selected by about two-thirds of respondents (66 and 65 percent, respectively). Just over half of respondents indicated that preparing for a future career in a foreign country or foreign-based company (55 percent) and obtaining a degree (51 percent) were main reasons for studying abroad.

Figure 2: Main Reasons for Studying Abroad



Almost nine of every ten respondents (89 percent) felt that good English language ability would aid them in a future job search (fig. 3). The majority of students also felt that an international experience would be useful in the job market: 76 percent indicated that a degree from a foreign college or university or international or intercultural experience would be helpful, while 72 percent indicated that work experience abroad would be helpful. In addition, 14 percent indicated that other unspecified factors would be helpful.

A much higher proportion of women regarded the cultural experience of studying abroad as one of the main reasons to study abroad (71 percent vs. 58 percent of men). Women were also more likely to consider improving language skills an important reason to study abroad (67 percent vs. 60 percent of men). Men, on the other hand, were somewhat more likely to value making professional contacts while abroad (52 percent vs. 46 percent of women). Men were also somewhat more likely to cite work experience abroad as a benefit for finding future employment (74 percent vs. 70 percent of women).

The majority of respondents (75 percent) were interested in pursuing **graduate and/or professional studies** abroad (fig. 4). About half were interested in pursuing undergraduate level studies, with 40 percent interested in bachelor’s degrees and 9 percent interested in associate’s degrees. Additionally, 15 percent were interested in language study and 6 percent were interested in unspecified other types of study.

Figure 3: Factors Perceived to Aid Future Employment Prospects

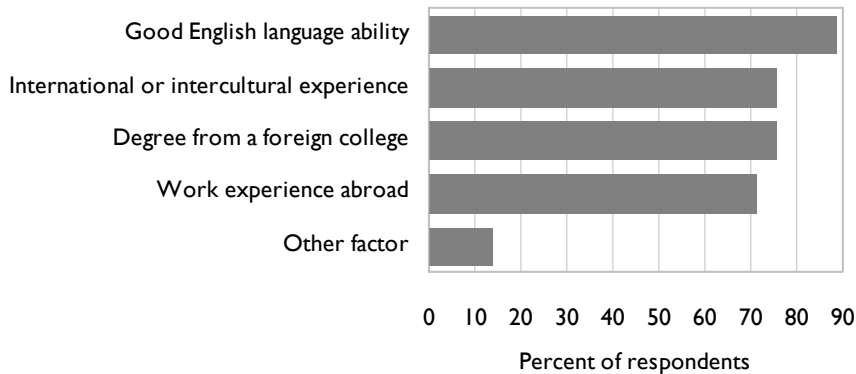
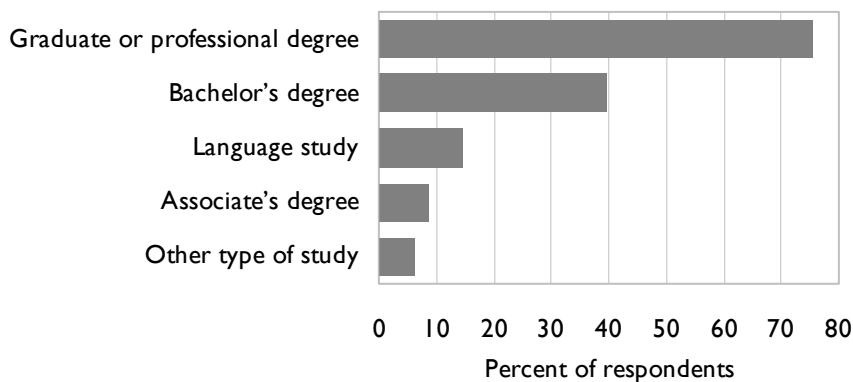


Figure 4: Types of Study Students Are Interested in Pursuing While Abroad



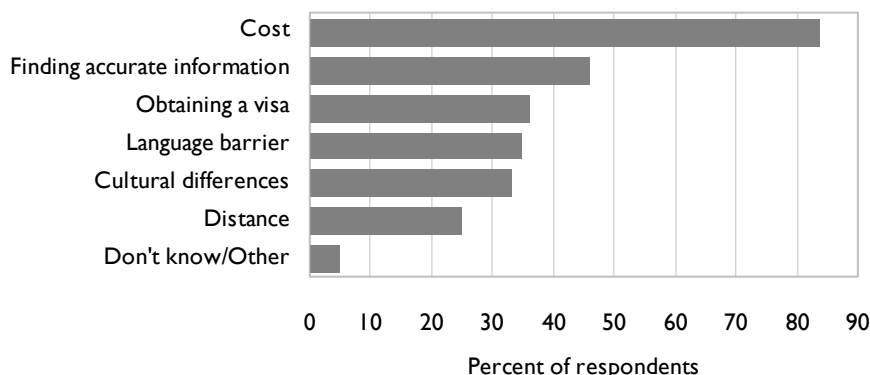
IV. Major Obstacles to Studying Abroad

Respondents were asked to indicate which of the following factors they felt were major obstacles to studying abroad: *finding accurate information, obtaining a visa, cost, language barrier, cultural differences, distance from home or family, don't know* and *other*. Respondents were allowed to check as many factors as applied. As a consequence, the percentages reported do not total one hundred. Respondents were also asked if they had previously had difficulty obtaining a visa to study in the U.S.

The highest proportion of respondents (84 percent) listed **cost** as a major obstacle to studying abroad, followed by finding accurate information (46 percent), obtaining a visa (36 percent), the language barrier (35 percent), cultural differences (33 percent) and distance from home or family (25 percent) (fig. 5). Women were more likely than men to cite cost as a major obstacle (88 percent vs. 79 percent of men), as well as cultural differences (35 percent vs. 30 percent) and distance from home or family (28 percent vs. 20 percent), while men were more likely to cite obtaining a visa (39 percent vs. 35 percent) and the language barrier (40 percent vs. 33 percent).

The majority of respondents (82 percent) had never applied for a visa to study in the U.S. Among those who have previously applied, 45 percent reported encountering difficulty.

Figure 5: Major Obstacles to Studying Abroad



V. Preferred Destinations

Students were asked to indicate their first- and second-choice study abroad destinations in two separate open-response questions. Although students were not given any constraints in the destinations they could list, only 13 countries were identified as first-choice destinations (fig. 6). The overwhelming first-choice destination for study abroad was the **United States**.² Over four-fifths of respondents (82 percent) listed the United States as their first-choice destination. Australia was the second most popular first-choice destination with 8 percent of the total, followed by the United Kingdom (5 percent). Men were more likely to select the U.S. as their first-choice destination (87 percent vs. 78 percent of women), while women were somewhat more likely to select Australia (10 percent vs. 4 percent of men).

Figure 6: Preferred Destinations

	1 st Choice	2 nd Choice
United States	81.8%	10.4%
Australia	7.7%	30.7%
United Kingdom	5.0%	20.8%
Canada	1.1%	7.4%
Singapore	0.9%	13.5%
France	0.7%	2.4%
Sweden	0.7%	1.1%
Netherlands	0.7%	0.9%
Japan	0.4%	3.9%
Switzerland	0.4%	0.6%
“Europe”	0.2%	3.0%
Germany	0.2%	2.2%
Egypt	0.2%	0.0%
China	-	1.1%
Korea	-	0.9%
New Zealand	-	0.6%
Other	-	0.5%

Among second-choice destinations, **Australia** was the most popular, with 31 percent of the total, followed by the United Kingdom (21 percent) and Singapore (14 percent). The United States was the fourth most popular second-choice destination, with 10 percent of the total. Approximately 55 percent of the respondents who did not select the United States as their first-choice destination did

select it as their second-choice destination. Respondents from Hanoi were most likely to choose the United Kingdom as their second-choice destination (30 percent vs. 15 percent in Ho Chi Minh City and 18 percent in Danang), while respondents from Ho Chi Minh City were more likely to choose Canada as their second-choice destination (11 percent vs. 4 percent in Hanoi and 0 percent in Danang).

² Since the survey was conducted among visitors to IIE college fairs and EducationUSA advising centers, some preference for the U.S. is expected. However, the magnitude of the first choice preference for the U.S., and the related low degree of second choice preference, cannot be explained by this factor alone.

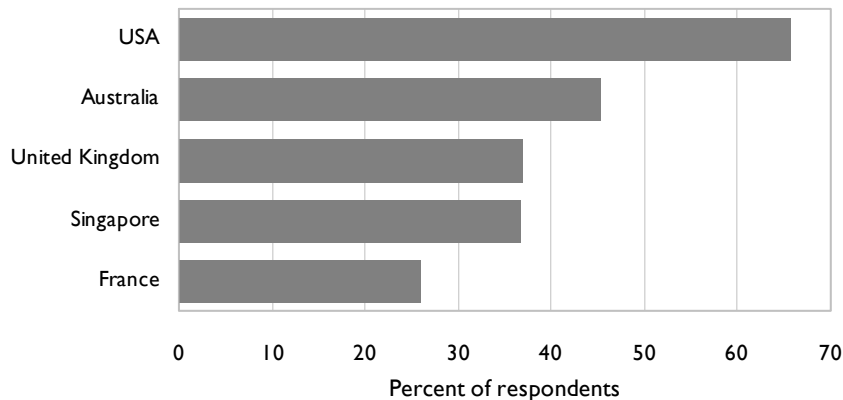
VI. Perceptions of Key Host Destinations

This section discusses the impressions that respondents have of the following five key study abroad destinations: the United States, the United Kingdom, Australia, France and Singapore. Students were asked about both their general impressions of the countries and their impressions of the countries as potential study destinations. The general impression dimensions were: *overall favorable impression; scientifically and technologically advanced country; excellent higher education system; welcoming country; dangerous or violent society; creative music, art and literature and unfriendly to foreigners*. The potential study destination dimensions were: *wide range of schools and programs; fun place to study; welcomes international students; many scholarships are available; tuition is expensive; cost of living is expensive; difficult or complicated visa procedures; too far from home; long or complicated application process; too many cultural differences; safe place to study; and difficult language barrier*. Respondents were allowed to select as many dimensions as applied to each country. As a result, the percentages reported do not total one hundred. A combined score was also calculated based on the scores to all of the individual dimensions³.

General Impressions

Overall, two-thirds of respondents (66 percent) indicated that they had a favorable impression of the United States (fig. 7). This was a significantly higher percentage than for any of the other countries. Australia came in second, with 45 percent of respondents indicating a favorable impression of that country. 37 percent indicated favorable impressions of the United Kingdom and of Singapore and 26 percent indicated a favorable impression of France.

Figure 7: General Impressions of Key Destinations – Favorable Impression



The United States was considered to be a **scientifically and technologically advanced** country by 92 percent of respondents, over 40 percent more than for any other country. Approximately half of respondents (51 percent) considered the United Kingdom to be scientifically and technologically advanced; about one-third considered Singapore and Australia scientifically and technologically advanced (34 percent and 32 percent, respectively) and 28 percent felt that France was scientifically and technologically advanced.

³ The combined score is the average (mean) of all of the individual dimension scores for a particular country. Scores for negative dimensions were inverted by subtracting them from 100% to convert them into positive scores. All dimensions were weighted equally for purposes of calculating the combined score.

A very high percentage (88 percent) of respondents also considered the United States to have an **excellent higher education system**. The higher education system in the United Kingdom was considered excellent by about two-thirds (64 percent) of respondents; that of Australia by about one-third (32 percent); that of Singapore by about one-fourth (25 percent) and that of France by about 15 percent.

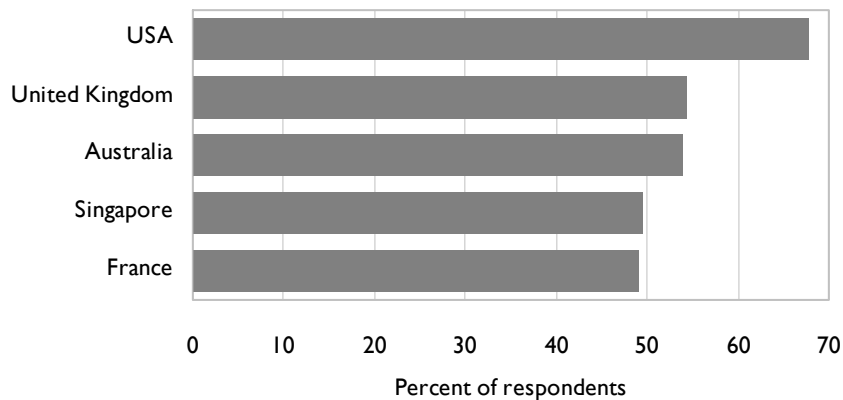
More than half (54 percent) of respondents considered the United States to have a **dangerous or violent society**. The United States was the only country considered to be dangerous or violent by the majority of respondents; other countries were rated dangerous or violent by a much smaller proportion of respondents, ranging from one percent for Singapore to ten percent for the United Kingdom.

The highest proportion of students considered the United Kingdom to be unfriendly to foreigners (31 percent) compared to the other countries. Australia was considered unfriendly to foreigners by the smallest proportion of respondents (3 percent). These percentages are consistent with respondents' ratings of Australia as the most welcoming country and the United Kingdom as the least welcoming: Australia was considered a welcoming country by the highest proportion of students (61 percent), with the United States and Singapore not too far behind with 54 percent and 53 percent, respectively. France was considered a welcoming country by 26 percent of respondents and the United Kingdom by 21 percent. Fifteen percent of respondents indicated that France was unfriendly to foreigners; 11 percent indicated that the United States was unfriendly to foreigners and 8 percent indicated that Singapore was unfriendly to foreigners.

France was considered a country with creative music, art and literature by 68 percent of respondents, followed by the United Kingdom (48 percent) and the United States (40 percent). Australia and Singapore were considered to have creative music, art and literature by a much smaller percentage of respondents (14 percent and 7 percent, respectively).

The United States had the highest combined score (67.8), followed by the United Kingdom (54.4), Australia (53.9), Singapore (49.6) and France (49.0) (fig. 8).

Figure 8: General Impressions of Key Destinations – Overall Combined Score

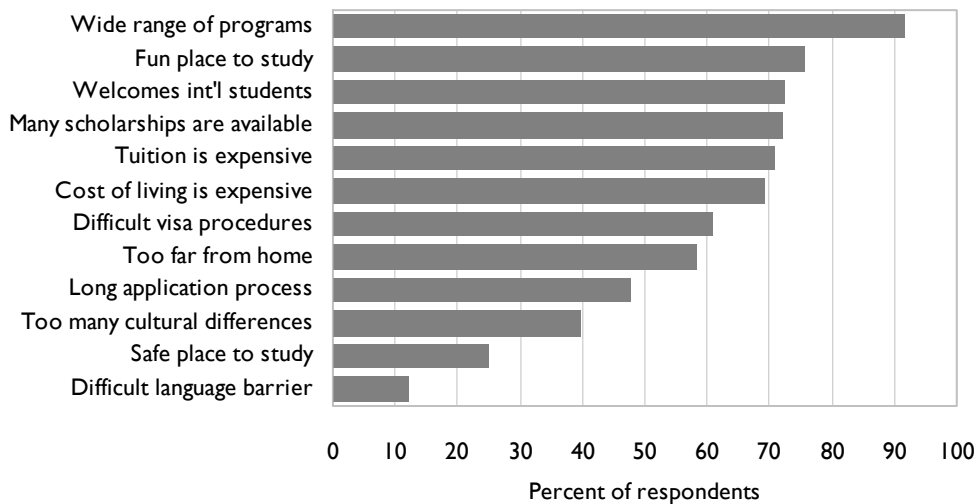


A table listing the percentages for each host destination for each general impression dimension is given in Appendix B.

Impressions of Potential Study Destinations

The United States was considered to have a **wide range of schools and programs** by 92 percent of respondents, a much higher percentage than for other countries (17 to 49 percent) (fig. 9). A very high percentage of students also felt that the United States was a **fun place to study** (76 percent vs. 21 to 46 percent for other countries) and offers **many scholarships** to students (72 percent vs. 14 to 42 percent for other countries). A high percentage of respondents also felt that the United States specifically **welcomes international students** (72 percent).⁴ However, only one quarter of respondents (25 percent) considered the United States to be a safe place to study (compared to 31 to 59 percent for other countries), and many felt that the visa procedures are difficult or complicated (61 percent vs. 1 to 30 percent for other countries) and that it is too far from home (58 percent vs. 3 to 40 percent for other countries). Many students also indicated they felt that tuition is expensive in the United States (71 percent) and that the cost of living is expensive (69 percent), although a higher percentage of students indicated that tuition and the cost of living in the United Kingdom was expensive (73 percent and 76 percent, respectively). As with the general dimensions, men rated the U.S. on average slightly more positively than women did in the potential destination dimensions.

Figure 9: Impressions of the U.S. as a Potential Study Destination



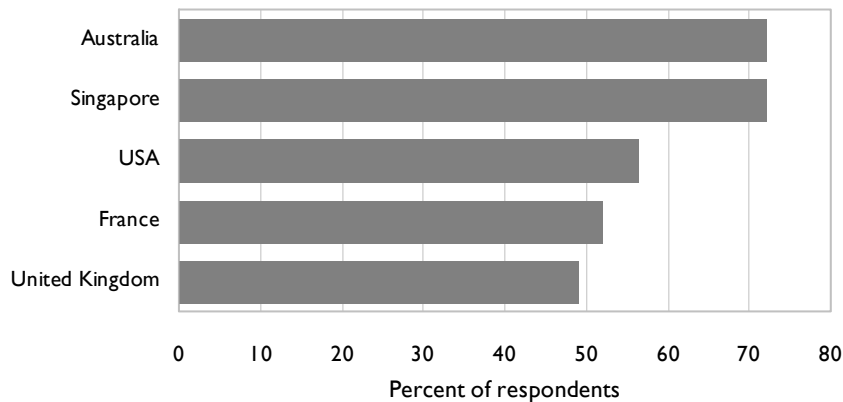
Australia and Singapore tied for the highest combined score for potential study abroad destinations (72.2), followed by the United States (56.5), France (52.0) and the United Kingdom (49.1) (fig. 10). Perceptions about the high cost of studies have negatively impacted the United Kingdom's overall average score for potential study destination, as the United Kingdom was not perceived to offer many scholarship opportunities or strong benefits in other dimensions that might outweigh the high costs. While Australia does not show particular strengths in any single dimension or group of dimensions compared to the other countries, there are also no dimensions in which Australia is particularly weak. This has resulted in a high overall average score for Australia. Australia, Singapore and France had higher ratings as potential study destinations than they did for general country impressions, while the opposite was true for the United States and the United Kingdom.

Singapore was considered a safe place to study by the highest proportion of respondents (59 percent), and was considered to have difficult or complicated visa procedures by the fewest (1 percent). Few respondents felt that Singapore was too far from home (3 percent vs. 16 to 58 percent for other

⁴ For purposes of this survey, welcoming foreigners (in general) was distinguished from specifically welcoming foreign students. The U.S. was perceived to be more welcoming to international students than to foreigners in general.

countries) or was culturally different from Vietnam (7 percent vs. 15 to 40 percent). The smallest proportion of respondents felt that Singapore had expensive tuition (9 percent vs. 20 to 72 percent) or an expensive cost of living (12 percent vs. 19 to 76 percent). These data indicate that Singapore is an attractive study destination for Vietnamese students looking for an inexpensive education close to home, and who are not overly concerned about having a wide range of schools or programs to choose from or having a distinct cultural experience during their studies.

Figure 10: Overall Combined Scores for Potential Study Destinations



A table listing the percentages for each host destination for each potential study destination dimension is given in Appendix C.

VII. Sources of Information and Influences on Decision-Making

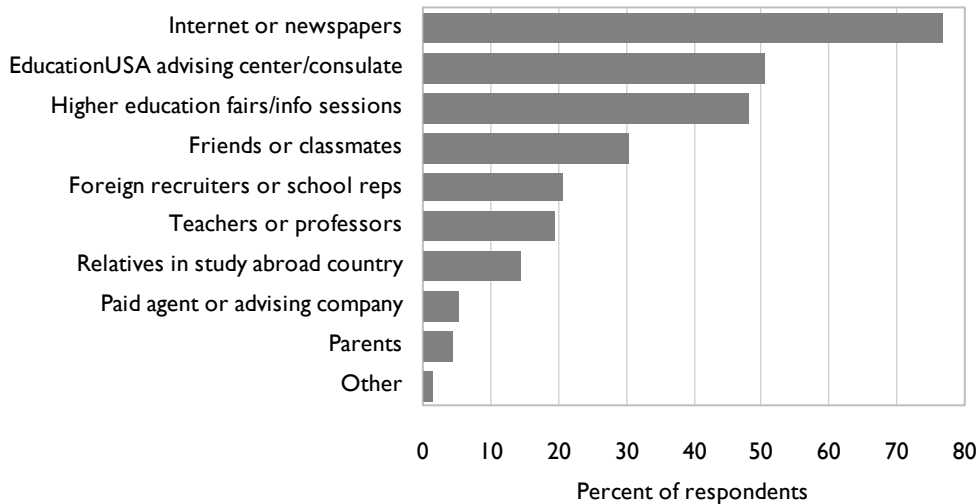
Students were asked to indicate which of the following sources was their most important source of information on study abroad, and which were among their top three most important sources: *EducationUSA* advising center or embassy/consulate, higher education fairs/info sessions, foreign recruiters or school representatives, paid agent or advising company, teachers or professors, parents, relatives in study abroad country, friends or classmates, internet or newspapers and other.

The highest proportion (47 percent) of students reported the **internet** or newspapers as their most important source of information on study abroad, followed by **EducationUSA advising centers** and/or embassies and consulates (16 percent) and higher education fairs and/or info sessions (14 percent). The other sources were indicated by 5 percent or fewer respondents.

Over three-quarters of respondents (77 percent) indicated that the internet or newspapers were among their top three most important sources of information on study abroad (fig. 11). About half of respondents indicated that the EducationUSA advising center or embassies/consulates and higher education fairs/info sessions were among their top three sources (51 percent and 48 percent, respectively). Thirty percent indicated that their friends or classmates were among the top three sources, and one-fifth indicated that foreign recruiter/school reps and teachers/professors were among their top three sources (21 percent and 19 percent, respectively). 15 percent indicated that relatives in the study abroad country were among their top three sources. 5 percent or less reported other sources among their top three sources of information.

A higher proportion of respondents in Ho Chi Minh City and Danang relied on the EducationUSA advising center and/or the embassy and consulates as their most important source of information, while the internet or newspapers seemed to be a more important source of information for students in Hanoi. Women were more likely to report their friends or classmates as among their top three sources of information on study abroad (34 percent vs. 24 percent of men). Women were also more likely to indicate that relatives in the study abroad country were one of their top three sources of information (19 percent vs. 8 percent of men).

Figure 11: Top Three Sources of Information on Study Abroad



The majority of respondents (63 percent) indicated that they themselves were the decision makers regarding their own educational decisions. About one-fifth (19 percent) indicated that their parents were the most important influence in their educational decision-making. About 8 percent reported teachers or professors as their most important influence. The remaining 10 percent indicated friends or classmates (4 percent), counselors or advisers (3 percent), relatives (2 percent) or other (less than 1 percent). Men were more likely to consider themselves as the most important influence (68 percent vs. 60 percent of women). More men also indicated their parents were the most important influences (23 percent vs. 18 percent of women). Women, on the other hand, were more likely to report their teachers or professors (8 percent vs. 6 percent of men), or their friends or classmates as the most important influence (6 percent vs. 2 percent of men).

VIII. Conclusions

Overall, the survey results indicate that the positioning of the United States as a potential study abroad destination for Vietnamese students is currently very strong compared to other possible destinations. Respondents in all three cities overwhelmingly chose the U.S. as their first-choice destination for study abroad, with second and third place Australia and the United Kingdom only garnering percentages in the single-digits. Among respondents who did not select the U.S. as their first choice destination, over half did select it as their second-choice destination. Only eight percent of all respondents listed the U.S. as neither their first nor their second choice.

The survey results also revealed several strengths and weaknesses with regard to the U.S. as a study abroad destination. Most respondents cited the quality or type of academic programs as their

main reason for wishing to study abroad. Compared to other countries, the U.S. was rated the most highly for its excellent higher education system and wide range of schools and programs. The U.S. was also rated the most highly for being a country that welcomes international students and a fun place to study. Respondents also perceived the U.S. to be the most scientifically and technically advanced country, and had the most overall favorable impression compared to the United Kingdom, Australia, France and Singapore.

However, the U.S. received the poorest ratings for personal safety, with the highest number of respondents perceiving the U.S. to be a dangerous or violent society and the lowest percentage perceiving the U.S. to be a safe place to study. Furthermore, compared to the other four countries, the U.S. was perceived to have difficult or complicated visa procedures and a long or complicated school application process. Immutable dimensions in which the U.S. rated poorly were cultural differences and distance from home.

Singapore was rated the highest along all of the above dimensions in which the U.S. scored poorly, as well as for least expensive tuition and cost of living, resulting in the highest average rating as a potential study abroad destination. Similarly, while Australia's academic programs are not perceived to be particularly strong, lower costs and more relaxed visa procedures make Australia an attractive second choice, especially since cost was cited as the number one obstacle to participating in study abroad. While the U.S. was rated the most highly for the availability of scholarships, it still received poor ratings for cost of living and tuition. Interestingly, Australia received the highest ratings for the general dimensions of being a welcoming country and the least unfriendly to foreigners, but not the highest rating for specifically welcoming international students.

The large growth in the number of students from Vietnam studying in the U.S. is unparalleled, and while the recent over forty percent annual increases are likely not sustainable due to ceiling effects and expanded base numbers, there is nevertheless still substantial room for growth. Currently only 15 percent of respondents expressed interest in language studies or ESL courses abroad. However, the vast majority (89 percent) felt that good English language skills would help them obtain a future job. This indicates that there is a large potential for expansion in this sector. As the number of Vietnamese students abroad continues to grow each year, the types of study that they are pursuing may also diversify, which will, in turn allow more Vietnamese students to have the opportunity to pursue their dreams of studying abroad.

Appendix A: IIE Resources for Prospective International Students

IIE-VIETNAM

IIE-Vietnam is a branch of the Institute of International Education, an independent non-profit organization headquartered in New York City, with branches around the world. IIE has been active in Vietnam since 1992 and has an office in Hanoi. IIE-Vietnam:

- administers **admissions tests** such as the TOEFL, GRE, SAT and LSAT;
- promotes and/or manages several **scholarship and fellowship programs**, such as the Fulbright Student Program, East-West Center Scholarship, SMBC Global Foundation Scholarship, GE Foundation Scholar-Leaders Program, Japan-IMF Scholarship Program for Advanced Studies, Wesleyan Freeman Asian Scholars Program and the Ford Foundation Global Travel and Learning Fund (GTLF);
- organizes **U.S. Higher Education Fairs** in Hanoi, Danang and Ho Chi Minh City;
- provides special services for U.S. colleges and universities seeking to establish a presence in Vietnam and for Vietnamese institutions reaching out to their U.S. counterparts.

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WEBSITES

www.iie.org – homepage for the Institute of International Education and its over 250 programs

www.iievn.org – IIE-Vietnam’s homepage (in both English and Vietnamese)

www.IIENetwork.org – online resource for IIE members, including publications, best practices, conferences, more

EducationUSA.state.gov – official U.S. State Department website for study in the U.S.

www.FundingUSstudy.org – scholarships for international students who wish to study in the U.S.

www.IntensiveEnglishUSA.com – online listing of intensive English programs in the U.S.

opendoors.iienetwork.org – *Open Doors*: data on U.S. in- and out-bound student mobility and background materials

atlas.iienetwork.org – *Project Atlas*: data on international student mobility for key destinations and sending countries

www.iiebooks.org – IIE's online bookstore

Appendix B: General Impression Dimensions (Percentages)

Dimension	TOTAL	REGION			GENDER	
		HCMC	Hanoi	Danang	Female	Male
I have a favorable impression of the USA	65.8	65.6	69.8	50.0	63.2	71.0
I have a favorable impression of the UK	37.0	32.0	44.4	37.5	36.8	37.3
I have a favorable impression of Australia	45.3	46.4	44.4	42.5	44.6	46.7
I have a favorable impression of France	25.9	19.2	37.9	17.5	28.1	21.9
I have a favorable impression of Singapore	36.8	35.6	38.5	37.5	39.3	32.5
AVERAGE	42.2	39.8	47.0	37.0	42.4	41.9
Welcoming country: USA	54.2	53.2	56.2	52.5	51.9	58.6
Welcoming country: UK	20.9	18.4	24.9	20.0	17.5	27.2
Welcoming country: Australia	60.6	58.4	66.3	50.0	62.5	58.0
Welcoming country: France	25.9	18.8	36.1	27.5	26.3	25.4
Welcoming country: Singapore	53.4	50.4	62.1	35.0	55.1	50.9
AVERAGE	43.0	39.8	49.1	37.0	42.7	44.0
Scientifically & technologically advanced: USA	91.5	90.8	92.9	90.0	90.9	92.9
Scientifically & technologically advanced: UK	51.0	46.4	57.4	52.5	51.2	51.5
Scientifically & technologically advanced: Australia	31.4	26.4	39.6	27.5	31.9	30.8
Scientifically & technologically advanced: France	27.9	21.6	36.7	30.0	27.0	29.6
Scientifically & technologically advanced: Singapore	34.0	30.8	40.2	27.5	37.9	27.8
AVERAGE	47.2	43.2	53.4	45.5	47.8	46.5
Creative music, art & literature: USA	39.7	38.0	42.6	37.5	36.5	45.6
Creative music, art & literature: UK	48.4	46.8	49.7	52.5	51.2	44.4
Creative music, art & literature: Australia	13.7	12.8	13.6	20.0	12.3	16.6
Creative music, art & literature: France	67.8	62.4	77.5	60.0	70.5	63.3
Creative music, art & literature: Singapore	7.0	7.6	4.1	15.0	5.6	9.5
AVERAGE	35.3	33.5	37.5	37.0	35.2	35.9
Excellent higher education system: USA	88.2	88.4	89.3	82.5	87.7	89.9
Excellent higher education system: UK	63.8	61.6	65.7	70.0	64.9	61.5
Excellent higher education system: Australia	32.0	31.6	31.4	37.5	33.7	29.0
Excellent higher education system: France	14.8	10.4	20.7	17.5	14.7	15.4
Excellent higher education system: Singapore	24.6	27.2	21.3	22.5	25.3	24.3
AVERAGE	44.7	43.8	45.7	46.0	45.3	44.0
Dangerous or violent society: USA	54.2	58.4	49.7	47.5	53.7	55.6
Dangerous or violent society: UK	10.0	11.6	8.3	7.5	8.4	13.0
Dangerous or violent society: Australia	3.1	3.2	2.4	5.0	3.2	2.4
Dangerous or violent society: France	4.6	4.0	5.3	5.0	4.2	5.3
Dangerous or violent society: Singapore	1.1	1.6	0.6	0.0	1.4	0.6
AVERAGE	14.6	15.8	13.3	13.0	14.2	15.4
Unfriendly to foreigners: USA	10.7	10.8	11.8	5.0	10.2	11.8
Unfriendly to foreigners: UK	30.5	32.4	29.6	22.5	33.3	25.4
Unfriendly to foreigners: Australia	2.8	3.2	1.8	5.0	3.5	1.2
Unfriendly to foreigners: France	15.0	17.6	12.4	10.0	11.9	20.1
Unfriendly to foreigners: Singapore	7.6	9.6	5.3	5.0	5.6	10.7
AVERAGE	13.3	14.7	12.2	9.5	12.9	13.8

Appendix C: Potential Study Destination Dimensions (Percentages)

Dimension	TOTAL	REGION			GENDER	
		HCMC	Hanoi	Danang	Female	Male
Wide range of schools and programs: USA	91.7	91.6	91.7	92.5	90.2	94.7
Wide range of schools and programs: UK	49.2	45.6	55.0	47.5	49.8	47.9
Wide range of schools and programs: Australia	48.4	47.2	50.9	45.0	50.9	44.4
Wide range of schools and programs: France	16.6	12.8	23.1	12.5	16.8	16.6
Wide range of schools and programs: Singapore	27.0	26.0	28.4	27.5	29.8	23.1
AVERAGE	46.6	44.6	49.8	45.0	47.5	45.3
Fun place to study: USA	75.8	76.8	76.3	67.5	75.8	76.9
Fun place to study: UK	39.0	33.6	46.2	42.5	38.6	39.1
Fun place to study: Australia	45.8	44.0	45.6	57.5	46.3	45.0
Fun place to study: France	21.4	16.4	30.2	15.0	21.4	21.3
Fun place to study: Singapore	32.7	34.8	27.2	42.5	31.9	34.3
AVERAGE	42.9	41.1	45.1	45.0	42.8	43.3
Welcomes international students: USA	72.3	72.8	75.7	55.0	71.6	74.0
Welcomes international students: UK	33.3	32.4	36.1	27.5	31.2	37.3
Welcomes international students: Australia	64.7	64.0	68.6	52.5	68.4	59.8
Welcomes international students: France	24.8	20.4	33.1	17.5	26.3	21.9
Welcomes international students: Singapore	60.3	58.4	66.9	45.0	64.2	53.8
AVERAGE	51.1	49.6	56.1	39.5	52.3	49.4
Many scholarships are available: USA	72.1	69.2	76.9	70.0	72.3	72.8
Many scholarships are available: UK	17.6	15.6	19.5	22.5	14.0	23.7
Many scholarships are available: Australia	42.3	43.6	42.0	35.0	41.8	43.8
Many scholarships are available: France	14.4	11.6	17.8	17.5	13.3	16.0
Many scholarships are available: Singapore	35.1	35.2	37.9	22.5	38.9	29.6
AVERAGE	36.3	35.0	38.8	33.5	36.1	37.2
Tuition is expensive: USA	70.8	71.2	72.2	62.5	69.5	73.4
Tuition is expensive: UK	73.4	69.2	81.7	65.0	74.0	72.2
Tuition is expensive: Australia	20.0	19.6	22.5	12.5	19.3	20.7
Tuition is expensive: France	19.8	20.0	21.3	12.5	21.1	18.3
Tuition is expensive: Singapore	9.2	8.4	11.8	2.5	10.5	7.1
AVERAGE	38.6	37.7	41.9	31.0	38.9	38.3
Cost of living is expensive: USA	69.1	70.8	69.2	57.5	68.8	69.8
Cost of living is expensive: UK	76.3	71.6	84.6	70.0	78.6	72.2
Cost of living is expensive: Australia	19.0	18.4	20.1	17.5	18.6	18.9
Cost of living is expensive: France	31.4	30.4	34.3	25.0	32.6	29.0
Cost of living is expensive: Singapore	12.2	11.6	13.6	10.0	13.0	11.2
AVERAGE	41.6	40.6	44.4	36.0	42.3	40.2

Appendix C: Potential Study Destination Dimensions (Percentages) (cont.)

Dimension	TOTAL	REGION			GENDER	
		HCMC	Hanoi	Danang	Female	Male
Difficult or complicated visa procedures: USA	60.8	70.0	49.1	52.5	59.6	62.1
Difficult or complicated visa procedures: UK	29.2	32.0	24.9	30.0	27.7	32.0
Difficult or complicated visa procedures: Australia	6.3	6.8	4.7	10.0	6.3	6.5
Difficult or complicated visa procedures: France	11.5	13.6	8.9	10.0	11.2	12.4
Difficult or complicated visa procedures: Singapore	1.1	0.4	1.8	2.5	1.4	0.6
AVERAGE	21.8	24.6	17.9	21.0	21.2	22.7
Too far from home: USA	58.4	57.2	58.0	67.5	61.1	55.0
Too far from home: UK	40.1	39.6	40.2	42.5	40.7	39.1
Too far from home: Australia	15.7	16.4	14.8	15.0	16.8	14.2
Too far from home: France	33.8	33.6	32.5	40.0	34.7	33.1
Too far from home: Singapore	2.6	1.6	3.0	7.5	2.8	2.4
AVERAGE	30.1	29.7	29.7	34.5	31.2	28.8
Long or complicated application process: USA	47.9	48.4	48.5	42.5	49.5	45.0
Long or complicated application process: UK	30.5	29.6	30.2	37.5	29.5	32.0
Long or complicated application process: Australia	9.2	8.4	8.9	15.0	8.8	10.1
Long or complicated application process: France	12.0	11.6	12.4	12.5	11.2	13.6
Long or complicated application process: Singapore	6.3	6.0	6.5	7.5	7.0	5.3
AVERAGE	21.2	20.8	21.3	23.0	21.2	21.2
Too many cultural differences: USA	39.9	41.6	37.9	37.5	39.6	40.8
Too many cultural differences: UK	29.0	30.0	24.9	40.0	29.5	29.0
Too many cultural differences: Australia	15.0	17.2	11.2	17.5	13.7	17.8
Too many cultural differences: France	22.0	23.2	18.3	30.0	21.1	23.7
Too many cultural differences: Singapore	6.5	8.0	4.1	7.5	6.7	6.5
AVERAGE	22.5	24.0	19.3	26.5	22.1	23.6
Safe place to study: USA	25.1	24.4	26.0	25.0	22.5	29.6
Safe place to study: UK	38.8	35.2	45.6	32.5	37.5	40.2
Safe place to study: Australia	57.3	56.8	56.2	65.0	57.9	56.2
Safe place to study: France	30.7	25.2	40.8	22.5	33.0	26.6
Safe place to study: Singapore	58.6	55.2	65.1	52.5	61.1	54.4
AVERAGE	42.1	39.4	46.7	39.5	42.4	41.4
Difficult language barrier: USA	12.2	13.2	12.4	5.0	9.8	16.6
Difficult language barrier: UK	10.5	10.0	11.8	7.5	10.5	10.7
Difficult language barrier: Australia	7.4	6.8	7.1	12.5	7.0	8.3
Difficult language barrier: France	53.6	59.2	45.6	52.5	56.5	49.1
Difficult language barrier: Singapore	8.9	9.2	8.3	10.0	9.1	8.9
AVERAGE	18.5	19.7	17.0	17.5	18.6	18.7