

INTERNATIONAL STUDENT SURVEY 2011

Findings from the International Student Survey conducted at Aarhus University, the former Aarhus School of Business, the former institute of Business and Technology in Herning and Aarhus School of Architecture, spring 2011



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INTRODUCTION

InterResource has conducted a survey among international full-degree students enrolled in Aarhus University, the former Aarhus School of Business, the former Institute of Business and Technology in Herning¹ and Aarhus School of Architecture in the spring 2011.

InterResource conducted the survey among the international students to get an overview of how they perceive Denmark and the Danish labour market. The main goal of the survey was to measure the satisfaction and willingness to stay in Denmark among the internationals. Also the survey aimed to reveal the factors that influence students' decision to stay in Denmark in order to retain more internationals in the region. In 2009 InterResource conducted a similar survey focusing on the same topics.

This report is structured as follows:

Chapter 1 presents background information about InterResource and the arguments for conducting this survey, as well as descriptive data about the survey participants.

Chapter 2 presents how international full-degree students perceive their current status regarding the process of integration in the Danish society and to identify the factors related to cultural integration, which influence the international students' decision towards staying in Denmark after graduation.

Chapter 3 illustrate the international full-degree students' presence on the Danish job market and to identify possible relationships between factors related to cultural integration and aspects specific to the Danish job market.

¹ Please note that the organization of Aarhus University has changed during the survey period. Now, Aarhus School of Business and IBT Herning are integrated units in Aarhus University. For this reason, all institutions are named "units" in Table 1.

Chapter 4 highlights the expectations of international full-degree students about the Danish job market before arriving to Denmark, and how their perceptions changed after being confronted with reality.

Chapter 5 reveals the insights drawn from the reasons given by the international students when asked why they would stay (or not) in Denmark after graduation, and what would make them want to stay.

1. ABOUT INTERRESOURCE

This chapter presents background information about InterResource and the arguments for conducting this survey as well as descriptive data about the survey participants.

The project InterResource started in January 2009 for a 3 year period. It is owned by AU Career and performs the same functions as the career centre, but aimed at international students. Furthermore the project covers the whole university. It also has Studenterhus Aarhus as a partner.

In short the project aims to create the missing link between the Danish companies and the international students and thereby retain highly educated graduates in the region. This is done by:

- Increasing the awareness among the Danish companies that the international students can be a valuable resource.
- Guiding the international students in the process of finding study-relevant jobs and internships during their education, and a full-time employment after the graduation.

InterResource is funded by the European Union Social funds and by Region Midtjylland (Central Denmark Region).

In order to achieve its goals the InterResource project organizes different events for international students like:

- CV and cover letter seminars
- Lectures about the Danish culture
- Networking events for internationals
- Entrepreneurship events for internationals
- Informative events for students who are about to graduate

The project is also offering personal counselling for the students which includes career counselling, personal feedback on CVs and cover letters as well as Garuda focus profile.

Besides the events the InterResource staff visits companies to inform them about the potential of the international students and how a company can benefit from it. The companies are also assisted with formulating projects and tasks for the internationals as well as writing job ads. InterResource also sends out job ads to the students.

Descriptive data

A number of 519 students have participated in the survey out of the total 3156 international students to which the survey was sent, which equals a response rate of 16.44%.

Unit	# Sent	% of Total Sent	# Responded	Response Rate
ASB	1140	36,1%	203	17,8%
AU	1567	49,7%	170	10,8%
Architecture	149	4,7%	22	14,8%
IBT Herning	300	9,5%	124	41,3%
All Units	3156		519	16,4%

Table 1 – Distribution of international students and survey respondents by unit

Out of the 519 respondents, 49.9% were females, 29.1% were males and 21% did not want to disclose their gender.

408 respondents chose to disclose their age, and the average age for this sample was 24.81.

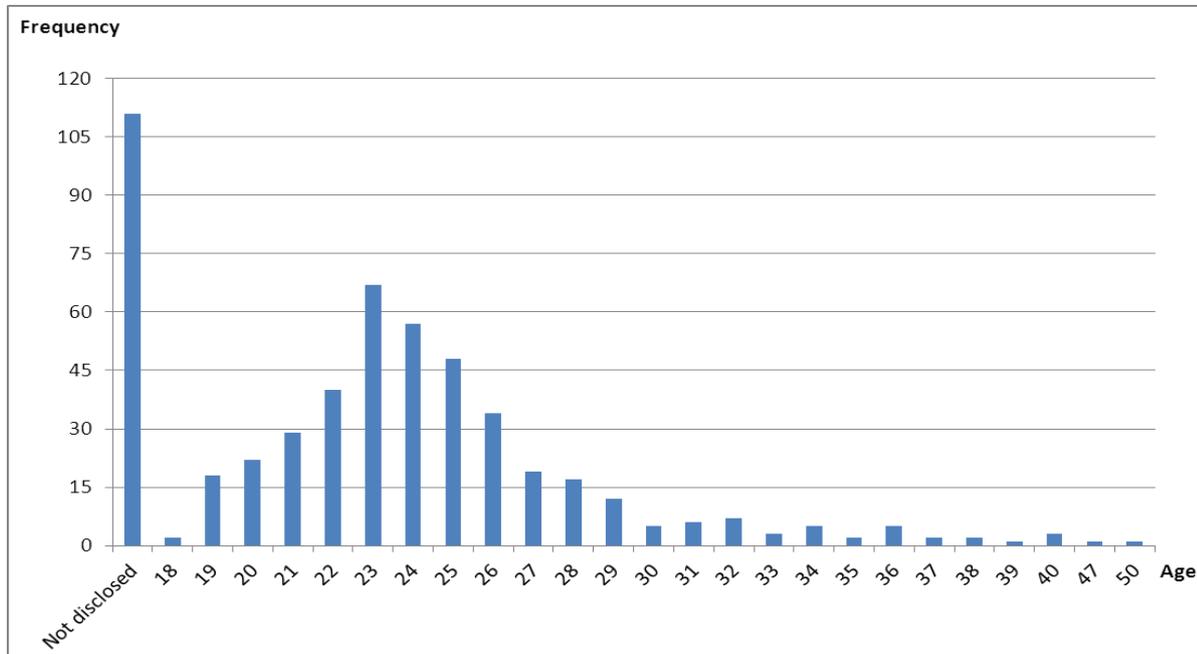


Figure 1 – Distribution of Age for survey respondents

The geographical distribution of the 519 respondents was the following:

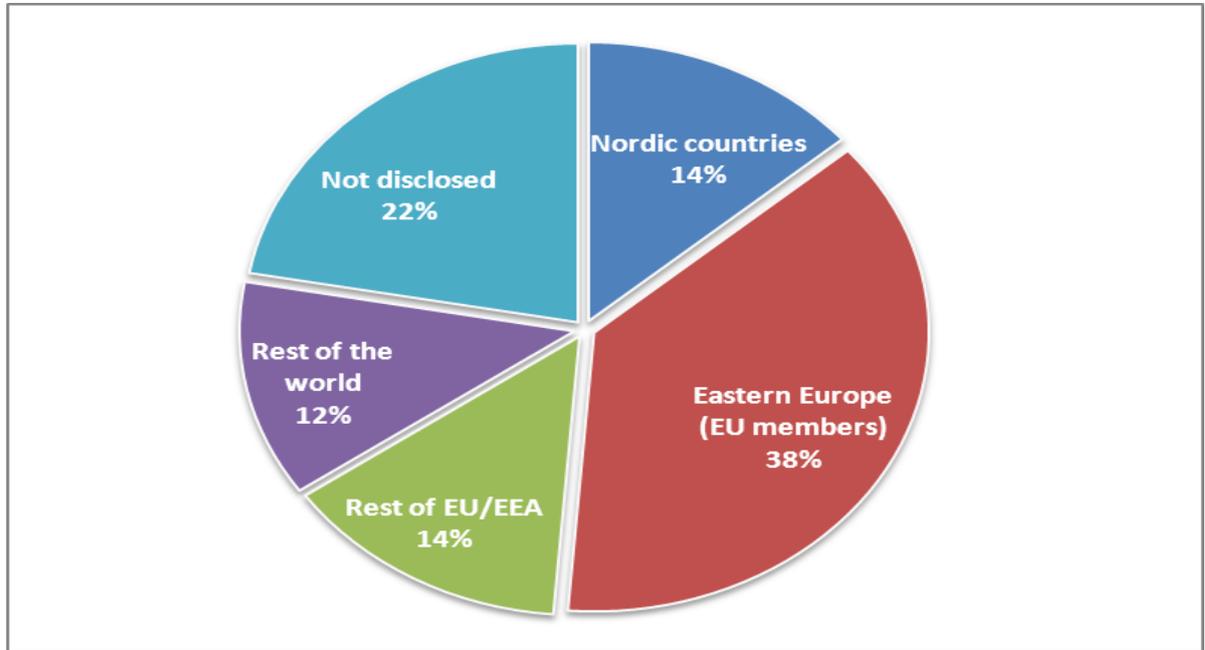


Figure 2 – Geographical distribution of survey participants

The top 5 countries are shown in the table below.

The respondent's native country	Number of cases (out of 519 respondents)
Romania	60
Lithuania	52
Germany	40
Norway	34
Bulgaria	33

Table 2 – Top 5 countries by number of survey participants

The main reason why Denmark was chosen as a country of education was "I have heard that Denmark was a good place to study", according to 46% of the respondents.

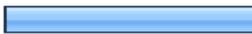
		Response Percent	Response Count
I have a Danish girl/boyfriend		7.5%	34
I have heard that Denmark was a good place to study		46.0%	209
I got it recommended from a former student at my Danish university		5.3%	24
The university where I study has an exchange student agreement with the Danish university		1.8%	8
I could not get my specialization/study program at another university		10.8%	49
I have family in Denmark		8.1%	37
There are good job opportunities		3.5%	16
Other		17.0%	77
		answered question	454
		skipped question	65

Table 3 – Summary of responses for the question "Why did you choose to study in Denmark?"

Among other reasons for choosing Denmark as a place to study were the high university rankings, attractive study programs, receiving scholarships and the fact that education is free for EU citizens.

The fact that Denmark was chosen for studies due to the lack of tuition fee for EU citizens is confirmed by the respondents when they are asked how their education in Denmark is financed, as 70% state that "I am an EU citizen and I don't have to pay for it".

		Response Percent	Response Count
My parents		26.2%	119
I'm an EU citizen and I don't have to pay for it		70.0%	318
Exchange programs (ex: Erasmus, Nordplus)		1.1%	5
Government grants		10.4%	47
Scholarships		9.9%	45
Personal savings		22.7%	103
Paid for by employer in DK		6.4%	29
Paid for by employer in home country		0.9%	4
Other		10.1%	46
		answered question	454
		skipped question	65

Table 4 – Summary of responses for the question "How is your education in Denmark financed? (Please check all that apply)"

2. INTEGRATION ASPECTS

This chapter presents how international full-degree students perceive their current status regarding the process of integration in the Danish society and to identify the factors related to cultural integration which influence the international students' decision towards staying in Denmark after graduation.

The majority of the survey participants are relatively newcomers to Denmark, 31.7% of 410 respondents declaring that they have lived in Denmark less than 1 year, while 45.4% state that they have been living in Denmark for 1-3 years.

		Response Percent	Response Count
Less than a year		31.7%	130
1-3 years		45.4%	186
3 – 6 years		15.1%	62
6 – 10 years		5.9%	24
More than 10 years		2.0%	8
		answered question	410
		skipped question	109

Table 5 – Summary of responses for the question "How long have you lived in Denmark?"

When asked about their proficiency in Danish, 40.6% out of 414 respondents consider that they have poor Danish skills, while 11.4% state they cannot speak Danish at all.

		Response Percent	Response Count
Fluently		15.0%	62
Good		14.5%	60
Okay		18.6%	77
Poorly		40.6%	168
Not at all		11.4%	47
answered question			414
skipped question			105

Table 6 – Summary of responses for the question “Do you speak Danish?”

However, 83.3% out of 401 respondents intend to learn Danish, as the majority of survey participants consider that learning Danish is very important in order to integrate in the Danish society.

		Response Percent	Response Count
Yes		83.3%	334
No		16.7%	67
Why or why not?			238
answered question			401
skipped question			118

Table 7 – Summary of responses for the question “Do you intend to learn Danish?”

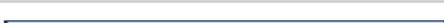
		Response Percent	Response Count
Not important		2.7%	11
Important		26.9%	111
Very important		67.6%	279
I don't know		2.9%	12
answered question			413
skipped question			106

Table 8 – Summary of responses for the question “How important is it to learn Danish in order to integrate in Danish society?”

Some of the open comments can shed more light on the topic:

“The language barrier is much more problematic than I ever expected it to be, not concerning the studies or university life, but regarding private life. I would assume that integrating into Danish society and making Danish friends is much easier when you’re fluent in Danish right from the beginning.”

“I live in Denmark, therefore I think it’s important to speak the language, to integrate, and Danes respect foreigners that speak Danish.”

Out of 413 respondents, 54.7% state that the majority of their friends located in Denmark are international students, while 10.7% declared that they mainly have Danish friends.

		Response Percent	Response Count
Danish Nationals mainly		10.7%	44
International students mainly		54.7%	226
Both		34.6%	143
		answered question	413
		skipped question	106

Table 9 – Summary of responses for the question “Where are your friends from mainly (the ones located in Denmark)?”

The low percentage of international students having mainly Danish friends can be explained by how international students perceive the degree of difficulty in building a personal network with Danes or becoming friends with Danish nationals.

32.1% and, 20.7%, respectively out of 411 respondents consider that it is difficult or very difficult to become part of a network with young Danes. Furthermore, 34.6% and 24.9% respectively out of 410 respondents consider that it is difficult or very difficult to make Danish friends.

	Very easy	Easy	Neutral	Difficult	Very difficult	Don't know	Response Count
Become part of a network with young Danes	4.9% (20)	16.1% (66)	23.8% (98)	32.1% (132)	20.7% (85)	2.4% (10)	411
Make Danish friends	3.4% (14)	12.4% (51)	22.4% (92)	34.6% (142)	24.9% (102)	2.2% (9)	410
answered question							414
skipped question							105

Table 10 – Summary of responses for the question “Is it easy to ...?”

More insights can be drawn from the survey’s open comments. Some international students have had a tough time:

“I thought by doing my master abroad I would more or less automatically make a lot of new friends from Denmark. In class I’m more or less the only international that hangs out with the Danes and participates in social events (the other internationals stick to themselves). Even though I get along with everyone very well I hardly ever hear from any of them [the Danes] outside of classes.”

“I was expecting people to be more open and welcoming towards internationals, and they are not... I realized the people are very helpful and nice, but very reserved and even judgemental when it comes to internationals.”

For another, it has been easier:

“I expected the worst from Denmark. Expected the people wouldn’t be friendly at all, and expected that everything would be hard for me. People were not as unfriendly as I thought they would be. They are polite and very helpful and after that some of them even become your friends. Nothing has been as hard as I thought it would be.”

However, most of the international students declared that they would like to have a bigger Danish network or more Danish friends.

		Response Percent	Response Count
Yes		77.2%	319
No		9.2%	38
Don't know		13.6%	56
answered question			413
skipped question			106

Table 11 – Summary of responses for the question “Would you like to have a bigger Danish network / more Danish friends?”

In order to see how Danes are perceived by the international students, the survey participants were asked to give ratings to a set of qualitative attributes. A detailed overview of the international students' perceived image of the Danes is shown in the table on the following page.

	1	2	3	4	5	Response Count
Open-minded	6.3% (26)	17.3% (71)	28.2% (116)	32.6% (134)	15.6% (64)	411
Friendly	3.9% (16)	15.6% (64)	33.3% (137)	33.6% (138)	13.6% (56)	411
Extroverted	18.6% (76)	29.6% (121)	33.0% (135)	14.2% (58)	4.6% (19)	409
Tolerant	4.1% (17)	18.0% (74)	34.8% (143)	28.7% (118)	14.4% (59)	411
Helpful	2.2% (9)	10.7% (44)	22.9% (94)	42.0% (172)	22.2% (91)	410
Organized	3.4% (14)	9.3% (38)	22.0% (90)	35.1% (144)	30.2% (124)	410
Interesting	5.1% (21)	16.8% (69)	36.1% (148)	33.9% (139)	8.0% (33)	410
Goal-oriented	3.4% (14)	6.9% (28)	28.5% (116)	41.0% (167)	20.1% (82)	407
Happy	2.4% (10)	8.6% (35)	27.1% (111)	36.7% (150)	25.2% (103)	409
Racist	29.3% (120)	23.4% (96)	23.2% (95)	20.0% (82)	4.1% (17)	410
answered question						411
skipped question						108

Table 12 – Summary of responses for the question “How would you characterize the Danes on a scale from 1 to 5? (1 you do not agree, 5 you do agree)”

The majority of the respondents consider that Danes are helpful, organized, goal-oriented and happy. There are mixed views when it comes to racism. While 29.3% and 23.4% respectively out of 410 respondents strongly disagree or partly disagree with Danes being characterized by being racist, there is a proportion of 20% which partly agree.

Regarding their intention to stay in Denmark after their studies, 49.4% out of 413 respondents said "Maybe", 18.2% intend to leave after graduating and the remaining 32.4% intend to stay.

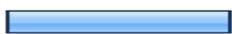
		Response Percent	Response Count
Yes		32.4%	134
No		18.2%	75
Maybe		49.4%	204
answered question			413
skipped question			106

Table 13 – Summary of responses for the question "Do you intend to stay in Denmark after your studies?"

The feeling of uncertainty is persistent among the international students who declared their intentions to stay. 59.7% out of the 134 respondents wanting to stay in Denmark after their studies chose to answer "I don't know" when they were asked how long they intended to stay.

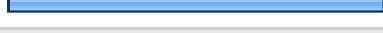
		Response Percent	Response Count
6 months or less		0.0%	0
1 year		2.2%	3
2 years		6.7%	9
3 years		4.5%	6
4 years		2.2%	3
Forever		24.6%	33
I don't know		59.7%	80
answered question			134
skipped question			385

Table 14 – Summary of responses for the question "How long do you intend to stay?"

This high uncertainty regarding international students' intentions to settle in Denmark stresses even more the need to identify the issues that affect the students' willingness to stay in Denmark upon completion of their education.

In chapter 5, we will present the reasons why international students decided "for" or "against" settling in Denmark after their studies. In the same chapter, we will also present situations which would convince the undecided to stay in Denmark after graduating.

Our objective now is to find whether there are statistically significant relationships between cultural integration aspects (e.g.: learning Danish, building a network of Danish friends, etc.) and the international students' intentions towards staying in Denmark after graduating.

For that purpose, cross-tabulation analysis tools were employed and statistical tests were performed, in order to control for statistical independence, as well as for measuring the strength of association between variables. For more details, please consult Appendix 1.

We have investigated whether there is a relationship between the international students' *proficiency in Danish* and their *intention to stay in Denmark*. The results are presented in the figure below:

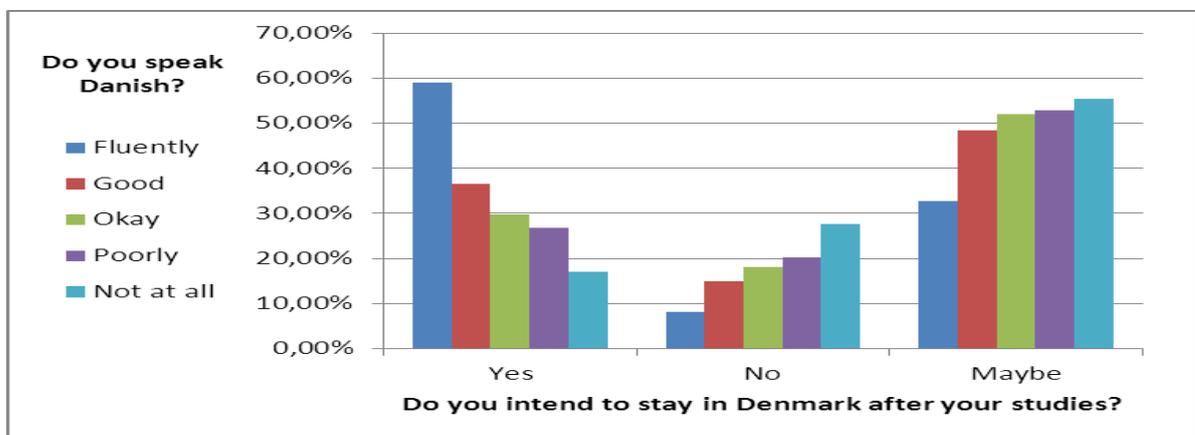


Figure 3 - Cross-tab displaying survey participants' proficiency in Danish by their intention to stay in Denmark - graphical representation

The Chi-squared test shows us that there is a weak, but statistically significant relationship² between the international students' *proficiency in Danish* and their *intention to stay in Denmark*.

The above graph shows that students having gained advanced Danish skills are more likely to want to stay in Denmark after graduation than students with poor Danish skills. Also, students being more proficient in Danish are less likely to be undecided whether to stay in Denmark after graduating compared to students with low proficiency in Danish.

The next step was to determine a possible relationship between the international students' *intention to learn Danish* and their *intention to stay in Denmark*. The results are presented in the figure on the following page:

² (Cramer's V = 0.189; Pearson Chi-squared statistic = 29.5567; P-value < 1%). (See Appendix 1 for more information)

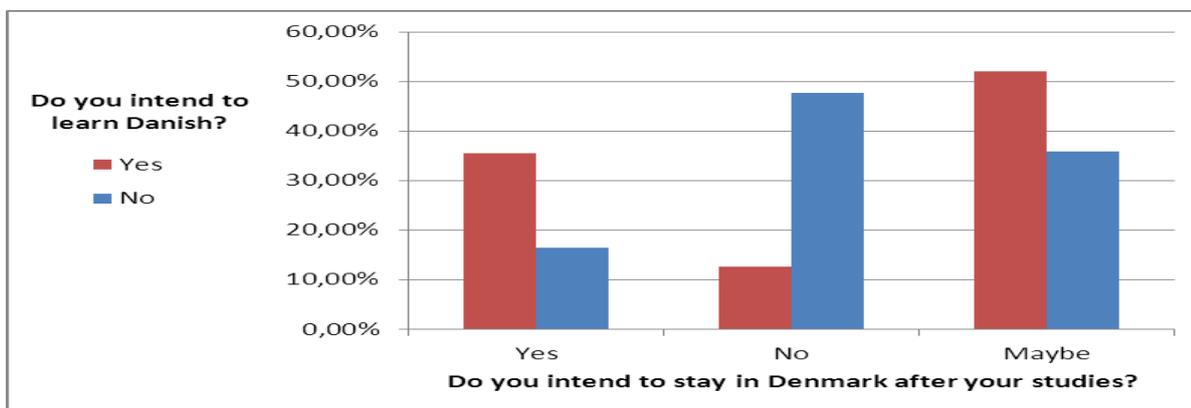


Figure 4 – Cross-tab displaying survey participants' intention to learn Danish by their intention to stay in Denmark – graphical representation

The Chi-squared test shows us that there is a strong, statistically significant relationship³ between the international students' *intention to learn Danish* and their *intention to stay in Denmark*.

As seen in the above graph, students who intend to learn Danish are more likely to want to stay in Denmark after graduation than students who do not intend to learn Danish.

Also, students who intend to learn Danish are more likely to be undecided whether they want to stay in Denmark after graduating compared to students who do not intend to learn Danish.

The logical reasoning behind this situation is the following:

Students who intend to study Danish want to improve their chances for finding a job and to become integrated in the Danish society. However, the decision of settling in Denmark ultimately depends on finding a full-time job. Since there is high uncertainty about the time span in which international students will find a job, they are highly likely to be undecided about their future in Denmark.

On the other hand, students who do not intend to study Danish are either already fluent in Danish and their decision to stay in Denmark depends on other factors, or they have already decided not to settle in Denmark and thus there is no point in learning the local language.

Furthermore, we have checked for a possible relationship between the *structure of international students' network of personal connections* (i.e. having mainly Danish friends, mainly international friends or a balanced mix) and their *intention to stay in Denmark*. The results are presented in the figure on the following page.

³ (Cramer's V = 0,341; Pearson Chi-squared statistic = 46,4501; P-value < 1%) (See Appendix 1 for more information)

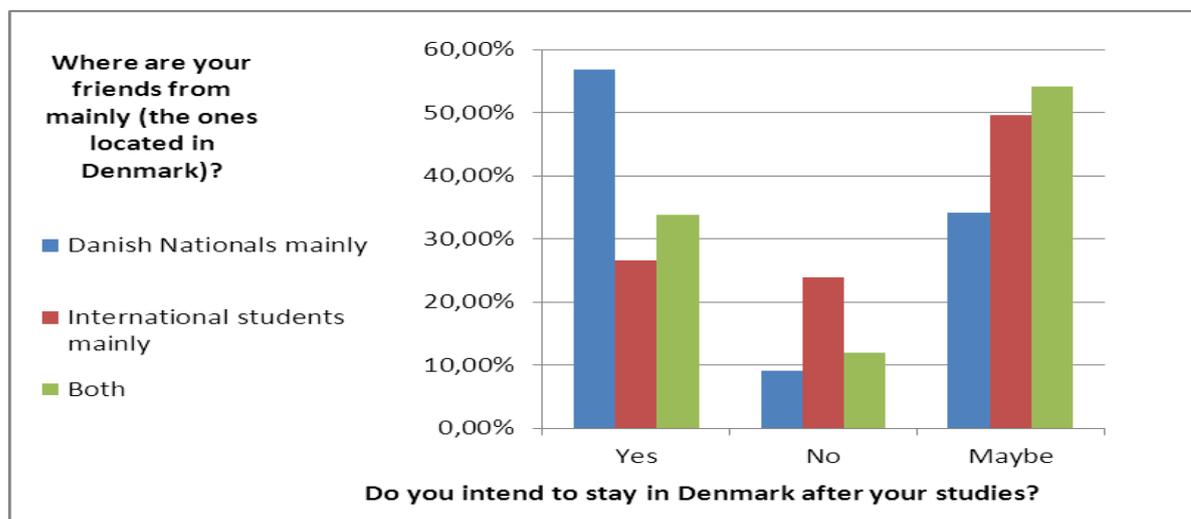


Figure 5 – Cross-tab displaying the *structure of survey participants' network of personal connections* by their *intention to stay in Denmark* – graphical representation

The Chi-squared test results show us that there is a weak, but statistically significant relationship⁴ between the *structure of international students' network of personal connections* and their *intention to stay in Denmark*.

The above graph indicates that international students having mainly Danish friends are more likely to be willing to stay in Denmark compared to the other groups. Students having mainly international friends are the most likely to want to leave Denmark.

Also, students having mainly Danish friends are the least likely to be undecided whether they want to stay in Denmark after graduating.

Another matter worth investigating was to determine whether there is a relationship between the *time periods already spent in Denmark* and the international students' *intention to stay in Denmark*. The results are presented in the figure below:

⁴ (Cramer's V = 0.165; Pearson Chi-squared statistic = 22.4153; P-value < 1%) (See Appendix 1 for more information)

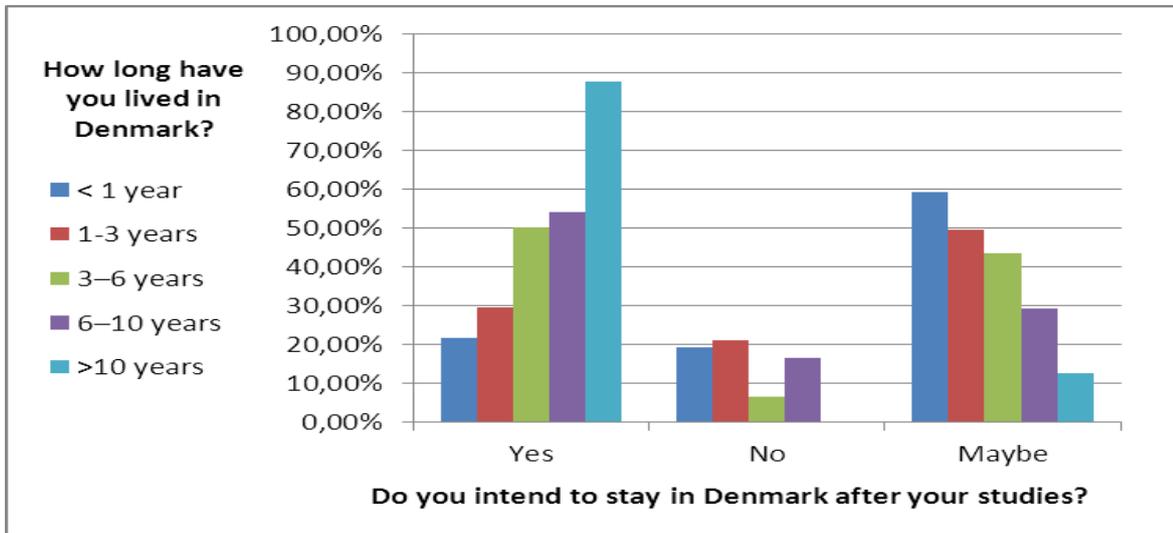


Figure 6 – Cross-tab displaying the *time periods that survey participants have already spent in Denmark* by their *intention to stay in Denmark* – graphical representation

The Chi-squared test results indicate that there is a moderate, statistically significant relationship⁵ between the *time periods already spent in Denmark* and the international students' *intention to stay in Denmark*.

The above graph suggests the fact that the longer the period having already lived in Denmark, the more likely it is for international students to want to stay in Denmark after graduating. Moreover, it suggests that the longer the period having already lived in Denmark, the less likely it is for international students to be undecided whether they want to stay in Denmark after graduating.

An important aspect for becoming integrated in the Danish culture is establishing many personal connections with the Danes. As it was earlier presented, the majority of international students consider it difficult or very difficult to become part of a network of young Danes and to make Danish friends.

This could be related to the idea that it takes time to connect with the Danes, as connections are based on trust, and the process of building trust is time consuming.

In order to see if this idea is empirically supported, it was necessary to determine whether there is a relationship between the *time periods already spent in Denmark* and the *structure of international students' network of personal connections*. The results are presented in the figure on the following page:

⁵ (Cramer's V = 0.210; Pearson Chi-squared statistic = 36.2393; P-value < 1%) (See Appendix 1 for more information)

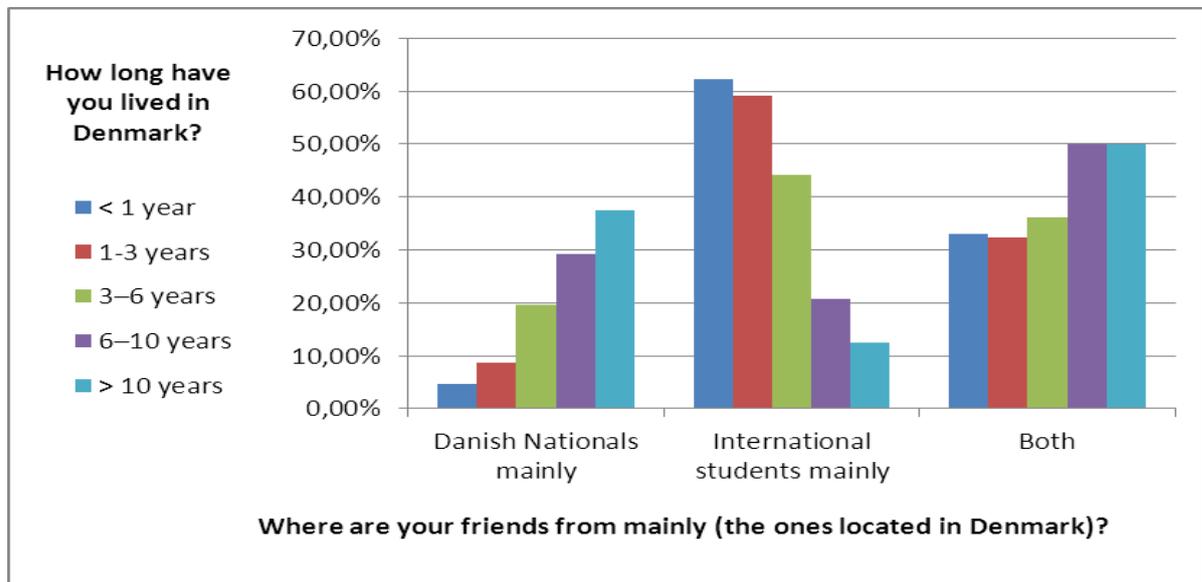


Figure 7 – Cross-tab displaying the time periods that survey participants have already spent in Denmark by the structure of their network of personal connections – graphical representation

The Chi-squared test results indicate that there is a moderate, statistically significant relationship⁶ between the *time periods already spent in Denmark* and the *structure of international students' network of personal connections*.

As it can be seen in the above graph, international students having lived in Denmark for longer periods are more likely to have mainly Danish friends compared to the international students being relatively new in Denmark.

Thus, there is empirical evidence which suggests that it does take time to build personal connections with the Danes.

Theoretically, one might also appreciate that a better knowledge of Danish will ease the networking process and consequently increase the proportion of Danish friends. In order to see if this theory can be empirically supported, we have checked whether there is a significant relationship between *Proficiency in Danish* and the *structure of international students' network of personal connections*. The results are presented in the figure on the following page.

⁶ (Cramer's V = 0.211; Pearson Chi-squared statistic = 36.2515; P-value < 1%) (See Appendix 1 for more information)

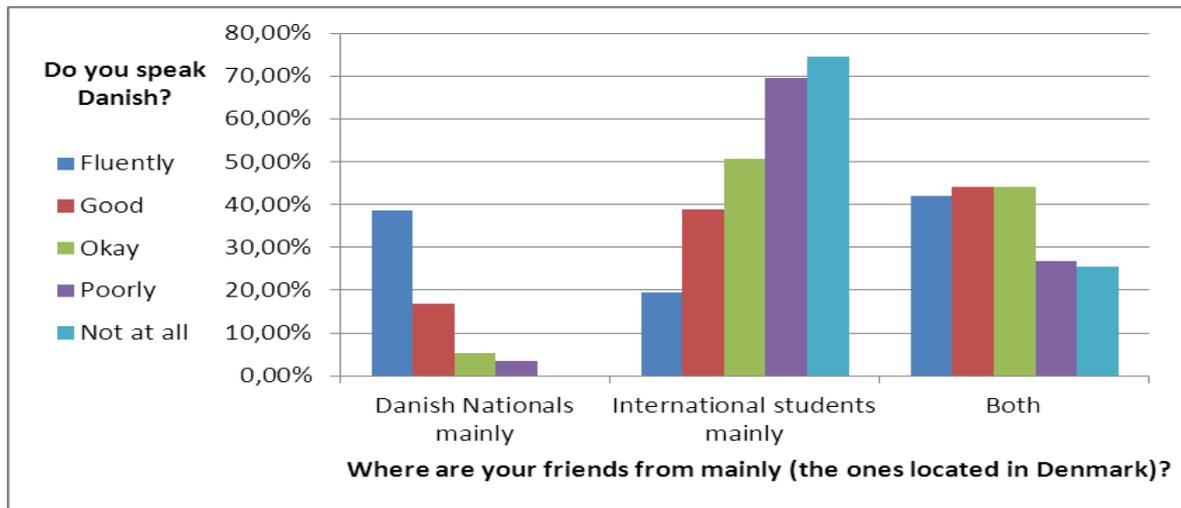


Figure 8 – Cross-tab displaying *survey participants' proficiency in Danish* by the *structure of their network of personal connections* – graphical representation

The Chi-squared test results indicate that there is a strong statistically significant relationship⁷ between *proficiency in Danish* and the *structure of international students' network of personal connections*.

The above graph suggests the fact that international students speaking fluently Danish or good Danish are more likely to have mainly Danish friends compared to those having poor or no Danish skills. These findings support the view which is presented in the following open comment:

"Danish language is a must to become accepted and to be able to get close Danish friends. I worked hard to get integrated and it has paid off."

⁷ (Cramer's V = 0.346; Pearson Chi-squared statistic = 98.9340; P-value < 1%)

3. JOB MARKET ASPECTS

This chapter illustrates the international full-degree students' presence on the Danish job market and identifies possible relationships between factors related to cultural integration and aspects specific to the Danish job market. Emphasis is placed on determining the conditions which can help increase the likelihood of international students finding a job during their studies.

Out of 439 respondents, 45.8% have declared that they currently have a job along with their studies.

		Response Percent	Response Count
Yes		45.8%	201
No		54.2%	238
answered question			439
skipped question			80

Table 15 – Summary of responses for the question “Do you currently have a job along with your studies?”

A number of 142 respondents (representing 60% of those who do not have a job) state that they have applied for student jobs, but they did not get a job. The primary reasons cited by students having applied, but not getting student jobs were the following:

Reason	Number of cases (out of 142 respondents)
could not find student jobs	101
lack of time	16
poor Danish skills	10

Table 16 – Overview of the primary reasons given by survey participants which applied for student jobs, but did not get a student job

The primary reasons cited by students not having student jobs, and had not even applied for one, were the following:

Reason	Number of cases (out of 96 respondents)
lack of time	58
they don't need a job	13

Table 17 – Overview of the primary reasons given by survey participants who did not have student jobs, but had not applied for student jobs

Statistics on the number of job applications sent by the survey participants are shown in the table below.

		Response Percent	Response Count
1-5		34.2%	132
5-10		14.8%	57
10-15		10.1%	39
15-20		6.0%	23
More than 20		35.0%	135
answered question			386
skipped question			133

Table 18 – Summary of responses for the question "How many job applications have you sent while studying in Denmark?"

We can observe that the highest response counts are recorded in the extreme intervals. 34.2% of the respondents state to have sent between 1 and 5 job applications, whereas 35% declared that they have sent more than 20 job applications while studying in Denmark.

65.2% out of the 204 respondents having student jobs state that their job is not study-relevant.

		Response Percent	Response Count
Yes		34.8%	71
No		65.2%	133
		answered question	204
		skipped question	315

Table 19 – Summary of responses for the question "Is it a study-relevant position?"

The most frequent job categories are shown in the table below.

Job category	Number of cases (out of 204 respondents)
cleaning and maintenance jobs	73
academic work*	66
manual labor in warehouses	19
telephone interviewers	12

Table 20 – Overview of the most frequent job categories for survey participants which have student jobs

*Academic work is defined as study-relevant jobs where the international students use skills acquired during their education (e.g.: working in hospitals for Medical students, software programming for IT students, market research projects for Business students, etc.) as well as university-related jobs (e.g.: research assistants, teaching assistants, etc.).

An interesting insight is revealed when asking the respondents how they found their student job. The highest proportion (36.9%) state that they found the job by themselves. However if we aggregate the results of the respondents having been helped by their personal connections (i.e. international students having found their job through a Dane or by using the help of faculty, relatives or their personal network), it can be seen that actually 41.2% of the respondents have found their job through networking.

		Response Percent	Response Count
Yourself		36.9%	76
Your faculty		6.3%	13
Your relatives		3.9%	8
Student organization		3.9%	8
Your personal network		28.6%	59
Through a Dane		2.4%	5
Online job database		7.8%	16
Jobfriday (InterResource)		3.9%	8
Other		6.3%	13
answered question			206
skipped question			313

Table 21 – Summary of responses for the question “How did you find this job?”

These findings seem to support the idea promoted to international students by organizations such as InterResource, Work in Denmark, etc. According to these organizations, one of the most important tools to be used by jobseekers on the Danish job market is the networking process. However, special attention must be devoted when using the “networking” concept in communication, as there is a demand for a proper definition of this concept:

Depending on the cultural background of the international student, “networking” is perceived in a wide range of attitudes and emotions stretching on the dimension from corruption / nepotism (that turns the application process into a business of “lucky” ones) to a social skill (i.e. obtaining trustworthy sources of reference, proving that one has intercultural communication and cooperation skills).

Out of 437 respondents, 406 declared that they are not currently involved in an internship.

		Response Percent	Response Count
Yes		7.1%	31
No		92.9%	406
answered question			437
skipped question			82

Table 22 – Summary of responses for the question “Are you currently involved in an internship?”

The majority of respondents currently involved in internships (i.e. a cumulated percentage of 58.3%) were doing their internships in Denmark.

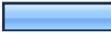
		Response Percent	Response Count
In Copenhagen		0.0%	0
In Aarhus		19.4%	7
In Herning		16.7%	6
In Denmark (other than Copenhagen, Aarhus and Herning)		22.2%	8
In your home country		11.1%	4
Other		30.6%	11
answered question			36
skipped question			483

Table 23 – Summary of responses for the question “Where is your internship located geographically?”

Within the 406 survey participants not currently involved in an internship, 8 respondents state to have had an internship during their studies, 55 respondents say that they have not had an internship during their studies, and 343 did not disclose this information.

Out of the 55 students not having had an internship, 35 said that they would like to have practical training in connection with their studies. A detailed overview which presents how the answers were grouped can be found in the table on the following page.

Are you currently involved in an internship?		Have you had an internship during your studies in Denmark?		Would you like to do an internship during your studies?	
Response	Frequency	Response	Frequency	Response	Frequency
No	406	Yes	8	Yes	8
		No	55	Yes	35
				No	20
				Not disclosed	0
Not disclosed	343	Not disclosed	343		

Table 24 – Overview of the preferences of survey participants not currently involved in internships towards doing an internship during their studies

As for the 39 students who declared that they were currently doing an internship or had already completed an internship, 5 respondents subsequently got job offers from the companies where they were interns, 17 respondents had not received job offers, and the remaining 17 did not disclose this information.

Furthermore, 10 out of the 17 respondents not having received job offers from the internship declared that they would have liked to get a job in the same company after their internship. A detailed overview which presents how the answers were grouped can be found in the tables on the following page.

Are you currently involved in an internship?		Did you get a job offer in the company after your internship?		Would you like to work in the company where you had your internship?		Cases where the internship took place in Denmark		
Response	Frequency	Response	Frequency	Response	Frequency			
Yes	31	Yes	3	Yes	3	3		
				No	13	Yes	8	7
						No	5	2
		Not disclosed	0			0		
		Not disclosed	15	Not disclosed	15	Yes	1	0
						No	0	0
						Not disclosed	14	5

Table 25 – Overview of the attitudes of survey participants currently involved in internships towards working in the companies where they were interns

Have you had an internship during your studies in Denmark?		Did you get a job offer in the company after your internship?		Would you like to work in the company where you had your internship?		Cases where the internship took place in Denmark		
Response	Frequency	Response	Frequency	Response	Frequency			
Yes	8	Yes	2	Yes	1	Unknown		
				No	1			
				Not disclosed	0			
		No	4	No	4	Yes	2	Unknown
						No	2	
						Not disclosed	0	
		Not disclosed	2	Not disclosed	2	Not disclosed	2	Unknown

Table 26 – Overview of the attitudes of survey participants which have already had internships towards working in the companies where they were interns

66.8% out of 413 respondents consider that it is very important to learn Danish in order to get a job or an intern-

		Response Percent	Response Count
Not important		1.5%	6
Important		24.5%	101
Very important		66.8%	276
I don't know		7.3%	30
answered question			413
skipped question			106

ship in Denmark.

Table 27 – Summary of responses for the question "How important is it to learn Danish in order to get a job or internship in Denmark?"

Furthermore, 23.3% and 49.3% respectively consider that it is difficult or very difficult to find jobs or internships in the Central Denmark Region, if one does not speak Danish.

		Response Percent	Response Count
Very easy		0.0%	0
Easy		2.6%	11
Difficult		23.3%	97
Very difficult		49.3%	205
I don't know		24.8%	103
answered question			416
skipped question			103

Table 28 – Summary of responses for the question "How easy is it to find job openings or internships located in Central Denmark Region (Region Midt) without speaking Danish?"

Another objective of this study was to find whether there are statistically significant relationships between job market aspects (e.g.: having student jobs, internships, number of applications sent, etc.) and cultural integration aspects (e.g.: learning Danish, the amount of time already spent in Denmark, intentions towards staying in Denmark, etc.).

The first step was to investigate the possible relationship between *having a job along with studies* and the international students' *intention to stay in Denmark*. The results are presented in the figure on the next page.

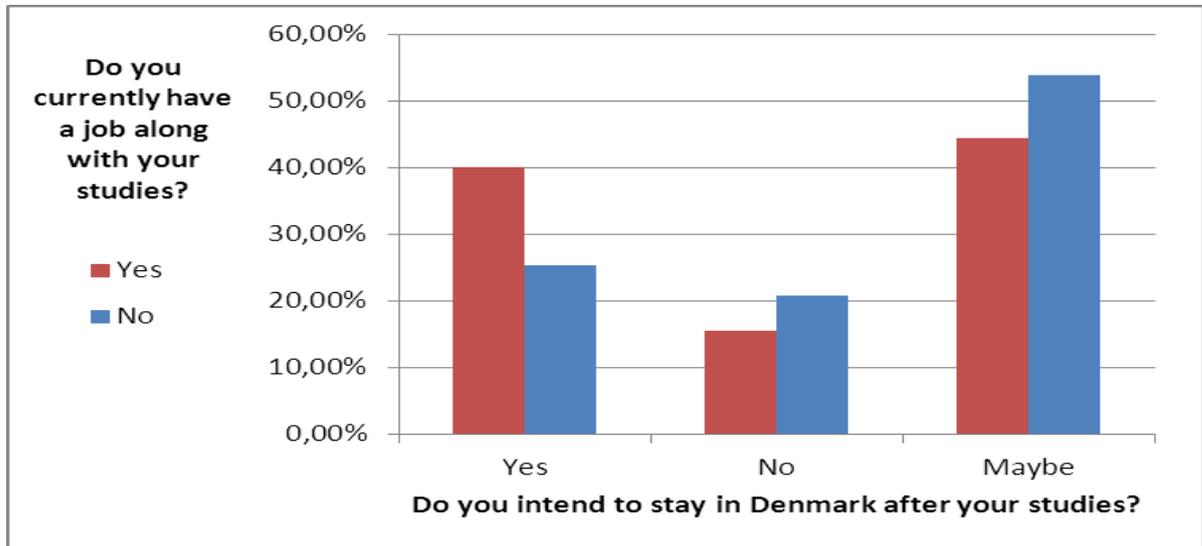


Figure 9 – Cross-tab displaying *survey participants' current employment situation (study jobs)* by their *intention to stay in Denmark* – graphical representation

The Chi-squared test results indicate that there is a weak, but statistically significant relationship⁸ between *having a job along with studies* and the international students' *intention to stay in Denmark*.

The above graph suggests the fact that international students currently having a job along with their studies are more likely to want to stay in Denmark after graduating than international students not employed during their studies.

Also, students who currently have student jobs are less likely to be undecided whether they want to stay in Denmark after their studies than students who are currently unemployed.

⁸ (Cramer's V = 0.157; Pearson Chi-squared statistic = 10.0447; P-value < 1%)(See Appendix 1 for more information)

Furthermore, in order to see if there is a difference between study-relevant jobs and service jobs, we have checked for a possible relationship between *having study-relevant jobs* and the international students' *intention to stay in Denmark*. The results are presented in the figure below:

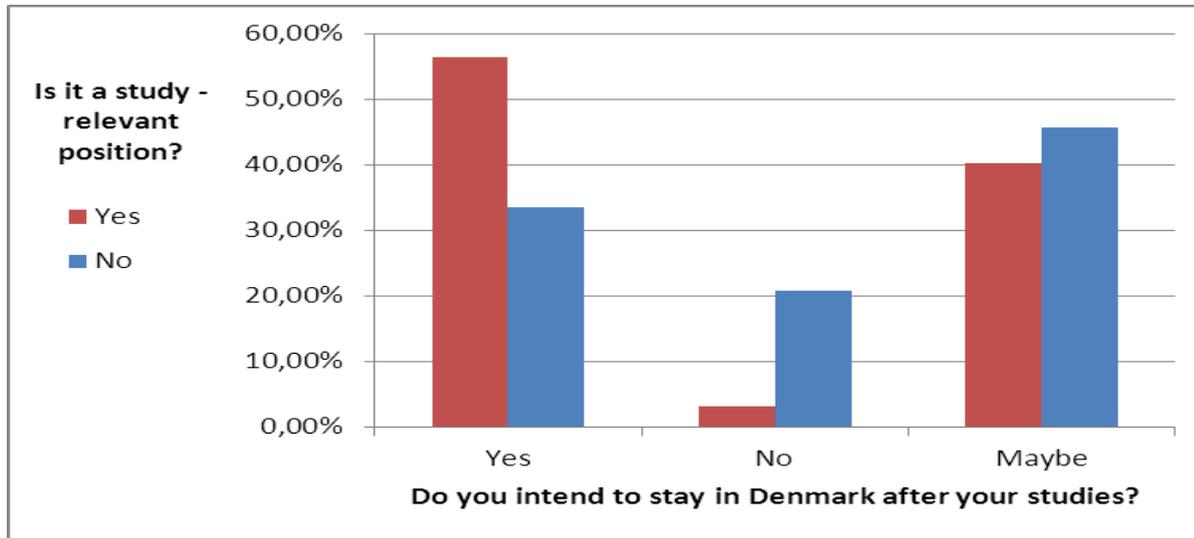


Figure 10 – Cross-tab displaying the *type of student jobs* by *survey participants' intention to stay in Denmark* – graphical representation

The Chi-squared test results indicate that there is a moderately strong, statistically significant relationship⁹ between *having study-relevant jobs* and the international students' *intention to stay in Denmark*.

The above graph illustrates the fact that international students having study-relevant jobs are more likely to want to stay in Denmark after graduating compared to international students who have study-irrelevant jobs or service jobs.

Also, students with study-relevant jobs are less likely to be undecided whether they want to stay in Denmark after their studies than students with study-irrelevant jobs or service jobs.

These findings suggest possible solutions for retaining international full-degree students in Denmark after completion of their studies. By taking into account the fact that having a student job (especially study-relevant jobs) increases international students' willingness to stay in Denmark, decision-makers could design a system of incentives in order to stimulate the growth of student job offers to international students.

Having identified a significant relationship between *having a job along with studies* and the international students' *intention to stay in Denmark*, the next step was to determine which factors influence the likelihood of *having a job along with studies*.

Thus, we decided to investigate whether there is a relationship between the *number of job applications that survey participants have sent while studying in Denmark* and *having a job along with studies*. The results are presented in the figure on the following page.

⁹ (Cramer's V = 0.274; Pearson Chi-squared statistic = 14.0667; P-value < 1%)(See Appendix 1 for more information)

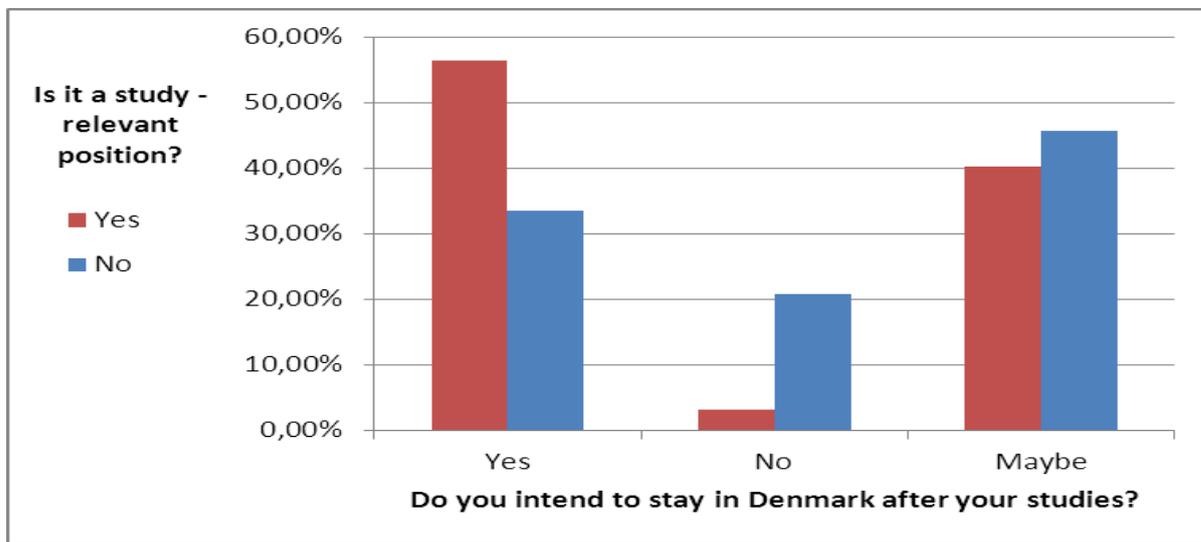


Figure 11 – Cross-tab displaying the number of job applications that survey participants have sent while studying in Denmark by their current employment situation (study jobs) – graphical representation

The Chi-squared test results indicate that there is a moderate, statistically significant relationship¹⁰ between the number of job applications that survey participants have sent while studying in Denmark and having a job along with studies.

As it can be seen in the above graph, the more job applications they have already sent during the studies, the more likely it is for international students to have a job along with their studies.

Caution is urged when interpreting this relationship. One should not jump to the conclusion that the chances of finding a student job will automatically increase just by sending a higher number of job applications. Other factors should be considered, such as learning curve effects (i.e. by sending more and more job applications, students become better at writing targeted CV's and cover letters, which properly address the requirements posted in job ads).

Earlier in this chapter, we have presented the fact that a significant proportion of the survey participants have found their student job through networking. We have also shown in chapter 2 that it takes time to build a network of personal connections. Therefore, it was worth to check for a possible relationship between the *time periods that survey participants have already spent in Denmark* and *having a job along with studies*. The results are presented in the figure on the following page.

¹⁰ (Cramer's V = 0.240; Pearson Chi-squared statistic = 21.6528; P-value < 1%)(See Appendix 1 for more information)

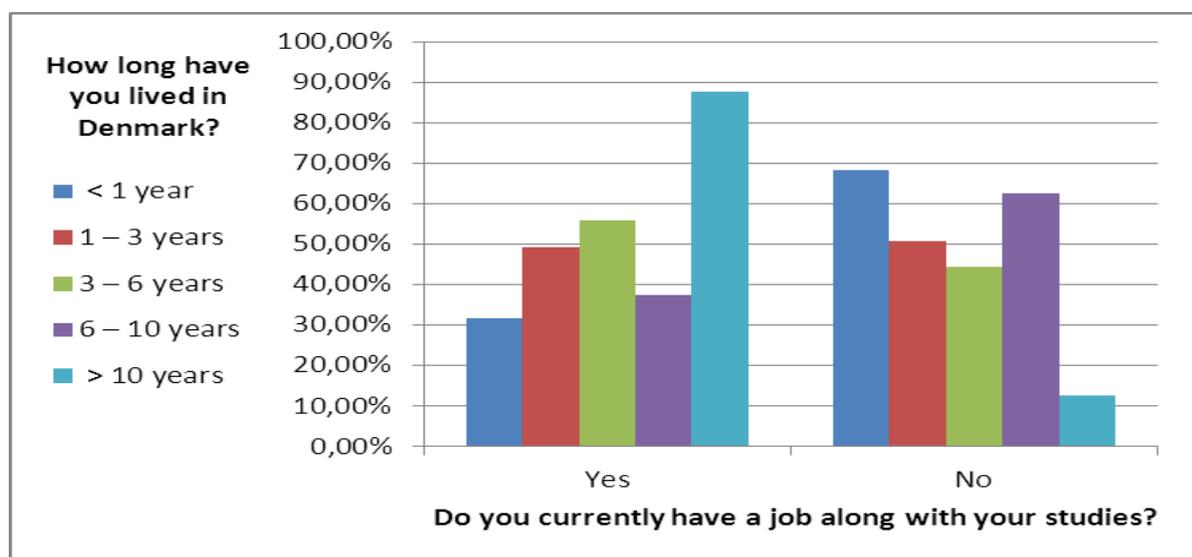


Figure 12 – Cross-tab displaying the time periods that survey participants have already spent in Denmark by their current employment situation (study jobs) – graphical representation

The Chi-squared test results indicate that there is a moderate, statistically significant relationship¹¹ between the *time periods already spent in Denmark* and *having a job along with studies*.

As it can be seen in the above graph, the trends show that the longer the period they have already lived in Denmark the more likely it is for international students to have a job along with their studies. This tendency is not respected in the case of respondents who have been living in Denmark for a period ranging between 6 and 10 years.

Thus, there is empirical evidence suggesting that it does take time finding a student job.

We have investigated the possibility of a relationship between the international students' *proficiency in Danish* and *having jobs along with their studies* but we did not obtain statistically significant results.

In order to see if learning Danish makes a difference when it comes to finding study-relevant jobs, we have checked for a possible relationship between the international students' *proficiency in Danish* and *having study-relevant jobs*.

¹¹ (Cramer's V = 0.220; Pearson Chi-squared statistic = 19.4706; P-value < 1%) (See Appendix 1 for more information)

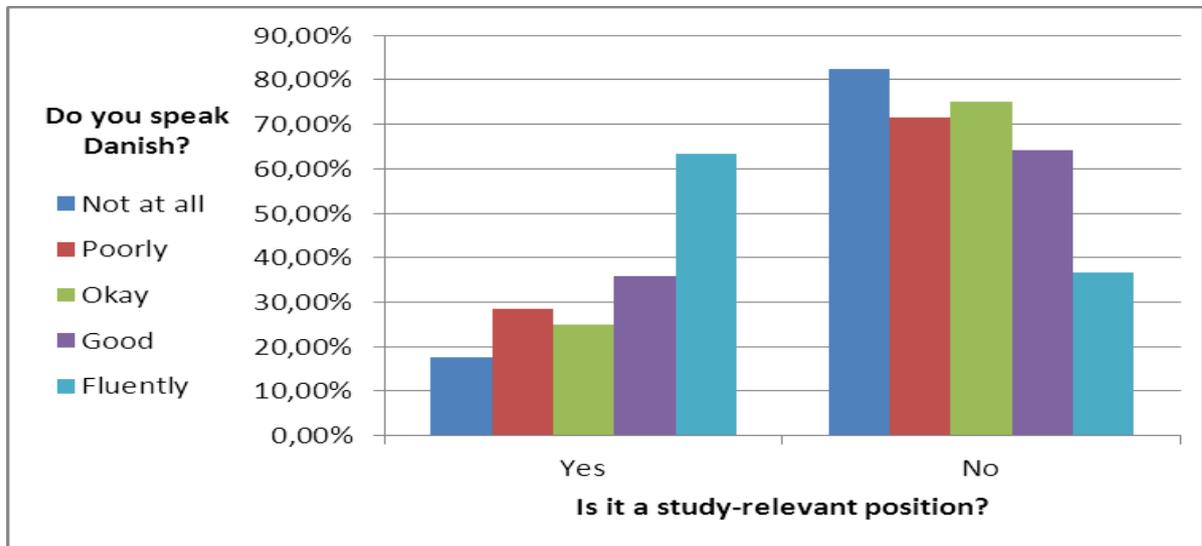


Figure 13 - Cross-tab displaying *survey participants' proficiency in Danish* by the *type of student jobs* - graphical representation

The Chi-squared test results indicate that there is a moderately strong, statistically significant relationship¹² between the *survey participants' proficiency in Danish* and *having study-relevant jobs*.

As it can be seen in the above graph, the trends show that the more proficient they are in Danish, the more likely it is for international students to have a study-relevant job.

These findings confirm the opinion which is shared by international students and InterResource, i.e. it is very important to learn Danish in order to get a study-relevant job in Denmark.

¹² (Cramer's V = 0.291; Pearson Chi-squared statistic = 15.9696; P-value < 1%) (See Appendix 1 for more information)

4. EXPECTATIONS VERSUS REALITY

This chapter presents the expectations of international full-degree students about the Danish job market before arriving in Denmark and how their perceptions changed after being confronted with reality.

Prior to their arrival in Denmark, some international students had high expectations from the Danish labor market. Out of 410 respondents, 52.7% expected "Great job opportunities after graduation" while 40.7% expected that it would be easy to find a study relevant job. Only 24.9% expected that it would be difficult to get access to Danish companies.

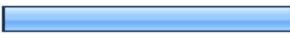
		Response Percent	Response Count
A paid internship incorporated in the studies (easy to get in contact with companies)		24.1%	99
Easy to get a study relevant job		40.7%	167
Great job opportunities after graduation		52.7%	216
Difficult to get access to Danish companies		24.9%	102
Other		6.1%	25
answered question			410
skipped question			109

Table 29 – Summary of responses for the question "What did you expect of the Danish labor market before arrival?"

When confronted with reality as they arrive in Denmark, the majority of international students with optimistic expectations have experienced a 180-degree turn in their perceived image of the Danish job market. The following quote from the survey's open comments best illustrates this situation:

"I was expecting it to be easier to find a study relevant job / internship in Denmark... It's almost impossible to find a study relevant job or internship in Denmark unless you fluently speak Danish or you are very lucky."

30.8% and 42.3% respectively out of 416 respondents consider that it is difficult or very difficult to find study-relevant jobs or internships in the Central Denmark Region as an international student.

		Response Percent	Response Count
Very easy		0.5%	2
Easy		4.6%	19
Difficult		30.8%	128
Very difficult		42.3%	176
I don't know		21.9%	91
answered question			416
skipped question			103

Table 30 – Summary of responses for the question "How easy is it for international students to find study-relevant job openings or internships in the Central Denmark Region (Region Midt)?"

Furthermore, 40.5% and 18.5% respectively of the respondents believe that it is difficult or very difficult for international students to find service jobs in this region.

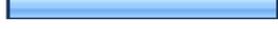
		Response Percent	Response Count
Very easy		1.0%	4
Easy		14.1%	59
Difficult		40.5%	169
Very difficult		18.5%	77
I don't know		25.9%	108
answered question			417
skipped question			102

Table 31 – Summary of responses for the question "How easy is it for international students to find service jobs in the Central Denmark Region (Region Midt)?"

5. PLANS FOR THE FUTURE

This chapter reveals the insights drawn from the reasons given by the international students when asked why they would stay (or not) in Denmark after graduating and what would make them want to stay. Furthermore, it leads to formulating the conclusions, by confronting these insights with the factors, which in earlier chapters were found to influence students' decision towards staying in Denmark.

In chapter 2, we have presented the following statistics regarding international students' intention to stay in Denmark after their studies: 49.4% out of 413 respondents said "Maybe", 18.2% intend to leave after graduating and the remaining 32.4% intend to stay.

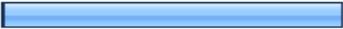
		Response Percent	Response Count
Yes		32.4%	134
No		18.2%	75
Maybe		49.4%	204
answered question			413
skipped question			106

Table 32 – Summary of responses for the question "Do you intend to stay in Denmark after your studies?"

The fact that almost half of the respondents are still undecided whether to stay in Denmark or not after graduating shows that there is a significant amount of international students who can potentially be retained. A necessary condition for retaining these students is tackling the "barriers" that international students are confronted with during their stay in Denmark.

These "barriers" were revealed by the survey participants, as they were asked why they would stay (or not) in Denmark and what would make them want to stay. By comparing the perceived barriers with findings from the previous chapters, we will be able to put the puzzle pieces together and form a complete picture to raise awareness of the challenges that international students are confronted with on the Danish job market.

The reasons why students would not want to stay in Denmark after graduating are the following:

		Response Percent	Response Count
I miss my family and friends		42.0%	111
I miss my home country		39.0%	103
There are too many cultural differences		15.5%	41
It is too difficult to find a job		48.9%	129
I need to go home and support my family		3.8%	10
I don't want to learn Danish		6.4%	17
I don't feel that the Danish society in general accepts me as a foreigner		27.3%	72
Denmark is too small for me		20.8%	55
I miss the climate in my home country		25.8%	68
I don't feel integrated		33.3%	88
I don't have any Danish friends		12.5%	33
All my friends are other international students and they are going home too		11.4%	30
Other		16.3%	43
		answered question	264
		skipped question	255

Table 33 – Summary of responses for the question “Why not? (Please check all that apply)”

The above table can be used for visualizing the issues faced by international students in Denmark.

The main problem for international students is the *high degree of difficulty in finding a job*.

Another major issue is the fact that students *don't feel they are integrated nor accepted by the Danish society*. They feel that they are excluded, so they tend to miss the friendly environment which they were accustomed to in their home countries, being close to family and friends.

Relevant quotes:

"I thought it was easier to get to know Danes and to become a true part of the Danish Society. I like Denmark, but even after a year it feels like you are standing outside, looking in. So there is nothing holding me here once I am done with my studies since all my friends are leaving as well."

"I expected people to be more open to foreign people than they are. I was surprised with the amount of negativity towards immigrants. I like the country very much, and I believe it is slowly improving for foreign students to become more accepted and integrated into Denmark, but it is still difficult."

Among the conditions which would convince these students to stay in Denmark after graduation, the most frequently chosen were:

		Response Percent	Response Count
A professional network		63.7%	172
Better understanding of the culture and values		14.4%	39
Easier integration		38.5%	104
A social life with Danish people		48.1%	130
More job opportunities for foreigners		71.1%	192
Lower taxes		24.8%	67
Other		13.3%	36
		answered question	270
		skipped question	249

Table 34 – Summary of responses for the question "What would make you want to stay in Denmark? (Choose as many as needed)"

The answers presented in the previous table reconfirm the barriers faced by international students when it comes to settling in Denmark after graduation.

First and foremost, they would be convinced to stay provided that there were *"more job opportunities for foreigners"*, which reinforces the conclusion that **the highest barrier** for international full-degree students is the *high degree of difficulty in finding a job*.

As the statistics have shown in Chapter 3, international students with study-relevant jobs are more likely to want to stay in Denmark after their studies. However, in Chapter 4 it was revealed that 30.8% and 42.3% respectively

of the respondents consider that it is difficult or very difficult to find study-relevant jobs or internships in the Central Denmark Region as an international student.

Not surprisingly, the next conditions which would convince international students to stay are *“a professional network”*, *“a social life with Danish people”* and *“easier integration”*. This stresses even more the fact that international students need *to feel integrated and accepted by the Danish society* and make Danish friends. As the statistics have shown in Chapter 2, international students with mainly Danish friends are more likely to be willing to stay in Denmark.

One thing worth mentioning is the fact that international students seem not to care that much about taxation. Only 24.8% out of 270 respondents declared that lower taxes would make them want to stay in Denmark. This lower sensitivity to taxation levels differentiates international full-degree students already living in Denmark from the other groups of expats, especially highly-qualified expats¹³.

¹³ Please see “The Expat Study 2010” (Oxford Research in cooperation with The Copenhagen Post 2010), pages 43 - 46

The students having decided to stay in Denmark have based their choice on the following reasons:

		Response Percent	Response Count
My boyfriend/girlfriend lives in Denmark		36.6%	49
I have a job here		17.9%	24
There are great career prospects here		48.5%	65
I like living in a welfare society		41.0%	55
I like the Danish society model		41.8%	56
I like the flat structure of the Danish labor market		23.1%	31
I want to take another university degree following my current university degree		21.6%	29
I like life here		56.7%	76
My education is not needed in my home country		5.2%	7
To improve my career opportunities later in my home country/other countries		26.1%	35
Other		10.4%	14
		answered question	134
		skipped question	385

Table 35 – Summary of responses for the question “Why do you want to stay? (select several)”

6. EXECUTIVE SUMMARY

Willingness to stay

- 49.4% of the international students are undecided whether they want to stay in Denmark after their studies, 18.2% intend to leave after graduating and the remaining 32.4% intend to stay.

Factors which influence international students' willingness to stay in Denmark:

- **Having study-relevant jobs** – international students who have study-relevant jobs are more likely to want to stay compared to international students which have study-irrelevant jobs or service jobs.
- **Having a job along with studies** – international students who currently have a job along with their studies are more likely to want to stay in Denmark than students who are currently unemployed.
- **Proficiency in Danish** – students with advanced Danish skills are more likely to want to stay in Denmark after graduation than students with poor Danish skills.
- **Intention to learn Danish** – students who intend to learn Danish are more likely to want to stay in Denmark than students who do not intend to learn Danish.
- **The structure of their network of personal connections** – international students with mainly Danish friends are more likely to be willing to stay in Denmark than students with mainly international friends.
- **Time periods already spent in Denmark** – the longer the period they have already lived in Denmark, the more likely it is for international students to want to stay in Denmark after graduating.

Student jobs

- 45.8% of the international students currently have a job along with their studies.
- 65.2% out of the international students with student jobs state that their job is not study-relevant.
- 30.8% and 42.3% respectively of the international students consider that it is difficult or very difficult to find study-relevant jobs or internships in the Central Denmark Region.

- 40.5% and respectively 18.5% of the international students believe that it is difficult or very difficult for international students to find service jobs in this region.

Factors which influence the likelihood of having a student job:

- **Number of job applications** – the more job applications they have already sent, the more likely it is for international students to have a student job.
- **Time periods already spent in Denmark** – the longer the period they have already lived in Denmark, the more likely it is for international students to have a student job.

Factors which influence the likelihood of having a study-relevant job:

- **Proficiency in Danish** – the more proficient they are in Danish, the more likely it is for international students to have a study-relevant job.

The importance of networking:

- 41.2% of the respondents have found their job through networking (i.e. through a Dane or with the help of their faculty, relatives or other members of their personal network).
- There is a demand for a proper definition of the “networking” concept when communicating with international students due to the fact that, depending on their cultural background, “networking” could be implicitly perceived as a form of corruption / nepotism rather than a social skill.

Integration

- 54.7% of the international students mainly have international friends, 10.7% declared that they mainly have Danish friends, and the remaining 34.6% have a balanced mix of friends.
- 32.1% and respectively 20.7% of the international students consider that it is difficult or very difficult to become part of a network with young Danes.
- 34.6% and respectively 24.9% of the international students consider that it is difficult or very difficult to make Danish friends.
- 77.2% of the international students declared that they would like to have a bigger Danish network or more Danish friends.

Factors which influence the likelihood of having mainly Danish friends:

- **Proficiency in Danish** – international students who speak fluently Danish or good Danish are more likely to have mainly Danish friends compared to those who have poor or no Danish skills.
 - **Time periods already spent in Denmark** – international students who have lived in Denmark for longer periods are more likely to have mainly Danish friends compared to the international students who are relatively new to Denmark.
-

APPENDIX 1.

The Pearson Chi-squared test statistic was used for testing whether relationships between variables were statistically significant (the chosen significance level was 1%).

Cramer's V was used for measuring the degree of association. A description of how to interpret Cramer's V based on its value can be found in the table¹⁴ below.

LEVEL OF ASSOCIATION	Verbal Description	COMMENTS
0.00	No Relationship	Knowing the independent variable does not reduce the number of errors in predicting the dependent variable at all.
.00 to .15	Not generally useful	Not acceptable
.10 to .20	Weak	Minimally acceptable
.20 to .25	Moderate	Acceptable
.25 to .30	Moderately Strong	
.30 to .35	Strong	
.35 to .40	Very Strong	
.40 to .45	Worrisomely Strong	Either an extremely good relationship or the two variables are measuring the same concept
.45 to .99	Redundant	The two variables are probably measuring the same concept.
1.00	Perfect Relationship.	If we know the independent variable, we can perfectly predict the dependent variable.

¹⁴ Source: <http://homes.chass.utoronto.ca/~josephf/pol242/LM-3A>

• THE INTERNATIONAL STUDENT SURVEY 2011

The International Student Survey 2011 shows the satisfaction and willingness to stay in Denmark among the international students at Aarhus University and reveals the factors that influence students' decision to stay in Denmark after graduation.