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Norwegian is a small language. English study programmes should therefore be considered a precondition for international student mobility to Norway.

/20

Interestingly, the most frequently cited reasons for choosing Norway are specified qualities of the educational institutions.

/21

There should not be different lectures for international and Norwegian students. It would also be nice to do group work together and not only in teams of international students, or students from the same country.

/31

Report series



2016

International students in Norway

Perceptions of Norway as a study destination



Produced by the Norwegian centre for international cooperation in education

Executive Editor / Ragnhild Tungesvik

Editors / Hege Toje, Trude Holme and Margunn Instefjord

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Preface

Since 2008, the Norwegian Centre for International Cooperation in Education (SIU) has been responsible for a survey among international students gathering information about their motivations, expectations and experiences from their studies in Norway. This is an important source of knowledge in order to improve the profiling of Norwegian higher education abroad, the recruitment of international students to Norway and the integration of international students at the Norwegian higher education institutions (HEIs).

This is SIU's fifth report on international students' perception of Norway as a study destination. The findings of this study are based on voluntary participation in a survey distributed by SIU with assistance from the HEIs. In this year's report we have focused particularly on institutional factors and the international learning environment at the HEIs in Norway.

SIU is Norway's official agency for international programmes and initiatives related to education at all levels. SIU is a government agency reporting to the Norwegian Ministry of Education and Research (KD). As a centre of expertise, one of SIU's most important tasks is to broaden and strengthen the knowledge base for further internationalisation of Norwegian education through reporting and analysis.



Executive summary

This report explores the reputation of Norwegian higher education through the experiences of international students in Norway. It investigates the HEIs capacity to receive, integrate and educate international students in Norway.

Three out of four of the international students who participated in the survey had Norway as their first choice. The most important motivating factor is English taught degree programmes and courses followed by Norwegian nature and un-spoilt countryside/environmental focus. However, an analysis of the students' individual answers to an open-ended question shows that the educational qualities of the Norwegian HEIs are more frequently cited as motivating factors than national qualities such as 'Norwegian nature' and 'un-spoilt countryside'.

The results from the survey show an overall high level of satisfaction with the education that the international students receive in Norway: 71 per cent are satisfied with the teaching, and as much as 84 per cent are satisfied with the teachers' ability to teach in English. 69 per cent of the respondents are satisfied with the study environment. The satisfaction with feedback on the student's work and individual student counselling is lower (52 per cent). This is, nonetheless, similar to findings among Norwegian students. The survey results show that international students are coping well with their studies in Norway.

Yet, the survey results also suggest that there is room for improvement. The report looks at the degree to which international students interact with Norwegian students, co-nationals and international students. Our findings show that only one out of four international students say they interact daily with Norwegian students, and 29 per cent report that they rarely or never interact with Norwegian students. In fact, 'getting to know Norwegians' is ranked as the second biggest challenge among international students, surpassed with one percentage point by 'high cost of living'. International students interact most frequently with other international students: Almost three out of five interact with other international students on a daily basis. Those who interact frequently with Norwegian students at the educational institutions, also have more contact with Norwegians during their leisure time.

Other key figures

- \ 64 per cent of the students have their first international residence in Norway.
- \ 66 per cent are satisfied with the teacher's ability to make teaching stimulating.
- \ 12 per cent have internship as part of the education in Norway. The vast majority of internships take place in the research and education sector.
- \ 62 per cent of the degree students consider staying on in Norway after graduation.





1. Introduction

Global student mobility has increased rapidly since the early years of the millennium. More than 4 million students in higher education travelled beyond the borders of their native countries to study abroad in 2013.¹ Norway is a small country, but the increase in global student mobility is also noticeable here. The share of foreign students in Norway has tripled since the year 2000.²

How do international students experience Norwegian higher education? What impressions do they form of Norway, and to what extent are they integrated in the academic and social environment?

The Norwegian Centre for International Cooperation in Education (SIU) has carried out the fifth national survey on how international students perceive and experience Norway as a study destination. The aim of this report is to map Norway's reputation as a study destination through an analysis of the motivations of international students that choose to study at Norwegian HEIs, their study experience in Norway, and the sources of information they use. This is important information that assists Norwegian universities and university colleges in adjusting their strategies towards international students. Moreover, this knowledge is necessary to develop effective policies in relation to international student mobility.

In this report, we devote special attention to the educational institutions, particularly concerning processes termed *internationalisation at home*: 'The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments'.³ We look at the degree to which international students academically and socially interact with Norwegian students, co-nationals and other international students. This is a particularly important topic since it is commonly assumed that international students contribute to exposing Norwegian students to international perspectives, which, in turn, increases the quality of higher education in Norway. Given that the large majority (4 out of 5) Norwegian students do not study abroad as exchange or degree students, it is even more important to make sure that these students interact with international students at the educational institutions, so as to stimulate and develop international competencies.⁴

This year's survey includes questions on internship/traineeship as part of the study experience. The main reason for this is increased political attention and incentives aimed at stimulating cooperation between work organisations and HEIs.⁵ This is an emerging field in international cooperation in education. We therefore wanted to investigate the prevalence of internship experiences among international students, and which sectors dominated this experience.

1 OECD (2015). Education at a Glance 2015: OECD Indicators, OECD Publishing.

2 Wiers-Jenssen, J. (2013). "Høy tilstrømning av utenlandske studenter til Norge." Forskningspolitikk.

3 Beelen, J. and E. Jones (2015). Redefining internationalization at home. The European Higher Education Area, Springer: 59-72.

4 Norway has a comparatively large number of degree students abroad and these have steadily increased in number since 2009. The share of exchange students from Norway shows a slightly negative development and has decreased. There are 33 per cent more exchange students coming to Norway than Norwegian exchange students going abroad. Kunnskapsdepartementet (2016). Tilstandsrapport for høyere utdanning 2016. Oslo.

5 Haakstad, J. and K. Kantardjiev (2015). Arbeidslivsrelevans i høyere utdanning. Undersøkelse om universiteters og høyskoleers arbeidslivskontakt og studienes relevans for arbeidslivet. NOKUTs utredninger og analyser, NOKUT.





2. International students of great value to Norway

2.1 National reputation and international student policy

The importance of national and institutional reputation within the realm of education and research has increased as economic interest and competition have become central factors driving the development within this field.⁶ There is currently a strong political will to increase Norway's international visibility in the competitive global knowledge economy. This is seen, for instance, in the intensification of financial and political investment in high-profiled research environments with the establishment of centres of excellence.⁷ A strong academic reputation is considered to be an important asset for engaging in relevant international cooperation in both education and research. It is also seen as a means to attract international talents to Norway.

Increased international student mobility to Norway can partly be explained by educational structure reforms that took place in the early years of the new millennium, such as the introduction of bachelor's and master's degrees, and the European credit transfer and accumulation system (ECTS). An increased number of courses taught in English served to facilitate international student mobility.⁸

Norwegian policies towards international students have changed over the years. In the 1990s, the notion of international solidarity had a strong position in Norwegian higher education and the education of students outside Europe composed a part of development aid. In this paradigm, the students were to return to their home countries after completing their educa-

tion, and financial barriers were in place to discourage international students from settling down in Norway. By 2006, this approach was about to change. With the emerging global knowledge economy, international students were starting to be seen as potential talents and resources for the Norwegian labour market.⁹ This shift is reflected in the strategic plans of Norwegian universities and university colleges, in which internationalisation has increasingly been linked to the notion of quality, while education as a form of development aid has been downplayed.¹⁰ At same time, there is an enduring commitment and strong interest among the Norwegian HEIs to cooperate with developing countries within education and research.

International students are seen as valuable for several reasons. They are potential ambassadors for Norway in their home countries and they may contribute to recruiting future students, as well as communicating their knowledge and experience of Norway. International students are an important resource as potential employees in Norway, or they may become contacts in their home countries that can generate future international cooperation. Additionally, they represent a source of income to the Norwegian HEIs, since public financing is partly dependent on the total volume of ECTS.

With increased global competition within the realm of education and research, the question of strategic recruitment of international students has surfaced. Recruitment of international students is part of Norwegian HEI's strategies.¹¹ Nor-

wegian authorities have so far abstained from developing a national strategy on international student recruitment. The current official stance of the Ministry of Education and Research is that recruitment responsibility should remain at the level of the higher education institutions.

In autumn 2015, however, the Confederation of Norwegian Enterprises (NHO) put forward a suggestion regarding more strategic recruitment of the students and competences that Norway needs in its work force. This would effectively mean moving the strategic part of international student recruitment from the level of educational institutions to the level of national economy. The Rector of the University of Oslo, Ole Petter Ottersen, argued against letting economic interest alone define the composition of international students that study in Norway.¹² Ottersen stressed that providing education also has a value that stretches beyond national or economic interests as an act of international solidarity. Also, it is difficult - if not impossible - to predict with certainty what competences will be needed in the future labour market. The fact that Norway has abstained from the introduction of tuition fees can be interpreted as a political commitment, for the time being, to free education. The absence of tuition fees is central to the notion of international solidarity as it allows those with lesser means access to higher education.

2.2 International students and the reputation of Norwegian higher education

Norwegian authorities have commissioned several studies to gain insight into

6 Knight, J. (2012). "Student Mobility and Internationalization: trends and tribulations." *Research in Comparative and International Education* 7(1): 20-33.

7 Kunnskapsdepartementet (2015). St. Meld. 7 - Langtidsplan for forskning og høyere utdanning 2015-2024. Oslo.

8 Wiers-Jenssen, J. (2014). Utenlandske studenters syn på å studere i Norge, NIFU: 84. Wiers-Jenssen, J. (2015). Økt tilstrømning av internasjonale studenter - vellykket internasjonalisering av norsk høyere utdanning? Hva skjer i universiteter og høyskoler? Perspektiver fra vitenskapelige ansatte og studenter. N. Frølich. Oslo, Universitetsforlaget: 65-82.

9 Frølich, N. and B. Stensaker (2005). "Academic, economic and developmental strategies - Internationalisation of Norwegian higher education institutions." On cooperation and competition II: Institutional responses to internationalisation, europeanisation and globalisation. Bonn: Lemmens Verlags: 39-65. Brekke, J.-P. (2006). International students and immigration to Norway. Oslo, Institute of Social Research: 1-99.

10 Frølich, N., E. Waagene, et al. (2015). Et godt grep om internasjonaliseringen? Læresteders internasjonale strategier. Hva skjer i universiteter og høyskoler? Perspektiver fra vitenskapelige ansatte og studenter. N. Frølich. Oslo, Universitetsforlaget: 123-135.

11 SIU (2013). Internasjonal profil? Strategier for internasjonalisering ved norske universiteter og høyskoler. SIUs rapportserie. Bergen.

12 <http://www.forskerforum.no/nho-slutter-ikke-overraske/>. Retrieved 05.10.2016



Photo: Shutterstock

general features of Norway's international reputation. This survey, however, cannot be used as a basis to judge the overall status and reputation of Norwegian education and research abroad. The reasons for this are methodological. The fact that the survey respondents have already lived in Norway for a while makes it difficult to know what they envisaged before they arrived in Norway. Furthermore, the survey's respondents are students who actually chose Norway as a study destination. Those who did not are not included in the survey.

Reputation in its essential form, however, is not tactics, branding or management, but rather a product of what you do and how the world perceives your actions. While the global surveying of national reputation deals with international impressions of Norway that may very well be detached from any personal experience with the country, the target group of this survey has a first-hand experience with Norwegian higher education. This experience lies somewhat beyond national and institutional strategies of reputation management. In this sense, the survey

gives us an impression of the reputation of Norwegian higher education in its essential form, as a product of the institutions' various capacities to receive, integrate and educate international students in Norway. Furthermore, it gives us insight into some of the impressions that international students have formed of Norwegian society and culture. Herein lies the value of this survey.

In a mapping of the institutional strategies of Norwegian HEIs, SIU found that the recruitment of international students

is a priority.¹³ Having highly qualified international students is seen as a means of stimulating and improving the academic environment and fields of study. This rests, however, on the institutions' ability to integrate international students into the social and educational environment. This survey provides indications of the degree to which this goal has been achieved.

It is within the remit of the Ministry of Education and Research (KD) to promote Norway as an attractive partner for cooperation in higher education. International students are seen as being of great value for the Norwegian education system.¹⁴ International student mobility is assumed to increase the quality of education and to contribute to internationalising the study environment at Norwegian HEIs. It is believed that international students bring new impulses to Norway. One goal is to maintain a balance between incoming and outgoing exchange student mobility.

SIU has been given the national mandate to promote Norway as an attractive study destination in cooperation with the higher education institutions. This study is important for solving this task in an informed manner.

2.3 Survey and method

While the reasons for choosing to study in Norway might be complex, the term 'international student' includes all students of foreign citizenship that have come to Norway for the main purpose of studying. The number of international students is not readily available in statistical overviews. The Norwegian HEIs register international students as 'foreign students', which includes all students of non-Norwegian citizenship. The share of foreign students is increasing steadily in Norway due to different forms of migration, including international student mobility.¹⁵ In 2015, the number of foreign students registered at Norwegian HEIs was 25,685. This was an increase of 8 per cent from 2014 and the proportion of foreign students is close to 10 per cent of the total student population.¹⁶

The current survey introduced a screening question that prevented students with foreign citizenship who lived in Norway prior to enrolling at a higher education institution from completing the survey. This allowed us to conduct the survey among 'real' international students, that is, those who travelled to Norway for the purpose of education.¹⁷ The total number of international students in the survey material is 2,246 (for further details on methodology, see appendix 1).

Norway's efforts in the field of international cooperation in education are directed towards specific countries and regions. The Panorama strategy (2015) gives particular priority of cooperation within the realm of education and research to the following countries: Brazil, China, India, Japan, Russia and South Africa. In addition to the EU member states and the Nordic countries, the USA and Canada are prioritised countries.

However, the number of respondents from these countries limits the extent to which we may draw statistically sound conclusions from their responses. Furthermore, a small group of respondents do not allow for an in-depth analysis without potentially impinging upon the anonymity of the students. First and foremost, we privilege the ten countries with the largest number of respondents in the survey. These include strategic countries such as China, Russia and the USA, and EU member states such as France, Germany, Italy, the Netherlands, Poland and Spain. Occasionally, we also include data from the other prioritised areas on a select number of topics if their results differ from the general picture.

The structure of higher education institutions in Norway has recently changed through mergers that have reduced the number of institutions. After January 2016, Norway reduced the number of university colleges by eleven.¹⁸ Seven of these now form a part of a university. These mergers have made NTNU the largest university in Norway with some 39,000 students. While the request for participation in the survey was sent to

34 Higher Education Institutions, 22 institutions chose to participate. All of the large institutions are part of this survey, including the following universities and university colleges¹⁹

Universities

- \ NORU University
- \ Norwegian University of Science and Technology (NTNU)
- \ Norwegian University of Life Sciences (NMBU)
- \ University of Agder (UiA)
- \ University of Bergen (UiB)
- \ University of Oslo (UiO)
- \ University of Stavanger (UIS)
- \ University of Tromsø (UiT), The Arctic University of Norway

Specialised University Colleges

- \ BI Norwegian Business School
- \ NHH Norwegian School of Economics
- \ Norwegian School of Sport Sciences (NIH)
- \ Molde University College

University Colleges

- \ Bergen University College
- \ Hedmark University College
- \ Lillehammer University College
- \ Oslo and Akershus University College of Applied Sciences (HiOA)
- \ Sogn and Fjordane University College
- \ Southeast Norway Buskerud University College
- \ Southeast Norway Telemark University College
- \ Stord-Haugesund University College
- \ Volda University College
- \ Østfold University College

¹³ SIU (2013). Internasjonal profil? Strategier for internasjonalisering ved norske universiteter og høyskoler. SIU's rapportserie. Bergen.

¹⁴ Kunnskapsdepartementet (2008). St.meld. nr. 14 (2008–2009) Internasjonalisering av utdanning.

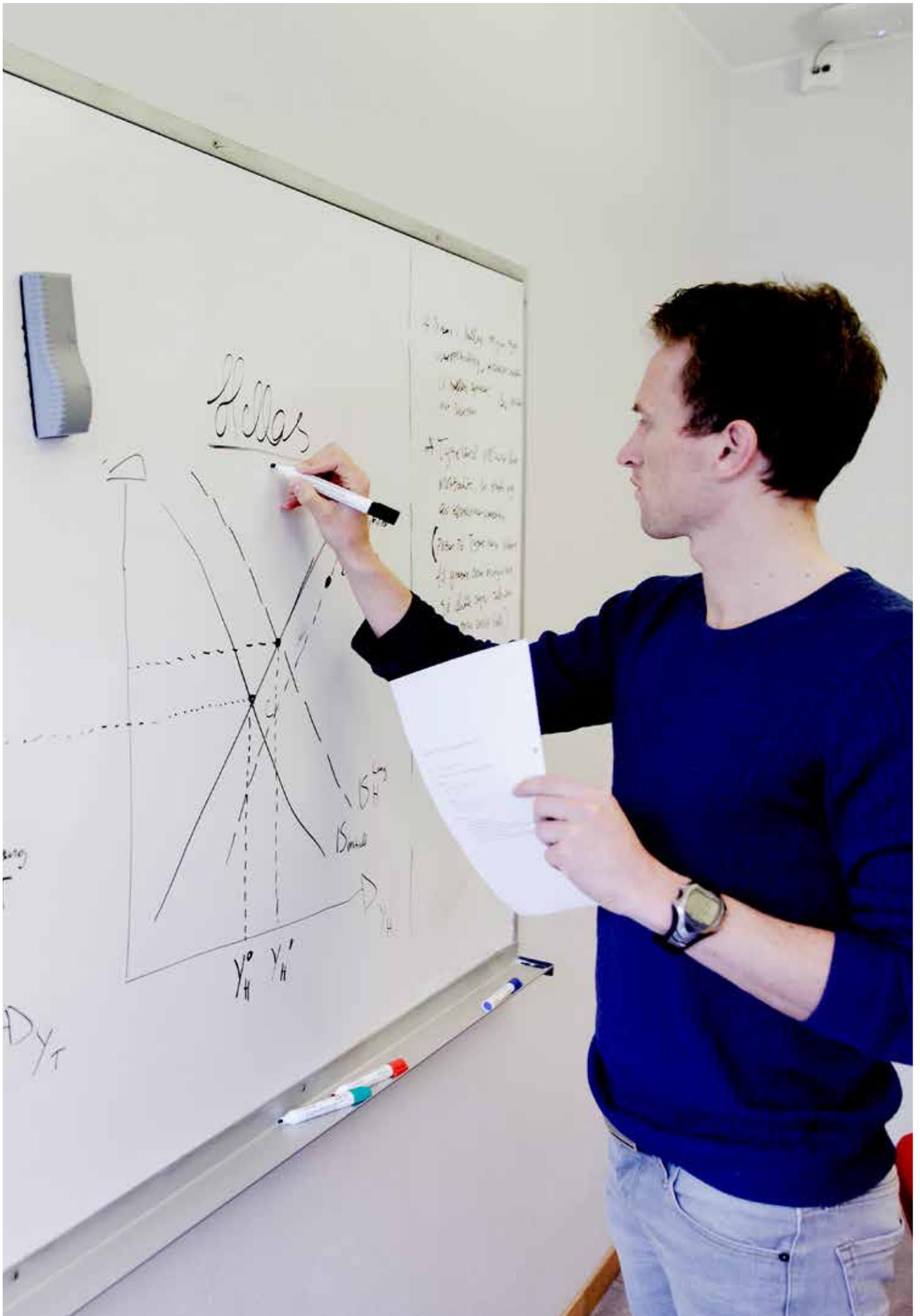
¹⁵ SIU (2016). 2016 Mobilitetsrapport. Elev- og studentmobilitet til og fra Norge. Bergen.

¹⁶ Kunnskapsdepartementet (2016). Tilstandsrapport for høyere utdanning 2016. Oslo.

¹⁷ In contrast, 'foreign student' is a broader category designated to students with foreign citizenship studying in Norway.

¹⁸ Larsen, H. and T. Lie (2016). Her har du det nye høyskole- og universitets-Norge. Khrono. <http://www.khrono.no/samfunn-struktur/2015/12/nytt-uh-kart-1-januar>.

¹⁹ According to figures from DBH from 2015, there are a total of 25,685 foreign students at higher education institutions in Norway and 14,222 of these study at universities. The figures from 2016 are not yet available.





3. International students in Norway 2016

The international students participating in this survey come from 110 different countries. In comparison, the 2014 survey included students from 124 different countries. A total of 25 countries in the survey are represented by 29 or more student respondents.²⁰ A little over half of the respondents come from European countries.²¹

3.1 Country, response rate, social background and gender

As shown in Figure 1, Germany and France continue to top the list of student responses in line with the four previous surveys conducted among international students in Norway.

Russian students form the third largest group of respondents. According to the statistical overview of foreign students

compiled in the Norwegian database of statistics in higher education (DBH), approximately 1,500 Russian students have studied in Norway the last five years.²² This figure seems to be more or less unaffected by strained international relations between Russia and Europe due to the annexation of Crimea and the war in eastern Ukraine.

China has advanced from a former sixth largest group in the 2014 survey among international students to the fourth largest group of respondents in 2016. This shift, however, does not indicate a change in the total number of students with Chinese citizenship in Norway. According to DBH data, this number has stabilised at around 1,000 students over the past four years.²³

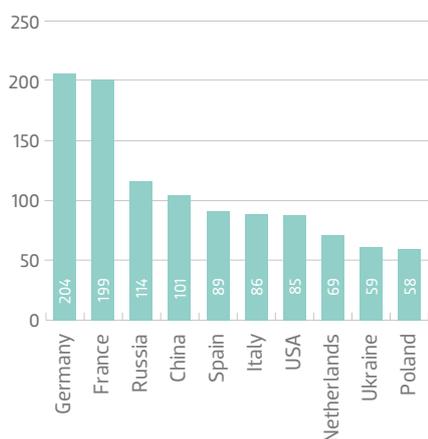
DBH statistics show that there are many students from the Nordic countries, but this is not reflected in the composition of respondents in our material. For instance, Swedish students in Norway outnumber German students, who top the list of respondents in this survey.²⁴ Furthermore, the overall imprint of Nordic students is lower in the current survey than the previous ones. Compared to the survey from 2014, Swedish students are no longer among the top 10 respondents per country. A probable reason for this is a new screening question asking whether the respondent came to Norway for the purpose of study. Nordic students are more likely to take up their first residency in Norway for other reasons and therefore fall outside the category of 'international student'. In addition, the overall low response rate among Nordic

students in this and previous surveys may reflect a lacking identification with the term 'international student' due to close socio-cultural ties between the Nordic countries.

The vast majority of the respondents are between 21 and 30 years old.²⁵ There is a slight overweight in the number of female students (54 per cent). The majority have studied in Norway for between four and twelve months.²⁶ A central value in the internationalisation of education has been its contribution to increasing social and geographical mobility. However, scholars have observed an increased presence of agencies and money in the sector and have warned that the development may result in increased inequality.²⁷ In our material, well over half the students come from families where the mother (57 per cent) or the father (61 per cent) has taken higher education. About one third of the respondents come from families with no higher education. This is an important contribution to social mobility.

In the academic literature on international student mobility, several studies show that those who choose to study abroad tend to have experience with international stays either individually or through their families.²⁸ This survey's results may be interpreted differently. A total of 70 per cent of the respondents report that neither parent has lived outside their home country for six months or more. Thus, these students have a new generational experience when living abroad. To many, this is a new individual experience as well. Almost two out of three students (65 per cent) report that this is their first international stay lasting

FIGURE 1:
Respondents per country, top 10



²⁰ 85 countries had 28 or fewer respondents. The previous survey from 2014 had 33 countries with 29 respondents or more, and 91 countries with 28 student responses or fewer.

²¹ 1,167 of a total of 2,246 respondents come from European countries.

²² The highest number of Russian students, 1,588, was registered in 2013. There were 1,451 Russians registered as students in 2015 (DBH).

²³ The highest number of Chinese students, 1,080, was registered in 2013. There were 1,042 Chinese students in Norway in 2015 (DBH).

²⁴ In 2015, the ratio was 2,300 Swedish students to 2,013 German students (DBH).

²⁵ 84 per cent

²⁶ 84 per cent

²⁷ Knight, J. (2015). "New rationales driving internationalization." *International higher education*(34), De Wit, H. (2011). Trends, issues and challenges in internationalisation of higher education, Centre for Applied Research on Economics and Management, School of Economics and Management of the Hogeschool van Amsterdam Amsterdam.

three months or more. For the majority of the respondents then, their first international experience of some duration takes place in Norway. If we look at differences between the international experience among exchange students and degree students, 69 per cent of the exchange students reports no prior residency abroad, compared to 59 per cent of the degree students. This difference may be explained by the fact that travelling abroad as an exchange student usually implies a shorter stay, and is a lesser step, than a longer educational stay for a full degree. It is, then, reasonable to expect slightly more first-timers among exchange students.

Three of four respondents have not visited Norway before they arrived here to study. In this way, they form their first experience with Norway at a higher education institution. Among the 24 per cent who had been in Norway prior to their studies, 42 per cent had visited the country as tourists.

In sum, for many international students, Norway represents the first foreign residency of a longer duration. For Norwegian universities and university colleges, this is important to note since it is likely that such students will require more assistance, care and guidance than more 'experienced' international students.

3.2 Student status, academic subjects and educational levels

The category 'exchange student' includes students who have come as part of an exchange programme and those who have come independently (so-called free movers). In our material, 64 per cent of the respondents are exchange students and 36 per cent are degree students.²⁸ In the 2014 survey, the share of degree students was higher than in this year's study. The 2012 and 2014 surveys among international students showed an increase in degree students in Norway. This report shows a different picture since the present survey does not include foreign students who came to Norway for purposes other than education.³⁰

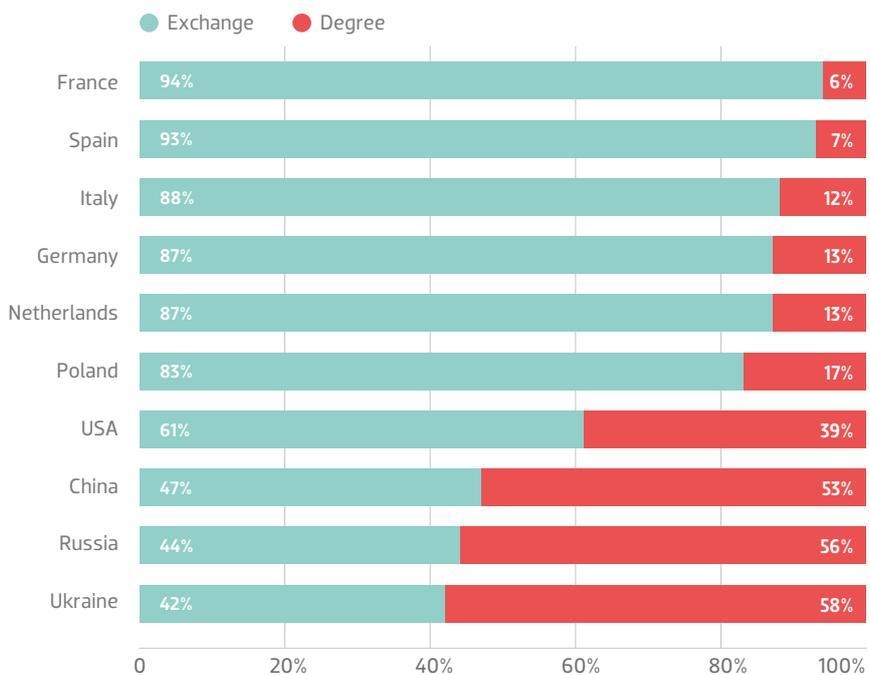
Among degree students, Russian students form the largest group, followed by Chinese and Nepalese students. Figure 2 shows the distribution of exchange and degree students within the top ten coun-

tries. Here Ukraine tops the list with the largest share of degree students, followed by Russia and China. In the case of Russia and China, there is a slight overweight of degree students compared to exchange students (see Figure 2). In contrast, 96 per cent of the students from Nepal are degree students.

28 per cent of the degree students in this survey are financed through Norwegian

44 per cent of the exchange students finance their stay through EU or other international scholarships. Most study at Norwegian universities, and NTNU and the BI Norwegian Business School hold the largest shares of international students that have taken part in this survey (see Figure 3).³² These are followed by the University of Oslo and the University of Bergen.

FIGURE 2: Exchange/degree student ratio, top 10 countries



scholarships. The Quota Programme, which has financed many of the scholarships of Russian, Nepalese and Chinese students in the past, has now been terminated and replaced by a new partnership programme, NORPART. We have yet to see how this will affect the country composition and number of degree students in the future.

French students form the largest group of exchange students followed by German and Spanish students. Student mobility to Norway from these countries is dominated by exchange students: 94 per cent of the French students, 87 per cent of the German students and 93 per cent of the Spanish students are exchange students.

DBH data from 2015 show that 21 per cent of the foreign students study natural sciences and technology, and 16 per cent study economics and business studies. Over half of the international students in this survey study natural sciences and technology, and economics and business studies (see Figure 4). The third most represented discipline is law and social sciences, followed by arts and humanities.

In the 2008 and 2010 SIU surveys conducted among international students, economics and business studies was most strongly represented, while law and social sciences formed the second largest disciplines. Over the years, the share of international students that study natural

²⁸ These results do not differ significantly from the 2014 survey. In her report on the 2014 material, Wiers-Jenssen (2014) stressed the prevalence of international experience among international students. Among degree students, 39 per cent had resided abroad prior to their stay in Norway, and 34 per cent among exchange students. The majority of students with no prior international residency was not commented in this report.

²⁹ 802 of the respondents are degree students, 1444 are exchange students.

³⁰ From the 2014 survey, we see that the share of students who came to Norway for reasons other than education was considerably higher among degree students than among exchange students. This may have contributed to enlarging the proportion of degree students in former surveys.

³¹ For Russia, the ratio is 56 per cent: 44 per cent, and for China 53 per cent: 47 per cent.

³² According to DBH data, NTNU had 2,715 foreign students in 2015, while UiO had the largest number of foreign students in Norway in 2015 (4,276 foreign students).



Photo: Paul S. Amundsen/SIU

FIGURE 3: Respondents per institution, top 10

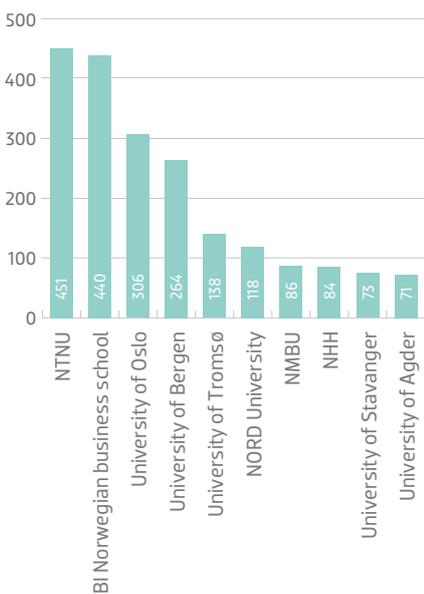
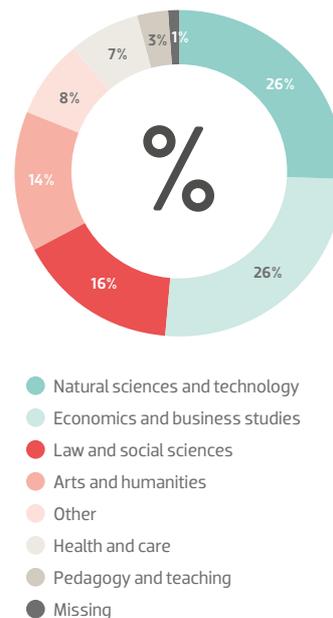


FIGURE 4: Fields of study



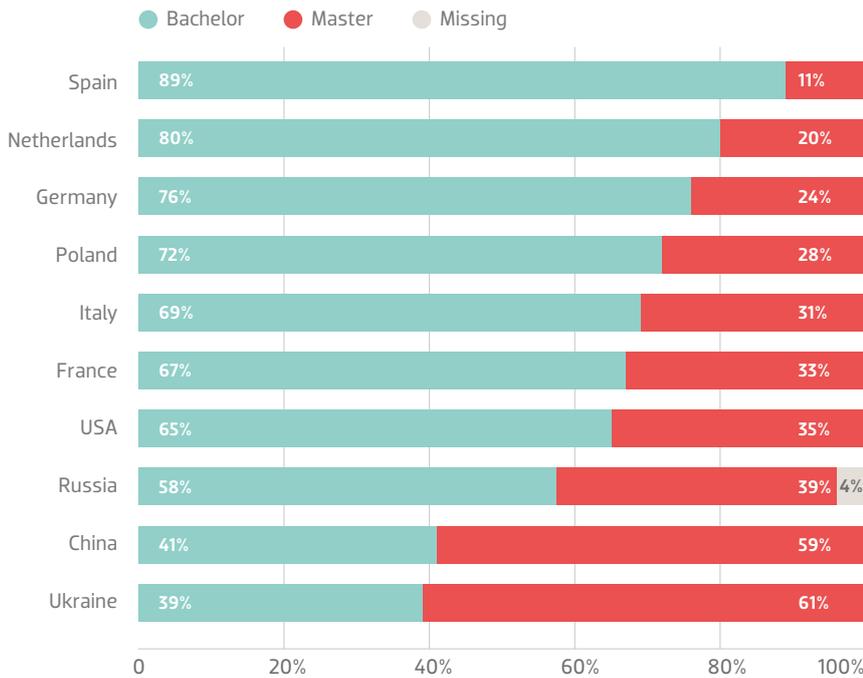
Note: The category "other" is due to lacking specificity of the metadata retrieved from the the Common Student System (FS). The largest group of students categorized within this label are Erasmus + students studying for half a year or less.

sciences and technology has increased. This is supported by DBH data showing that foreign students studying natural sciences has doubled since 2008. However, the increase of foreign students studying economics and business studies is much steeper: the number of foreign students has quadrupled since 2008. DBH data show nevertheless that the share of foreign students is higher for natural sciences and technology, with 16 per cent of the total number of students compared to a 9 per cent share of foreign students in economics and business studies.

In the current survey, 1238 respondents are bachelor students (55 percent), while 1004 are master students (45 percent). Bachelor students form the largest student group in eight of the top ten countries (see Figure 5). Only China and Ukraine have more master students than bachelor students. Spain has the largest share of bachelor students, followed by the Netherlands.

Among students from France, China, the USA and Ukraine, the largest groups of students study economics and business

FIGURE 5: Bachelor/Master student ratio, top 10 countries



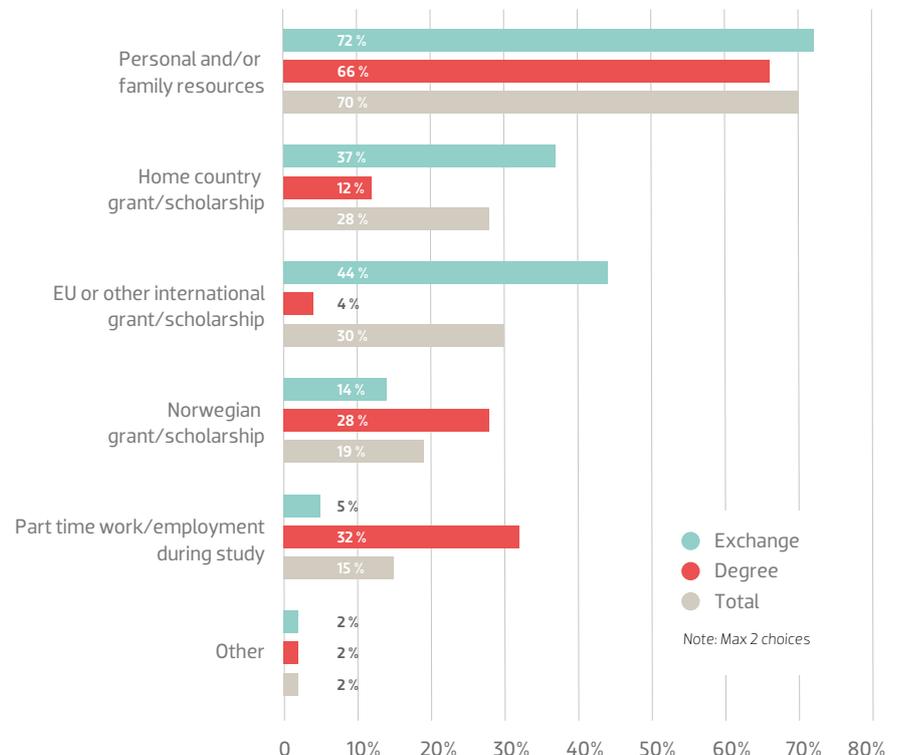
studies. In natural sciences and technology, German and Spanish students hold the greatest share. In the case of China and Germany, the students are almost equally divided between economics and business studies and natural science and technology (see Table 1, Appendix 2).

3.3 Sources of funding

Norway is an expensive country, and the high cost of living may be demanding for international students, even in the absence of tuition fees. We asked the students about their sources of funding according to a set of predefined categories.³³ The respondents were asked to select a maximum of two categories. A total of 70 per cent of the students selected 'personal/family resources' as one of these categories. Another source of funding frequently selected was 'EU or other international grants'. Interestingly, as many as 89 per cent of the French students rely partly on personal/family resources to fund their studies. The exchange students are somewhat more dependent on personal/family resources than the degree students (see Figure 6). Among degree students, part-time work and Norwegian scholarships are more prominent sources of funding. This may indicate that it is easier to find work when you are on a longer educational stay. Home scholarships and EU or international scholarships appeared more frequently among exchange students. A

general pattern among the respondents was that studies in Norway are financed through a combination of scholarships and personal/family means.

FIGURE 6: Sources of funding, exchange/degree students



3.4 The prevalence of internship

International students are increasingly viewed as potential resources for Norway after completing their studies. The debate between NHO and the Rector of the University of Oslo discussed in the introduction is indicative of this development. NHO wish to have an influence on the recruitment of students to disciplines that they perceive as useful. These concerns are not unique to Norway. The Netherlands, for example, has taken active steps to retain international students for their labour market. The programme developed for this purpose, 'Make it in the Netherlands', aims to present students with the career opportunities available to them once they graduate, and a recent study reveals that as many as 38 per cent of the international students have remained in the Netherlands five years after graduation.³⁴

There is, however, a tension between Norway's official immigration policy and the need to make better use of the international students that receive education in Norway. Furthermore, there is a tension between the need for educated personnel in the Norwegian work force and the potential brain drain of countries that lack people with higher education, which is vital to improve the economies and socie-

³³ Personal or family resources; Home country scholarships; EU or other international grants; Norwegian grants; part-time work during study; other.

³⁴ See, <https://www.epnuffic.nl/en/study-and-work-in-holland/make-it-in-the-netherlands> and <https://www.epnuffic.nl/en/study-and-work-in-holland/make-it-in-the-netherlands>. Retrieved 05.08.2016

ties of some of the international students' home countries.

There is increased political attention towards cross-sectoral cooperation among research, education and the business/public sector to enhance innovation and to increase employability among the students. The notion of the knowledge triangle is most frequently used to express these political hopes and aspirations. This is an emerging field in Norwegian higher education. We did not therefore anticipate that there would be many international students that had internship as part of their education in Norway. Asking these questions, however, makes it possible to monitor the development of internship among international students over time.

A total of 12 per cent of the international students answered 'yes' to the question of internship. Chinese students have most of

the internships, followed in descending order by students from Ukraine, Russia and Italy. Half of the students report having organised the internship themselves, while the other half state that the educational institution organised it. Most internships take place in the sector of 'education and research'. A bivariate analysis shows that 24 per cent of the internships that the HEIs have organised take place within their own sector. Students organise the same number of internships within research and education. The institutions also organise a large share of internships within health care and social services, a sector in relation to which the HEIs have had a long-term and close cooperation.

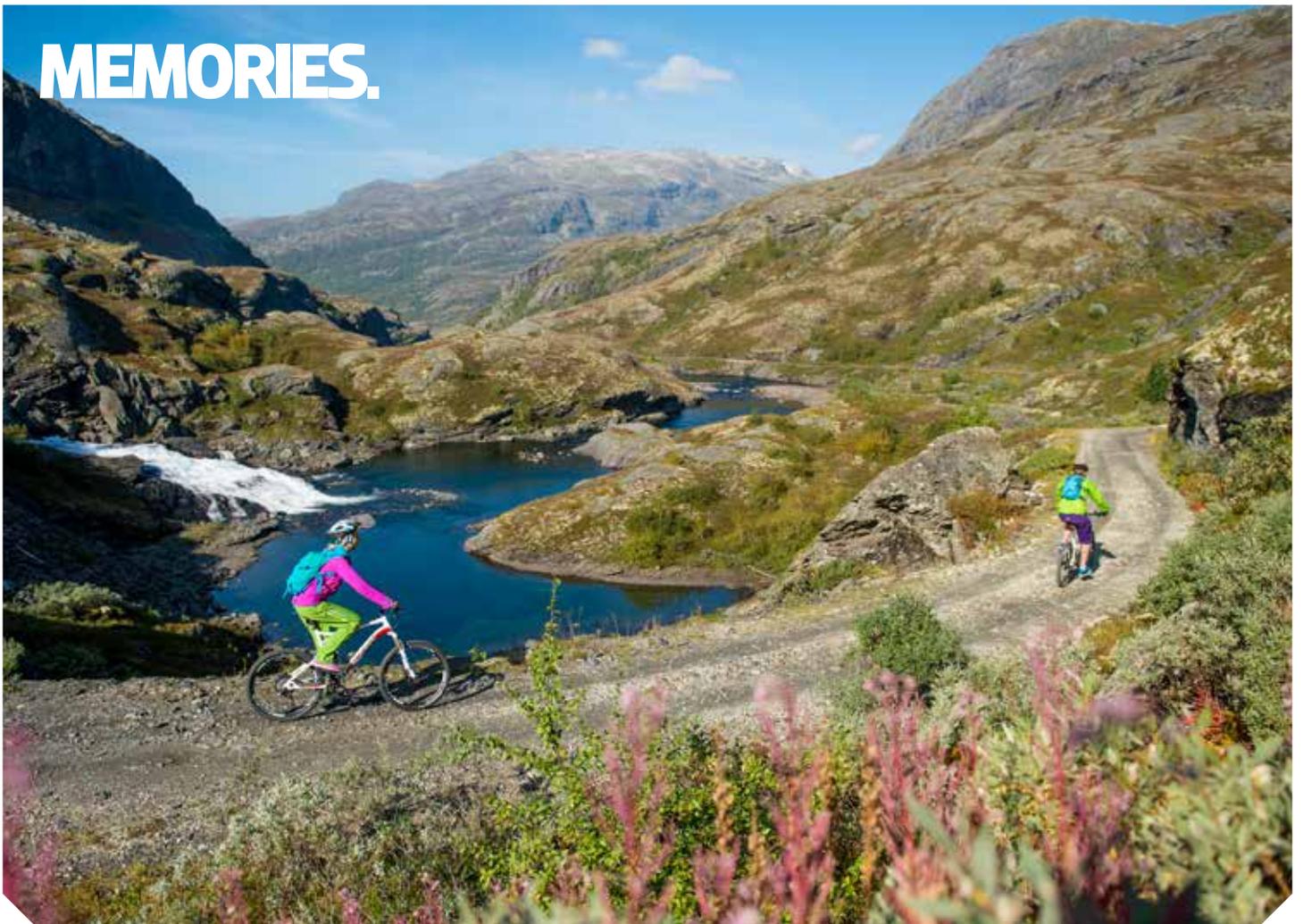
These findings suggest that there is a greater potential for Norwegian businesses and enterprises to recruit international students through the use of internships

in educational cooperation. More than half of the international students in this survey study natural sciences and technology, and economics and business studies, disciplines that seemingly include some of the competences needed in Norwegian business and industry. There appears, then, to be a greater potential for a bottom-up approach by strengthening the educational cooperation between Norwegian HEIs and Norwegian enterprises, if the recruitment of international students to the Norwegian labour market is desired.



MEMORIZE.

Photo: Shutterstock



MEMORIES.

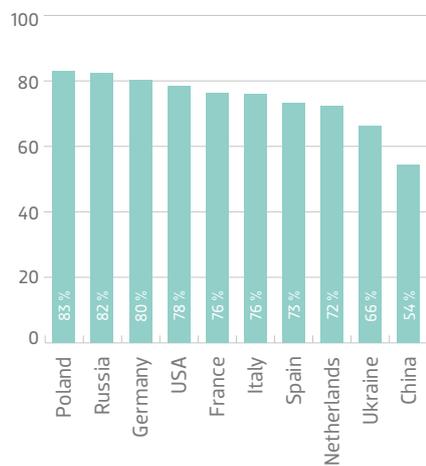
Photo: Sverre Hjørnevik Photography



4. A good reputation of teaching

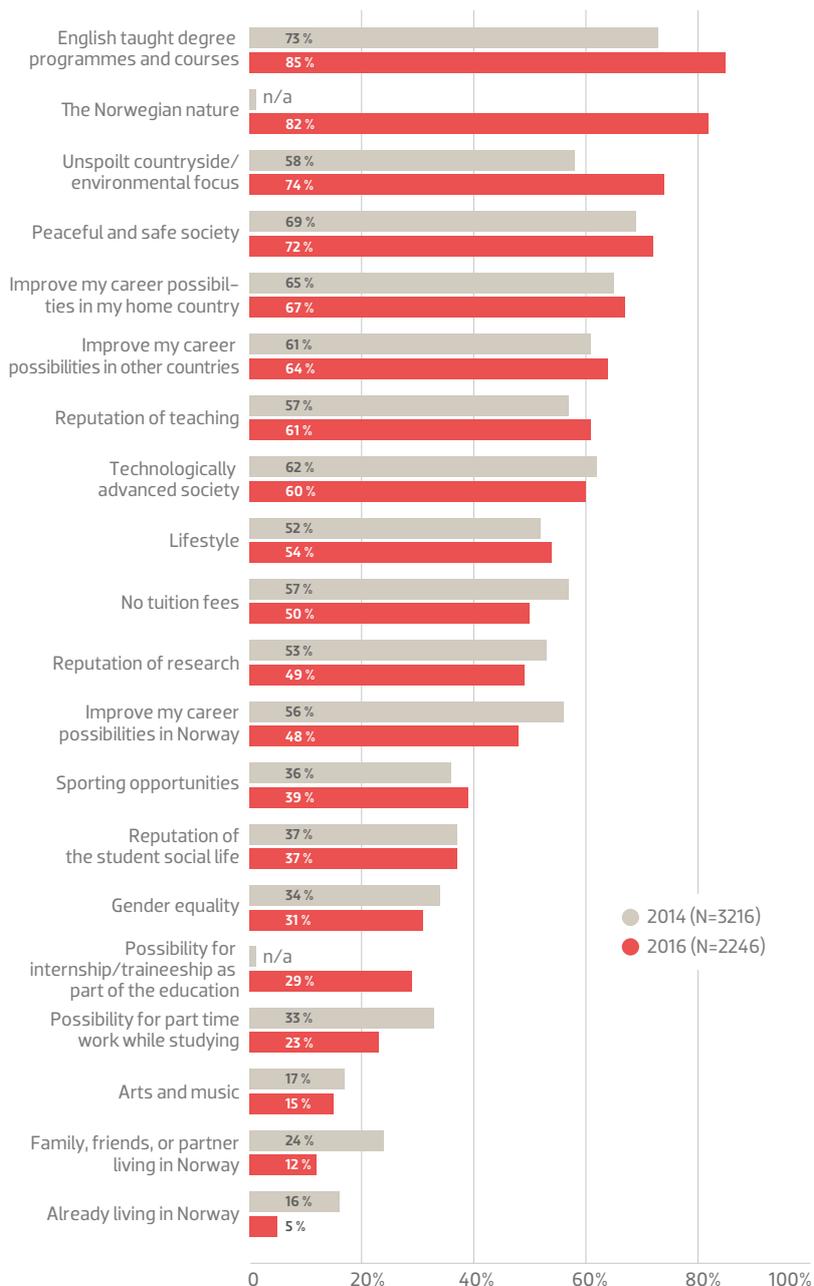
Choices to study abroad are influenced by multiple factors. Personal interests and experience, impressions, sources of information and knowledge shape the selection of the study destination. Almost three out of four respondents had Norway as their top choice. This figure is in line with the previous surveys. We found no differences in the ways that degree students and exchange students responded to this question. Polish students top the list of those who had Norway as their first choice. These are followed by students from Russia, Germany and the USA (see Figure 7).

FIGURE 7: Norway as the first choice country to study abroad, top 10 countries



For respondents for whom Norway was the second choice, Great Britain, the USA and Sweden emerge as the three main competitors. Great Britain and the USA, along with Australia, are major destinations for global student mobility.³⁵ Sweden and Norway are close neighbours and share many of the characteristics that draw students to Scandinavia, an issue that will be further elaborated below.

FIGURE 8: Motivations for choosing Norway 2014/2016 results



Note: Percent with scores 4 (important) and 5 (very important) on a 1-5 scale. 1 = "not very important", 5 = "very important".

³⁵ OECD (2015). Education at a Glance 2015: OECD Indicators, OECD Publishing.

4.1 Qualities of higher education in Norway are important sources of motivation

The respondents who stated that Norway was their first choice were asked to rate, on a scale from 1–5³⁶, the importance of a list of factors that influenced their decision to study in Norway. The factors can be arranged according to four different analytical levels;

1. National qualities and reputation (gender equality, peaceful and safe society, technologically advanced society, Norwegian nature, unspoilt countryside/environmental focus, sporting opportunities, lifestyle, arts and music)
2. National enabling framework for international mobility (no tuition fees, English degree programmes and courses)
3. Institutional qualities (English degree programmes and courses, the reputation of teaching, the reputation of research, the reputation of student social life and possibility of internship)
4. Other motivations (improve career opportunities in Norway, at home or in other countries, possibility of part-time work, family, friends or partner already living in Norway)

The results show that the most important factor was the ‘English degree programmes and courses’, followed by ‘Norwegian nature’, and ‘unspoilt countryside/environmental focus’. English degree programmes and courses are ranked twelve

percentage points higher than in the 2014 survey among international students. Norwegian is a small language. English study programmes should therefore be considered a precondition for international student mobility to Norway. The importance of this is evident. However, the number of courses and study programmes in English has increased, and 18 per cent of the total number of courses at Norwegian HEIs are now taught in English.³⁷ This provides international students with a broader portfolio of degree programmes and courses to choose from.³⁸

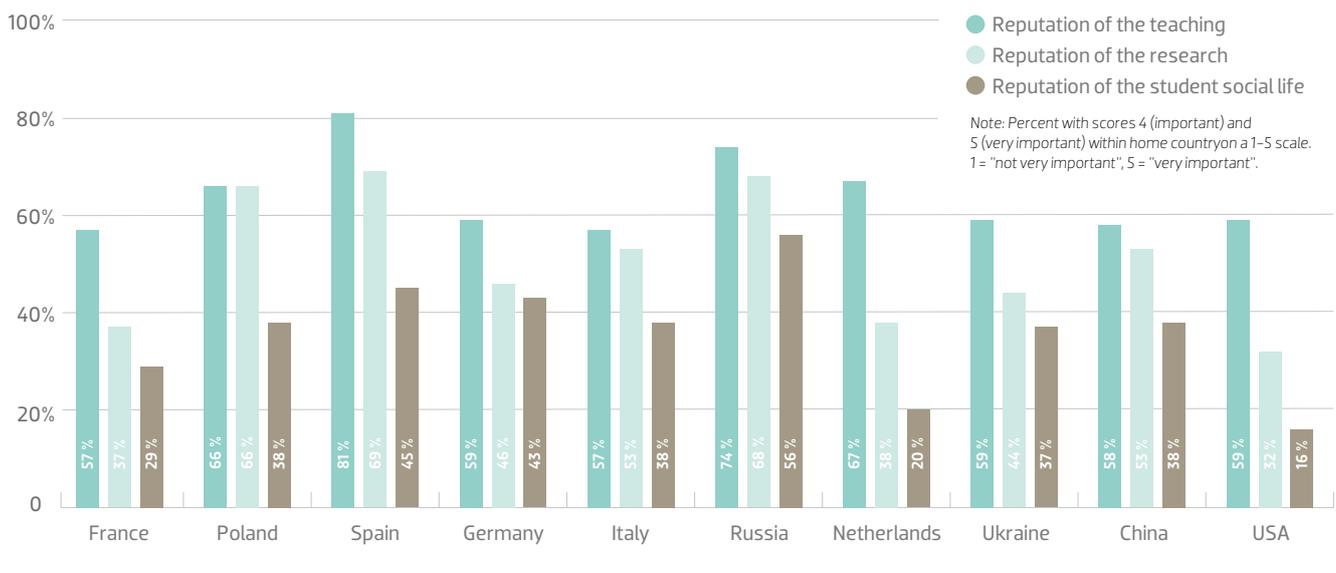
Norwegian nature draws many tourists to Norway. We see that these images also affect students’ motivation to study in Norway. ‘Peaceful and safe society’ was rated as the fourth most important reason for studying in Norway. This was rated the second most important the 2014 survey.

In this report, we take a closer look at the institutional qualities in the list, that is, the ‘reputation of teaching’, the ‘reputation of research’ and the ‘reputation of social student life’. The reason for this is that these are factors that Norwegian HEIs can influence and improve. The state of Norwegian nature and security necessarily lies beyond the sphere of influence for Norwegian HEIs. It is interesting to note that the ‘reputation of teaching’ is rated higher than the ‘reputation of research’. The ‘reputation of teaching’ is also rated higher than the factor ‘no tuition fee’. In the 2014 survey, these two factors were

allocated equal importance (see Figure 9). The Spanish students rated the ‘reputation of teaching’ highest, followed by Russian and Chinese students. Students from the ten most represented countries in the survey systematically allocated more importance to the reputation of teaching, than to the reputation of research (Figure 9). The reputation of student social life received the lowest rating of these three factors. We found little difference between degree students and exchange students in terms of how they rated the importance of the reputation of teaching and student social life (Figure 10).³⁹ The degree students rated the reputation of research higher than the exchange students.⁴⁰ The biggest difference between exchange students and degree students is found in the social network factor ‘family, friends or partner living in Norway’. Degree students rated this factor as more important than exchange students. This indicates that for longer educational stays, the students’ already existing social networks play a stronger part in the choice of country and educational institution.

The survey also included an open-ended question regarding the motivations for choosing Norway as a study destination. In our 2014 survey, the following categories were singled out as the main motivating factors based on an analysis of student responses: the quality and reputation of education, socioeconomic reasons; language, nature and outdoors, adventure and exoticism. The same cate-

FIGURE 9: Motivations for choosing Norway - institutional reputation per top 10 countries



³⁶ 1 = not important and 5 = very important.

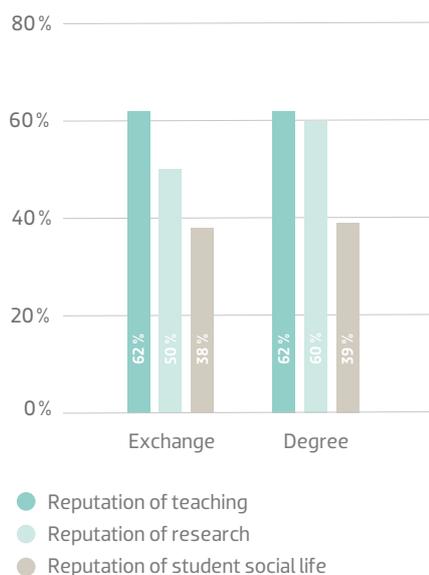
³⁷ Kunnskapsdepartementet (2016). Tilstandsrapport for høyere utdanning 2016. Oslo.

³⁸ NHH tops the list of institutions with the largest number of programmes and courses in English; almost half of the courses are offered in English.

³⁹ 62 per cent of the degree and exchange students rated the reputation of teaching as important or very important, while 38 per cent of the exchange students and 39 per cent rated the reputation of students’ social life as important or very important.

⁴⁰ 60 per cent of the degree students rated the reputation of research as important or very important compared to 50 per cent of the exchange students.

FIGURE 10: Motivation for choosing Norway; institutional reputation and student status



Note: Percent with scores 4 (important) and 5 (very important) within student status on a 1-5 scale. 1 = "not very important", 5 = "very important".

gories dominate the students' responses in the present survey.

Interestingly, the most frequently cited reasons for choosing Norway are specified qualities of the educational institutions (as exemplified with the selected citations). In the predefined categories, we specifically ask the student to rate the importance of the reputation of teaching, of research and of student social life. As seen above, these are rated lower than English language courses, Norwegian nature and unspoilt countryside/ environmental focus (see Figure 8). However, when analysing the elements emphasised in the students' own responses, the qualities of Norwegian higher education are pointed to more frequently than other factors such as nature, security or tuition fee. The educational qualities are more important than the general rating of predefined pull factors indicates. This may indicate that the highest score being given to English study programmes and courses not only reflects the importance of access through language, but also the importance attributed to the actual substance of the courses offered in English.

The fact that the parameters 'reputation of teaching', 'reputation of research' and 'reputation of student social life' are found further down the list of motivating factors compared to the students' own explanations indicates that the concept of 'reputation' is too narrow to capture all

"One of the best countries in the world in my field (environmental engineering)"
Brazilian Master student

"I study fish farming so Norway is a place with extensive expertise in my field"
American bachelor student

"Because of the interdisciplinary nature of Norwegian master programme"
Ghanaian master student

"The major benefactor of Norwegian higher education is the absence of tuition fee at universities and also high quality of teaching which makes it extremely competitive with other countries in the world such as the USA."
Indian master student

"Great possibilities, smart people and good equipment for science research"
Estonian bachelor student

the pull factors of Norwegian HEIs. In addition to the reputation of Norwegian higher education as a whole, and the reputation of the specific fields of study, factors such as unique courses that are not offered elsewhere, special areas of knowledge (such as the field of energy, gas and oil), lab resources and technological infrastructure for research, compatibility of courses with the student's degree and subjects, existing bilateral academic collaboration/partnership, scholarship opportunities and the teaching philosophy are named as being important.

In sum, then, qualities of Norwegian HEIs in combination with national qualities contribute to attracting international students to Norway and the educational substance offered is highly important to the international students. This is vital to note for Norwegian HEIs when developing English language courses and information in order to reach international students.

4.2 Sources of information

The students were asked to name the communication channels through which

they received information about studies in Norway with a maximum of three choices (Figure 11). 'The internet' was most frequently selected by the respondents, followed by 'Norwegian university and university colleges' websites' and thirdly 'academic and administrative staff at your institution at home'⁴¹. 'Family and friends' and 'other students' were ranged as the fourth most important channel. The latter indicates that a positive educational experience from Norway among international students also helps to recruit new candidates to Norwegian HEIs.

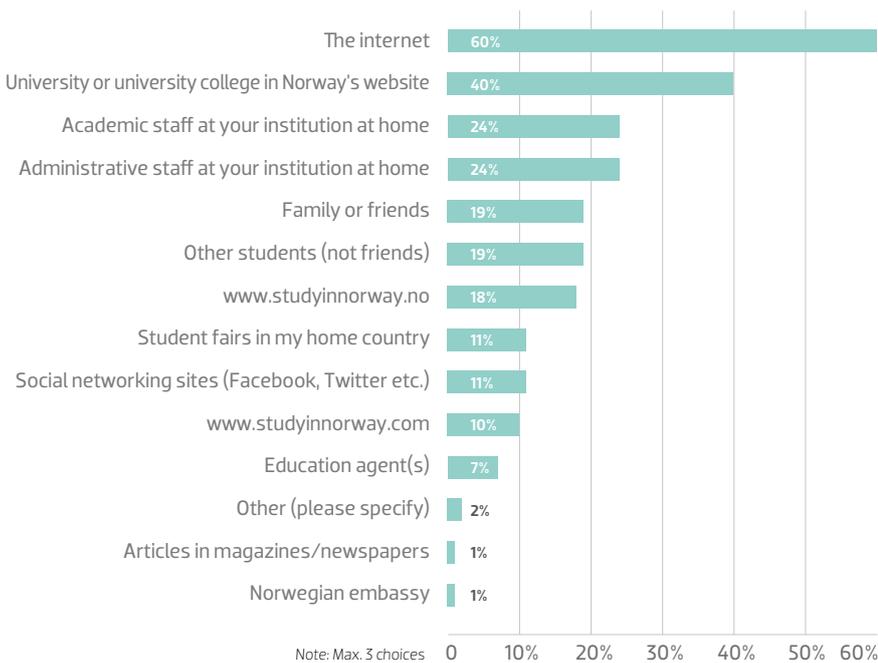
When asked to choose which social network site was considered most effective in reaching students, Facebook is pointed out as the most effective channel. A total of 10 per cent of the respondents had studyinnorway.com as a source of information. Figure 12 shows that degree students, to a greater extent, preferred the studyinnorway.com webpage as a source of information when compared to exchange students. This is not surprising since this website presents an overview of the English degree programmes, but has less information for exchange students interested in specific courses.

⁴¹ Academic and administrative staff are two different answer options with equal scores.



Photo: Paul S. Amundsen/SIU

FIGURE 11: Where did you receive information about studying in Norway?



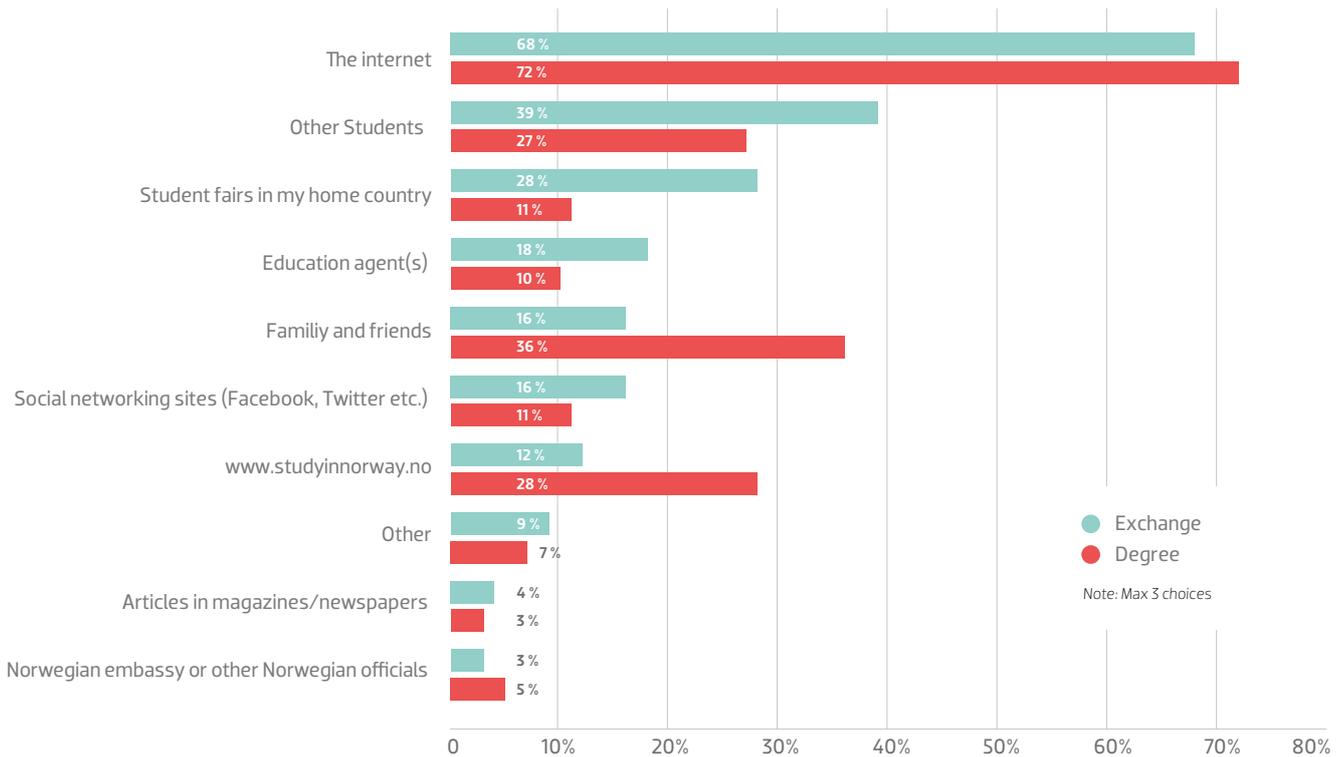
When asked where the students had found information about the institution they study at, 'the internet' was most frequently selected followed by 'Norwegian university or university colleges' websites' and thirdly, 'the academic and administrative staff at their home institution' (Figure 13).

It is interesting to note that 11 per cent of the respondents point to student fairs, while 7 per cent had used education agencies. When considering the different countries, 28 per cent of the French respondents have received information from education agencies and 27 per cent of the American students also report having used education agents. Our material shows that 13 per cent of the students at BI report having used education agents, but the proportion is higher for UiO (17 per cent) and UiB (21 per cent).

4.3 The choice of educational institution

Nine out of ten respondents study at the Norwegian institution that was their first choice. We asked the students to rate a

FIGURE 12: Where did you receive information about studying in Norway? Exchange/degree students

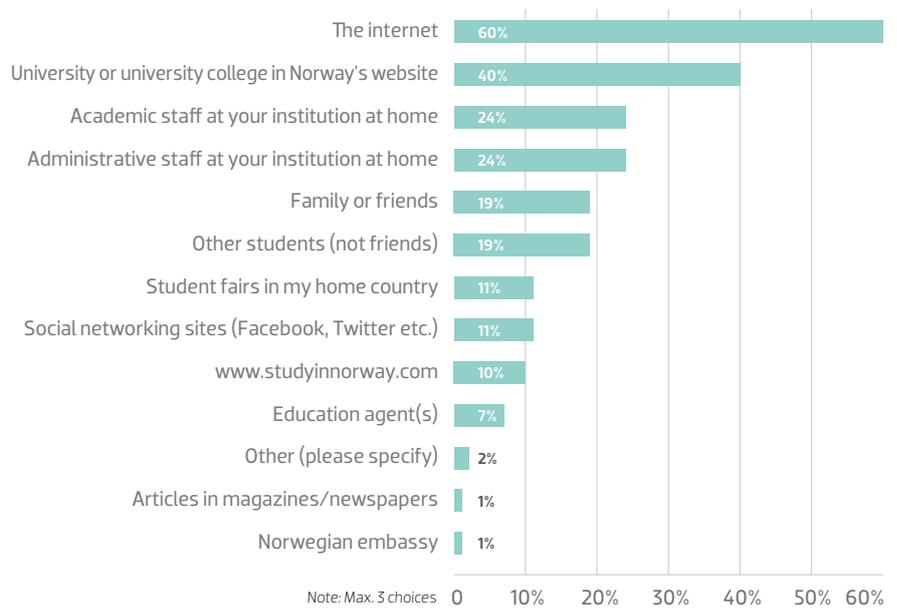


predefined set of motivating factors for choosing the institution. The highest score was given to ‘English taught degree programmes and courses’, the second highest to ‘improve my career possibilities’, and third to ‘programmes and courses offered at the institution’. In other words, career prospects is an important motivation for taking education abroad, in addition to the courses and study programmes that the HEIs offer in English.

We grouped the Norwegian HEIs into three categories: universities, specialised university colleges and university colleges (see overview, page 11). In all of the institutional categories, the students have rated the following factors as important⁴²: ‘English taught degree programmes and courses’, ‘programmes and courses offered’ and ‘improve my career possibilities’. The universities scored higher on ‘programmes and courses offered’, while the scientific university colleges had the highest score on ‘English taught programmes and courses’ and ‘my home institution has an exchange agreement/cooperation with the Norwegian institution’. Universities and scientific university colleges had identical scores on the factor ‘improve my career possibilities’.

In sum then, the national reputation of Norway works together with education-

FIGURE 13: Where did you receive information about the university/college where you study?



al qualities of Norwegian HEIs to attract international students to Norway. The Norwegian HEI websites are important channels of information for students. An increasing share of courses offered in English makes it more attractive for international students to choose Norway as a study destination. The specialised fields and courses that make some of the edu-

cational institutions unique, and the way that these opportunities are communicated, are important for recruiting international students. In addition, international partnerships and bilateral agreements facilitate international student mobility to Norway.

⁴² This means that the average rating is over 4.



WORK.

Photo: Peter Klasson



RELAX.

Photo: Sverre Hjørnevik Photography



5. More satisfied with the study environment

In this chapter, we explore the extent to which international students are satisfied with the study environment, teaching and supervision at the institutions. Through these figures, we get an impression of how satisfied the students are with the manner in which they are received and introduced to the educational environment in Norway.

The survey results show that international students have an overall high level of satisfaction with the study environment at the Norwegian HEIs. A total of 69 per cent of the students are satisfied or very satisfied with the study environment. The

study environment includes introductory arrangements for international students and the social and academic study environment at the Norwegian HEIs. A total of 74 per cent of the students are satisfied or very satisfied with the introductory arrangement for international students (Figure 14). The students are a slightly less satisfied with the academic environment: 69 per cent are satisfied or very satisfied with the programme's student group as an academic environment. The international students are least satisfied with the programme's student group as a social environment.

Economics and business studies have the most satisfied students followed by the natural sciences and technology, and law and social sciences. Russian students are most satisfied with the study environment followed by Spanish and Polish students. Students from the Netherlands and Italy are the least satisfied with the overall study environment. The Italian students are least satisfied with the student group as a social environment. Interestingly, students from the USA are more satisfied with the study environment than Chinese students, even though both groups report a relatively high level

FIGURE 14: Student satisfaction with the study environment

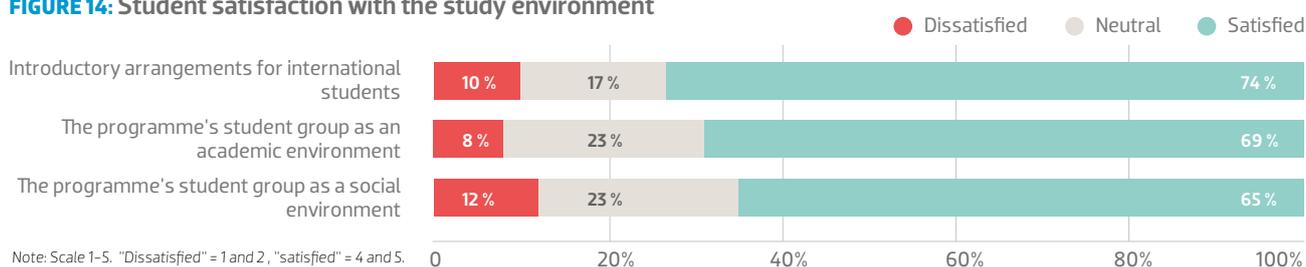
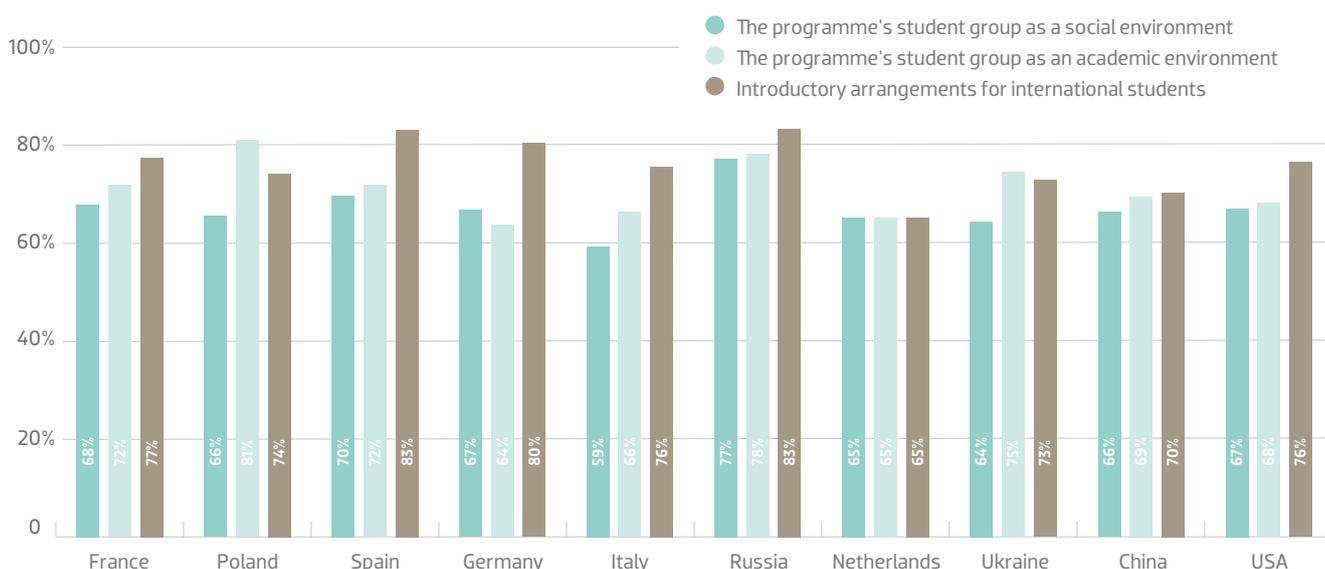
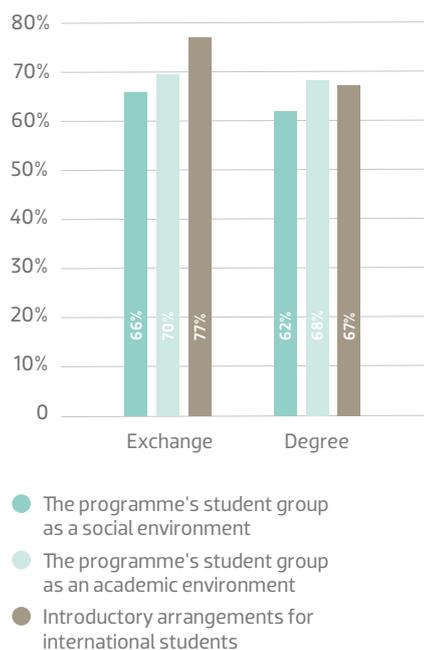


FIGURE 15: Student satisfaction with the study environment - top 10 countries



Note: Percent with scores 4 (satisfied) and 5 (very satisfied) within home country on a 1-5 scale. 1 = "dissatisfied", 5 = "very satisfied".

FIGURE 16: Exchange and degree student satisfaction with the study environment



Note: Percent with scores 4 (satisfied) and 5 (very satisfied) on a 1-5 scale. 1 = "dissatisfied", 5 = "very satisfied".

of satisfaction.⁴³ Polish students are the most satisfied students in relation to the academic environment (Figure 15).

Of the international students, 69 per cent were satisfied or very satisfied with the study environment, an increase of five percentage points since 2014.⁴⁴ The environment index for student survey 'Studiebarometeret' conducted annually among

Norwegian students by NOKUT, is equivalent to our question regarding satisfaction with the study environment.⁴⁵ Contrary to the previous years' findings, the international students are less satisfied with the study environment than the Norwegian students. In particular, the student group as a social environment is given a lower score. In the survey among Norwegian students, 72 per cent of the students are satisfied or very satisfied with the programme's student group as a social environment, compared to 65 per cent of the international students. An identical proportion of 69 per cent of domestic and international students is satisfied or very satisfied with the academic environment of the study programme.

Exchange students are overall more satisfied with the study environment than degree students (see Figure 16). The difference in satisfaction between exchange students and degree students is largest on the factor 'introductory arrangements for international students'. This result was the same in the 2014 survey conducted among international students. A possible reason for this may be that the institutions have special arrangements for exchange students that are not offered to the international degree students.

5.1 Teaching and supervision

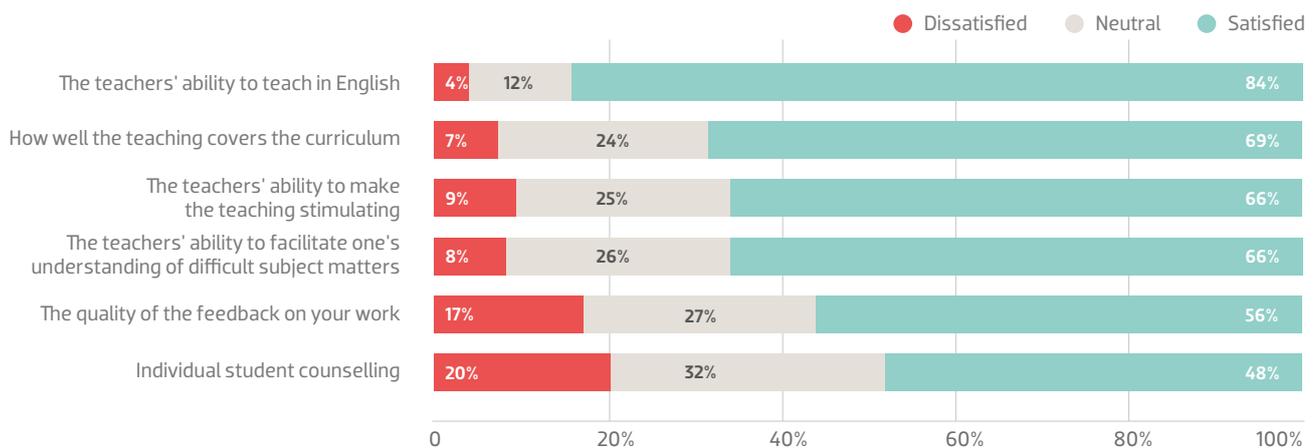
There is generally a high degree of satisfaction with teaching and academic supervision among the international students. 71 per cent are satisfied or very satisfied with the teaching. A total of 84 per cent reported that they were satisfied or very satisfied with the teachers' ability

to teach in English. This is an increase of 7 percentage points from the 2014 survey.

On questions regarding the substance of teaching, satisfaction is slightly lower, but there is still an overall high level of satisfaction among the students. Two of three respondents reported that they were satisfied or very satisfied with how well the teaching covers the curriculum, and with the teachers' ability to make the course stimulating (Figure 17). The same share of students reported that they were satisfied or very satisfied with the teachers' ability to facilitate their understanding of difficult subject matters. With regards to supervision, the degree of satisfaction is lower than with teaching. More than half of the international students are satisfied or very satisfied with the feedback on their work. A little less than half of the international students are satisfied or very satisfied with the individual supervision that they receive (see Figure 17).

Again, interesting comparisons can be made to the Norwegian students represented in *Studiebarometeret*. In relation to supervision, the degree of satisfaction among the international students is lower than for teaching. This overlaps with the general findings among Norwegian students in the 2015 *Studiebarometeret*. When compared to the Norwegian students, the international students are generally more satisfied with teaching and supervision, with a score that is on average almost 7 percentage points higher. The only parameter in which the international students expressed a lower degree of satisfaction compared to Norwegian students was 'how well the

FIGURE 17: Student satisfaction with teaching and academic counselling



Note: Scale 1-5. "Dissatisfied" = scores 1 and 2, "satisfied" = scores 4 and 5.

⁴³ 69 per cent of the Chinese students compared to 71 per cent of the students from the USA are satisfied or very satisfied with the study environment.

⁴⁴ In the 2016 survey, we have removed questions related to buildings, the library and IT services to reduce the length of the survey. These questions formed a part of the study environment section from the 2014 survey. The comparison above takes this into consideration and compares only the identical parameters from the 2016 and 2014 surveys.

⁴⁵ NOKUT (2015). Studiebarometeret 2015, totalrapport, NOKUT: 1-22.

teaching covers the curriculum', where 68 per cent of the international students were satisfied or very satisfied compared to 72 per cent of the Norwegian students. The highest difference in rating of 12 percentage points between international and Norwegian students is found in their assessment of 'the teachers' ability to facilitate understanding of difficult subject matters'. There is, in other words, room for improvement for the Norwegian HEIs on the level of educational supervision and feedback.

We find only small differences in these perceptions of teaching and supervision between degree students and exchange students (Figure 18). The degree students are slightly more satisfied with how well the teaching covers the curriculum. Degree students are also slightly more satisfied with the quality of feedback and individual student supervision when compared to exchange students. In contrast, the exchange students are somewhat more satisfied with the teachers' ability to teach in English than degree students.

Looking at these differences in satisfaction, students from Russia, Poland and China top the list (Table 2, Appendix 2). Polish students are particularly satisfied with the teachers' ability to teach in English, followed by students from Ukraine and Russia. Interestingly, students from the USA are most satisfied with the teachers' ability to teach in English. Furthermore, their rating of the teachers' English skills is higher than among students from Italy and the Netherlands. The students from the Netherlands rate this ability lowest of the ten most represented countries in the survey. Students from Poland, Ukraine and China are generally more satisfied with the teaching at Norwegian HEIs than students from the USA, the Netherlands, Italy and France.⁴⁶

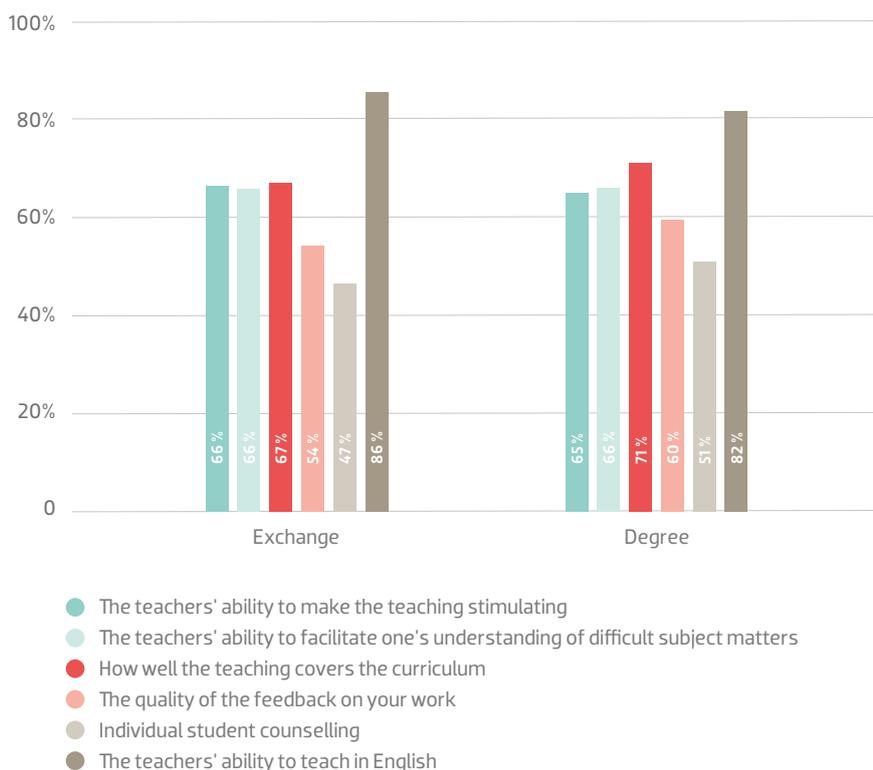
If we look at the subject disciplines, arts and humanities have the most satisfied students, followed by law and social sciences, and natural sciences and technology.⁴⁷

5.2 Experiences with the workload and formal requirements

Posing questions about the students' experiences with the workload and formal requirements may tell us something about the amount of effort required of the international students to adapt to a new study environment. We asked the students to consider, on a scale from 1 to 5,⁴⁸ statements related to the workload of curriculum, of the amount of teaching, of required submissions and of formal requirements for exams and submissions. The average result among the students shows an overall neutral stance (Figure 19). In other words, the international students seem to be coping well with their studies in Norway.

As in the 2014 survey, degree students tend to find the workload and formal requirements more demanding than the exchange students do (see Figure 20). The largest proportion of degree students come from Russia, Eastern Europe and Asia, while the western EU countries have the largest proportion of exchange students.

FIGURE 18: Exchange and degree student satisfaction with teaching and academic counselling



Note: Percent with scores 4 (satisfied) and 5 (very satisfied) on a 1-5 scale. 1 = "dissatisfied", 5 = "very satisfied".

Looking at the ten most represented countries in the survey, Spanish students have the highest score, which suggests that they find the amount of time for teaching and other organised activities a little more demanding than students from other countries. They are followed by Chinese and Russian students. Russian students find the volume of the curriculum slightly more demanding than students from other countries. Students from the USA have the lowest scores among the ten most represented countries, which indicate that they find the general workload less demanding than the others. They also most strongly disagreed with the statement 'required submissions for own written work are too demanding' (Table 3, Appendix 2).

These differences may be explained in part by the various educational traditions the students come from and what the Norwegian educational system represents. Norwegian academic culture is characterised by a relatively low level of hierarchy and quite informal relations between staff and students. The students are usually given a large amount of freedom in shaping their texts and exams. On the other hand, they are expected to develop their own critical assessment and reasoning without relying too much on input

⁴⁶ 69 per cent versus 71 per cent are satisfied or very satisfied with the study environment.

⁴⁷ The second most satisfied group is the residual category 'other'. These are metadata that we have received from the FS system. We see, however, that the largest group of students categorised as 'other' in the FS system are Erasmus+ exchange students staying for half a year or less. The disciplines that these students study are not specified. There are also some interdisciplinary subjects that fall into this category, but the number is considerably smaller than the Erasmus+ students.

⁴⁸ 1=do not agree at all and 5= strongly agree

FIGURE 19: Student experiences with academic workload

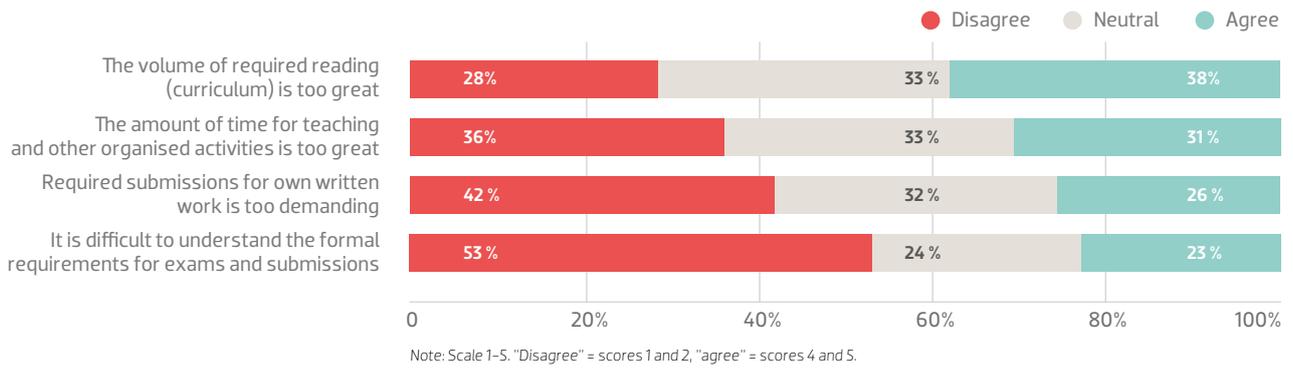
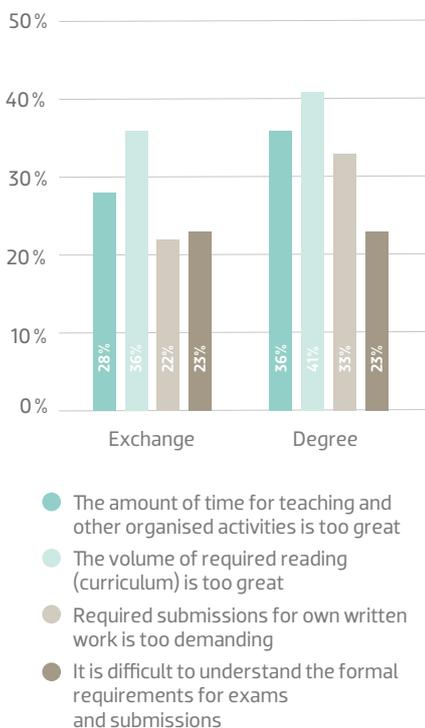


FIGURE 20: Exchange and degree student experiences with academic workload



from the teaching staff. Students from the USA are often accustomed to more formal assignments and teaching than the Norwegian academic system offers. They are therefore more likely to find the workload comparatively light. For the ten most represented countries in the survey, the size of the curriculum causes the most dissatisfaction. This does not imply, however, a high degree of dissatisfaction, since this score is neutral overall, with a few more dissatisfied than satisfied students.

Law and social sciences students, and pedagogy and teaching students, find the volume of required reading more demanding than students of the other disciplines. They are followed by natural sciences and technology students. The survey results show that international students experienced the least problems understanding the formal requirements for exams and submissions.

5.3 What is most challenging for international students in Norway?

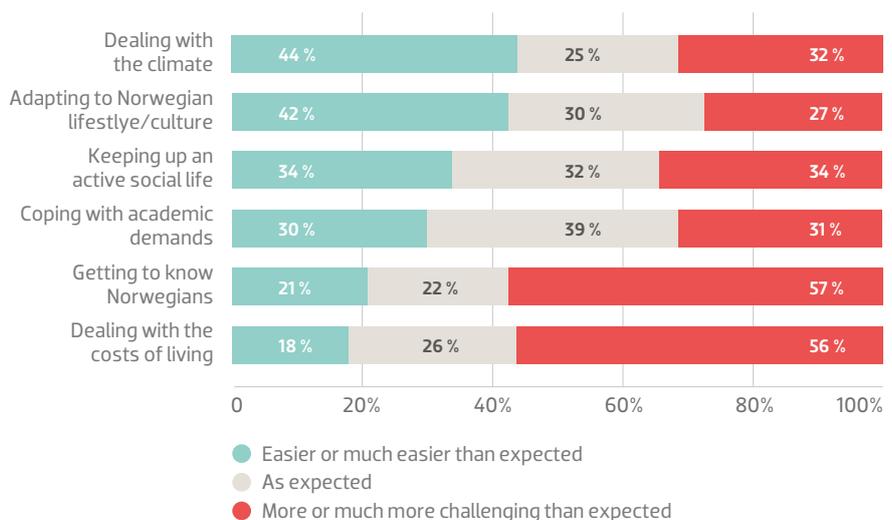
Looking at differences between students from the ten most represented countries in the survey, we see that as much as 46 per cent of Russian students found that coping with academic demands was more, or much more, challenging than expected (see Table 3, appendix 2).⁴⁹ A total of 44 per cent of the Ukrainian students and 40 per cent of the Chinese answered the same. In contrast, only 20 per cent of students from Germany and the Netherlands found the academic demands more challenging than expected. This

most likely reflects transitional problems that students from the eastern Eurasian sphere face due to greater differences in academic and educational traditions when compared to their home countries.

Two of the factors that received the highest scores are firstly, 'dealing with the cost of living' and secondly, 'getting to know Norwegians' (see figure 21). A total of 69 per cent of the Italian students rate 'dealing with the cost of living' as more, or much more, challenging than expected. A large proportion of Spanish and French students rate the cost of living in the same way. 31 per cent of the students found 'getting to know Norwegians' more challenging than expected. The USA, Germany and France have the largest share of students that found this challenging.

Italian and Ukrainian students found dealing with the climate more challenging than other students from the ten most represented countries. Italian and Ukrainian students also found adaption

FIGURE 21: Experiences



⁴⁹ The international students are asked to rate their experiences on a scale from 1 to 5, where 1 is much easier than expected and 5 is much more challenging than expected.

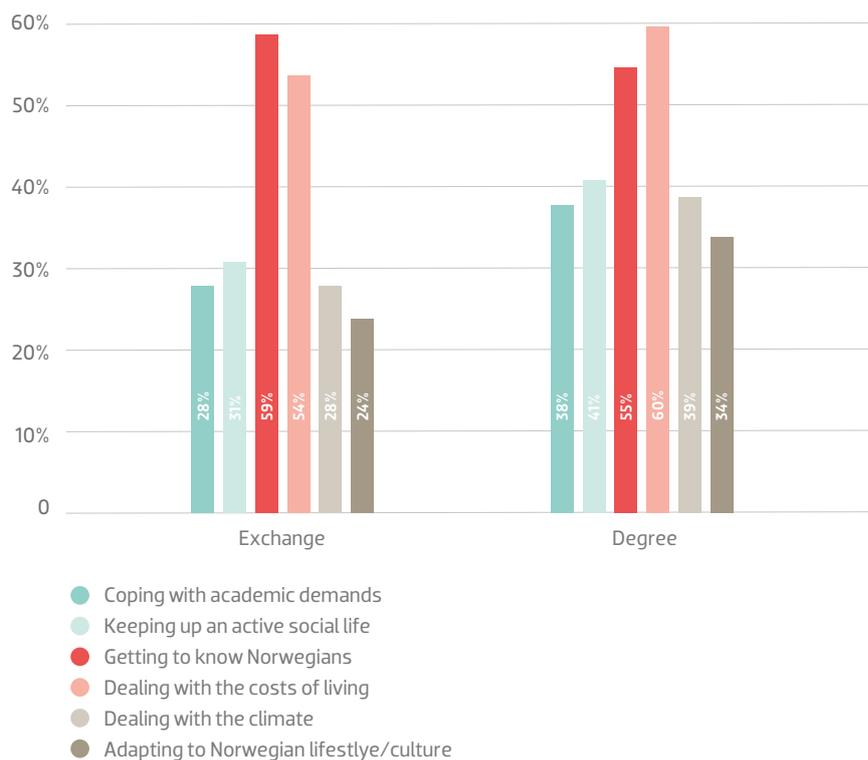
to the Norwegian lifestyle more challenging when compared with students from the ten most represented countries in the survey.

One of the myths of internationalisation of education according to Jane Knight⁵⁰ is the assumption that more foreign students on campus will produce a more internationalised institutional culture and curriculum. Contrary to this, research shows that in many places, foreign students feel socially and academically marginalised in relation to domestic students.⁵¹ Also, recent research has documented a tendency towards domestic students being resistant to having an international experience at home.⁵² The results from our previous survey among international students in 2014 showed that the international students wished to have more contact with Norwegian students.

Having a large number of foreign students, then, does not necessarily internationalise university campuses. Students from Germany, France and the USA top the list of students that rate getting to know Norwegians as more challenging, or much more challenging, than expected (see Table 3, appendix 2). When asked to rate the ability to have an active social life, 46 per cent of the Chinese students and 43 per cent of the Russian students answer that they found this more challenging or much more challenging than expected. Only about 1/3 of the students from the USA and Germany reported that they found it more difficult than expected to keep up an active social life.

The second highest rated factor, 'getting to know Norwegians' indicates that there is a greater potential for the institutions to facilitate more frequent and meaningful encounters between international and Norwegian students, and for including international learning as part of the ed-

FIGURE 22: Challenging experiences, exchange/degree students



Note: Percent within student group with more or much more challenging experiences than expected on a 1-5 scale (1 = much easier than expected, 5 = much more challenging than expected).

ucational experience, also for those domestic students that do not go abroad as exchange students. Degree students find academic demands, the opportunity for an active social life, the cost of living and the climate more challenging than the exchange students. In contrast, the majority of both degree students and exchange students find it more challenging than expected to get to know Norwegians (Figure 22).

The qualitative data from this survey indicate that there are multiple barriers at Norwegian HEIs that work against inter-

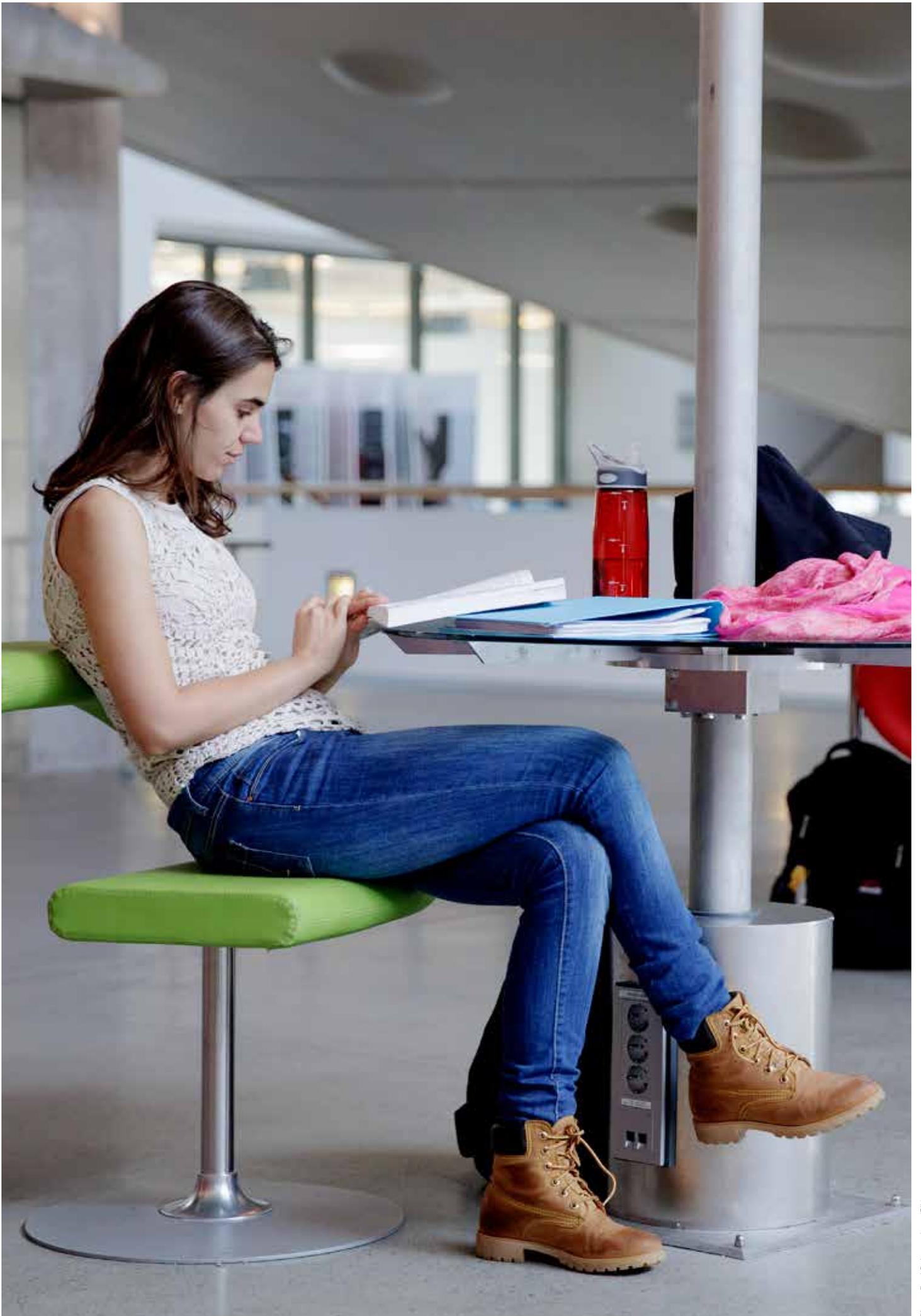
nationalisation at home through active engagement with international students.⁵³ Introductory arrangements for new students often present different activities and events that separate Norwegian students from international students. There may be good and practical reasons for this, but the findings in this report suggest that the institutions could gain a lot by looking at their different arrangements as a whole and posing the question: 'Are we sufficiently facilitating productive encounters, cooperation and mutual learning between international and Norwegian students?'

⁵⁰ Knight, J. (2015). "Five myths about internationalization." *International higher education*(62).

⁵¹ Leask, B. (2009). "Using formal and informal curricula to improve interactions between home and international students." *Journal of studies in international education* 13(2): 205-221.

⁵² Jon, J.-E. (2013). "Realizing Internationalization at Home in Korean Higher Education: Promoting Domestic Students' Interaction with International Students and Intercultural Competence." *Journal Studies in International Education* 17(4): 455-470.

⁵³ See, for example <http://k7bulletin.no/ingen-vil-vaere-fadder-for-utvekslingsstudentene>





6. An underused resource in Norwegian education

"There should not be different lectures for international and Norwegian students. It would also be nice to do group work together and not only in teams of international students, or students from the same country"

University student.

Internationalisation 'at home' is increasingly attracting political and scholarly attention. A central assumption in the internationalisation of education is that international students bring new impulses to Norwegian institutions and students. As already mentioned, this is considered particularly important since the number of Norwegian exchange students has slightly decreased, contrary to an expressed political aim of growth in outward student mobility. More international students come to Norway than Norwegian students go abroad as exchange students.

The Netherlands is among the first countries to develop a separate policy on 'internationalisation at home' to ensure that all students acquire international competences during their studies, as only 22 per cent of Dutch students are internationally

mobile. For Dutch institutions, international competences have been defined as:

- \ An attentive and inquisitive attitude
- \ Intercultural effectiveness and communication
- \ Knowledge of foreign languages
- \ Flexibility and the ability to apply knowledge
- \ Ability to innovate according to international standards⁵⁴

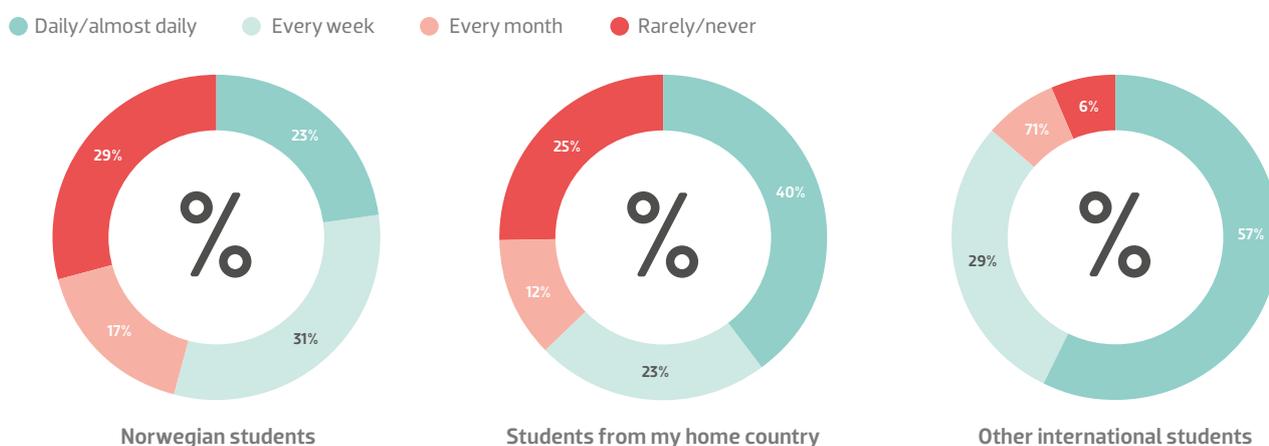
There are many ways in which they have attempted to achieve this. Internationalising the curriculum is a central element, along with inviting foreign lecturers, participating in international projects and offering courses aimed at stimulating intercultural skills. International students represent a potential resource in creating a productive teaching environment that

promotes the development of international competences.

An increasingly pressing question is whether the institutions manage to organise educational and social activities in ways that increase the frequency and quality of interaction between domestic and international students. In other words, are the international students and Norwegian students given the educational and organisational framework needed to produce an international study environment that stimulates intercultural learning?

What can the data from this survey tell us about the frequency of interaction between international and domestic students at the universities and university colleges? 54 per cent of the international students estimate that they interact with Norwegian students weekly or more frequently at the HEIs (see Figure 23). The overall numbers show, however, that international students (87 per cent) most frequently interact with other international students. 57 per cent interact with other international students on a daily basis in the educational environ-

FIGURE 23: How often do you socialise with the following groups at the university/college?



⁵⁴ Van Gaalen, A. and R. Giesen (2014). "Internationalizing Students in the Home Country—Dutch policies." *International higher education* (78): 10–12.

ment, compared to 23 per cent that report daily interaction with Norwegian students. Co-nationals form the second most important group of interaction for the international students: 40 per cent say they interact daily with other students from their home countries.

International students in Norway, then, do have an international experience, mainly through contact with students from other countries. Norwegian students are less a part of this and as many as 29 per cent of international students say that they rarely or never interact with Norwegian students.

If we look at the differences between respondents from the top ten countries, Russian students interact most frequent with Norwegian students, followed by German and Ukrainian students. Interestingly, a slightly larger proportion of Chinese students compared to students from the USA report that they interact with Norwegian students on a weekly basis or more often. It is important to underline, however, that these data only show the *frequency* of interaction with different groups, not the quality of these encounters.

French and Italian students interact least frequently with Norwegian students. If we look at the remaining countries represented with more than 15 respondents, Brazilian students have least interaction with Norwegian students.⁵⁵ Considering that Brazil is one of the countries in the

Panorama strategy that has expressed strategic interest for Norway, this is worrisome. It shows that student mobility in itself is not sufficient to deliver increased internationalisation and quality of education through the recruitment of international students to Norway. To make use of these resources, the institutions need to work systematically to facilitate and increase the frequency of productive encounters between Norwegian and international students.

If we look closer at differences between master's and bachelor's students, master's students⁵⁶ tend to have more daily contact with Norwegian students. A similar difference is found between degree students and exchange students: 59 per cent of the degree students have daily or weekly contact with Norwegian students compared to 52 per cent of the exchange students. If we look at gender differences in this respect, we see that female international students have less contact with Norwegian students than the male students have.

Students that study health and care have more frequent interaction with Norwegian students, whereas those studying teaching and pedagogy disciplines have the least frequent interaction.

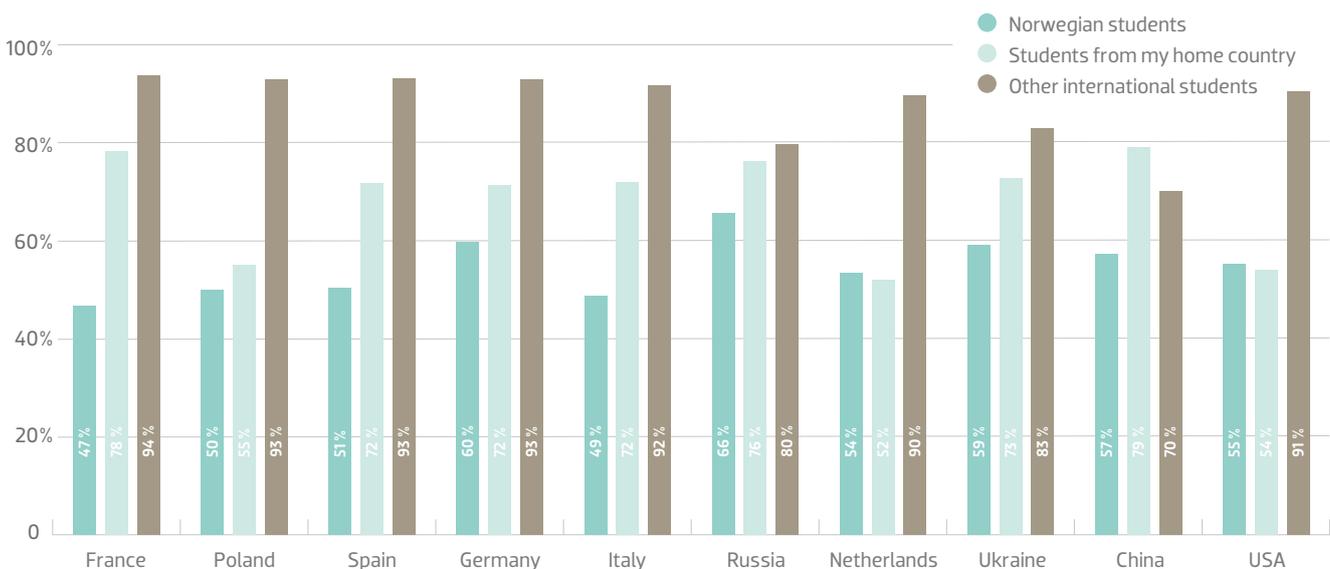
6.1 Leisure time

We asked the students to rate the approximate frequency of interaction with Norwegians, co-nationals and people of other nationalities outside the universities and university colleges. This allows

us not only to compare the frequency, but to analyse potential correlations between social interaction at the institutions and life outside the studies. A bivariate analysis between interaction patterns at the institutions and in the students' leisure time shows a strong positive correlation: students that have regular contact with Norwegian students in an educational context also have regular contact with Norwegians in their spare time.⁵⁷ Patterns of social interaction at the educational institutions are reproduced in the social life of international students outside the context of study: 47 per cent of the international students reported that they spend time weekly or more often with Norwegians in their leisure time. In contrast, 81 per cent of the students spend time weekly or more frequently with people from other countries. Students from Germany and the Netherlands have most frequent interaction with Norwegians outside the study context. The Dutch students report having more interaction with Norwegians outside the study context, whereas for the German students, the frequency of social interaction with Norwegians in the study environment and leisure time is identical.

An identical share of degree students and exchange students (47 per cent) report spending time with Norwegians weekly or more frequently. The exchange students report having more frequent contact with people of other nationalities than the degree students. The overall numbers also indicate that exchange students have a more active social life

FIGURE 24: Social interaction weekly or more often at the university/college, top 10 countries.



⁵⁵ Mean score: 2,93 (on a scale from one to four where one is daily and four is rarely/never) N =28

⁵⁶ 57 per cent of the master's students compared to 52 per cent of bachelor's students

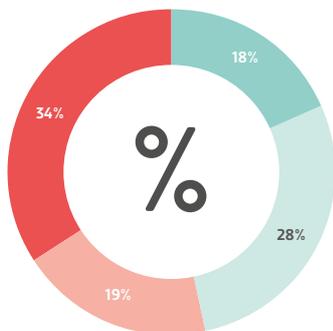
⁵⁷ Pearson's r = .54, statistically significant on a 1 per cent level (two-tailed test).



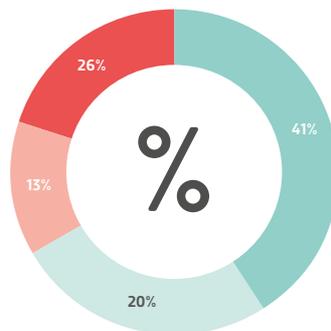
Photo: Shutterstock

FIGURE 25: How often do you socialise with the following groups in your leisure time?

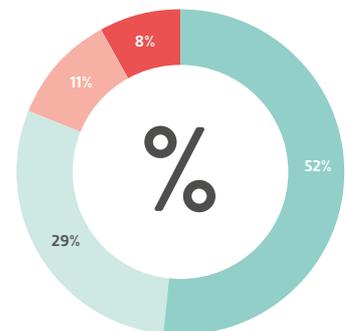
● Daily/almost daily
 ● Every week
 ● Every month
 ● Rarely/never



Norwegian students



Students from my home country



Other international students

outside the study environment than the degree students. One reason for this may be that the degree students report experiencing a heavier workload in their studies compared to exchange students. Degree students interact more frequently with Norwegian students in their study environment compared to in their leisure time, with a difference of 12 per cent. Comparative numbers for the exchange students are five per cent.

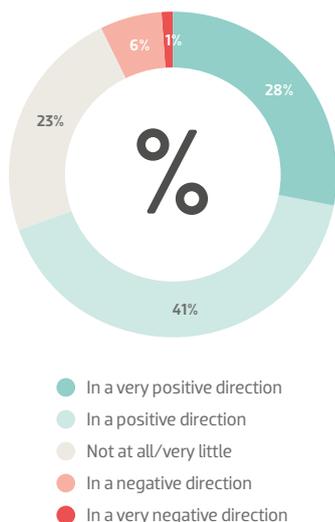
If we compare this across the disciplines, we get a slightly different picture compared to patterns of social interaction at the HEIs. Here, economics and business studies come out as having the least contact with Norwegians during their leisure time, followed by natural sciences and technology.⁵⁸ Economics and business studies score highest on most frequent contact with other international students in their social leisure time.

In sum, the positive correlation identified between patterns of social interaction in the study environment and leisure time shows the importance of creating contact between international and domestic students in educational contexts.

6.2 International students' overall experience and suggestions

The data from our study show that 69 per cent of the international students have changed their opinion of Norway

FIGURE 26: How have your overall impressions of Norway changed since you arrived?



in a positive or very positive direction (Figure 26). More exchange students have changed their opinion of Norway in a positive way than degree students.⁵⁹ Students from the Netherlands, followed by Russia and Spain, have changed their perceptions of Norway, mostly in a positive direction.

In an open-ended question, we asked the students if they had any suggestions as to what the institutions could improve on to better facilitate the integration of international students. Many of the respondents point out that there are separate activities socially and academically for domestic and international students, which create barriers for interaction. The introduction weeks often have separate organised activities for international students, and many remark that they find little opportunity to get to know Norwegians. Several of the respondents have formed the impression that being reserved and socially inaccessible is an innate part of the Norwegian character, which cannot be amended in any way. The fact that international students face challenges of integration in all

countries regardless of cultural traits suggests that this is not a unique Norwegian challenge.⁵⁹

Interaction with international students in English may not be something that Norwegian students actively seek out when they enter a new educational context. Such encounters are likely to be more challenging than among co-nationals, who share more or less the same cultural codes. Educational cooperation may also be more demanding than with co-nationals.⁶⁰ There is a need for qualitative research to explore the reasons why there is little contact between domestic students and international students in Norway.

In the qualitative responses, some of the international students say that they would like to know more about the social codes in Norway to better enable them to interact with Norwegians. Research shows that the development of international competences at home is hard work and needs systematic attention as well as resources.⁶¹ The development of international skills will not happen by itself, even if interna-

"[...] I've discovered it's a beautiful amazing country with a great culture and lifestyle".
Australian bachelor student

"Due to struggling with the locals, I still don't feel part of the Norwegian society. Also the lack of interest towards international students on behalf of the school [...] has decreased my overall view of Norway".
Finnish master student

"Answers came very late, everything takes ages"
Swiss bachelor student

"Teaching and contents were really great, people are relaxed, friendly and easy going, experiencing the winter was exciting, nature is beautiful"
German bachelor student

⁵⁸ The large category of 'missing' that contains a significant amount of Erasmus + exchange students has the second highest score on this parameter.

⁵⁹ A total of 73 per cent of the exchange students have changed their opinion of Norway in a positive or very positive direction, compared to 62 per cent of the degree students.

⁶⁰ Harrison, N. and N. Peacock (2009). "Cultural distance, mindfulness and passive xenophobia: Using Integrated Threat Theory to explore home higher education students' perspectives on 'internationalisation at home'." *British Educational Research Journal* 36(6): 877-902.

⁶¹ Leask, B. (2009). "Using formal and informal curricula to improve interactions between home and international students." *Journal of studies in international education* 13(2): 205-221.

tional and domestic students attend the same classes. Research suggests that this needs to be addressed in a more systematic way to foster a study environment that develops international competences as part of its domestic education.

In the students' social life and activities, we can ascertain from the international students' suggestions that language is the main barrier. Many of the answers point out that student groups are open to international students on paper, but that information is only given in Norwegian. This hinders the international students from taking part in student organisations and activities. Several of the students also point out that placing international students in separate 'housing', where Norwegian students rarely live, hinders integration. In other words, many seem to experience that international students and domestic students are treated as separate groups at the Norwegian HEIs; in the residential context, the educational context, and in the context of students' social life. However, more research is needed to see whether or not this is in fact the case.

The international students nevertheless display a high degree of satisfaction with their studies in Norway. The rate of satisfaction is high when compared to other countries. In fact, in the 2016 Internation-

al Student Satisfaction Award on *Study-Portals*, Norway tops the list of the most satisfied students.⁶² Weak integration, then, is mainly a loss to the Norwegian students and the HEIs. It is especially a loss to the domestic students that do not spend time abroad as part of their education, who could have trained both their linguistic and cultural skills if they were to cooperate and interact more with international students as part of their education. International students, on the other hand, do develop their international competences and networks as they interact most of all with other international students in Norway. The data from this survey show that they are generally satisfied with the quality of education and social life in Norway.

Rather than discussing the *integration* of international students, as if the domestic environment is doing them a favour, it would be more correct to frame this as a need of the domestic educational environment. This is about making use of an existing resource to provide central international skills to domestic students. The need for such skills is seen as important for any educated person as the Norwegian context is increasingly internationalised through migration and international cooperation. Fostering abilities to learn from, and manoeuvre in, international

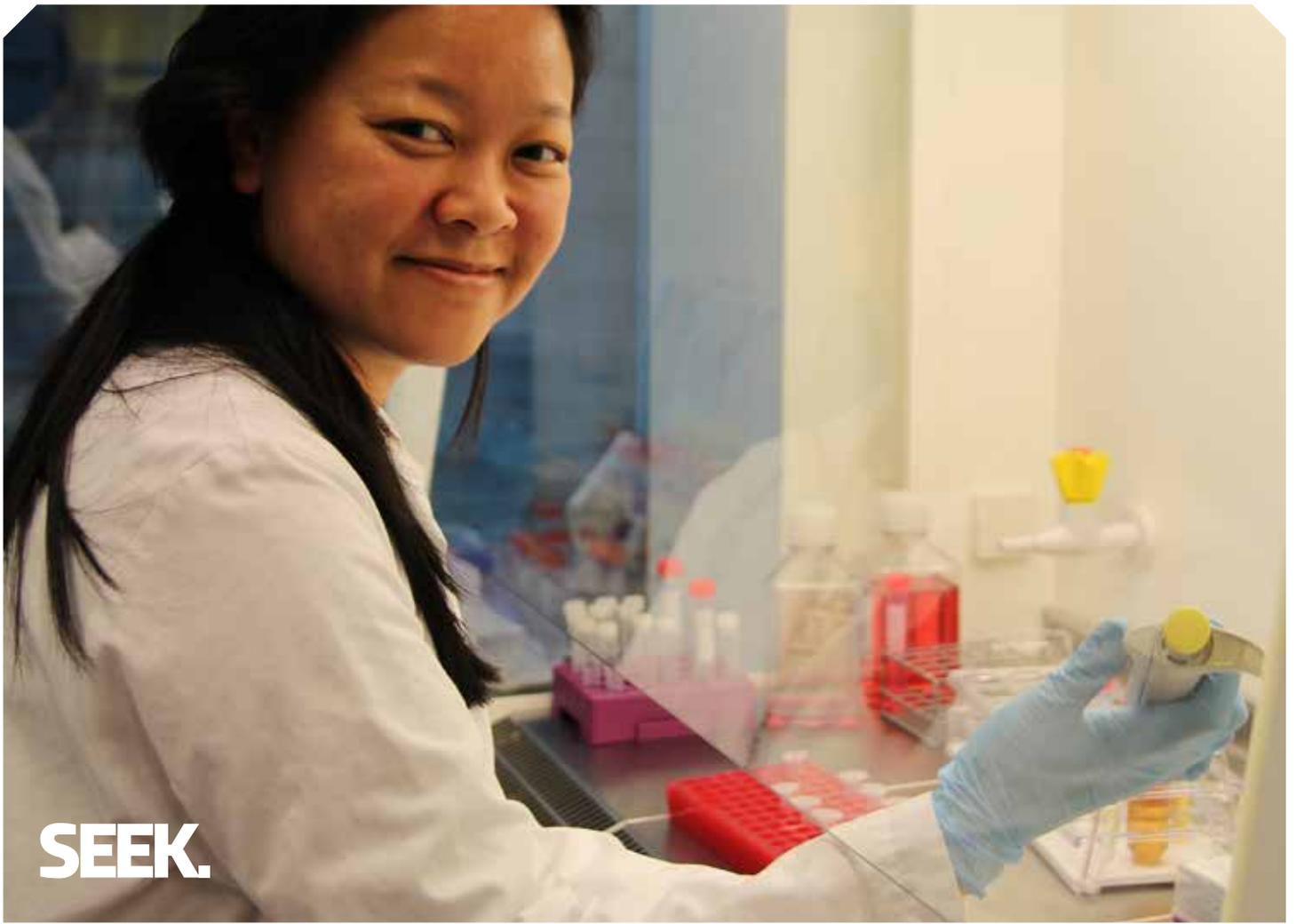
settings is therefore seen as important. Mastering foreign languages is one such skill. Receiving this kind of training 'at home' may also positively influence the willingness of students to take educational stays abroad. Recent research findings indicate that a lack of English of discipline specific terminology skills is effectively a barrier against going abroad on student exchanges.⁶³

Research indicates that in order to successfully teach domestic students international competences, a systematic approach is required.⁶⁴ This implies integrating the intercultural and international competences systematically in the curriculum, in pedagogical approaches of different disciplines and in the ways in which social activities and events are planned and organised. The capacity of the HEIs to provide these opportunities is a dilemma, as many of the subjects and disciplines are already pressed for time and resources to provide the necessary competences within their field of education. However, the increased focus on teaching, especially at research-dominated universities, may offer a fine opportunity to heighten attention towards the need for international competences to become a natural part of the education provided in Norway.

⁶² The award is based on close to 16,000 student reviews of international study experiences. Ireland and Poland have the second and third most satisfied students. (<http://www.studyportals.com/press-releases/norway-ireland-and-poland-have-the-happiest-international-students/>)

⁶³ Preliminary findings of Trude Bukve's doctoral project 'Language attitude in higher education'. <http://www.khrono.no/debatt/bottom-internasjoniserings-fra-studentperspektivet>. Retrieved 05.10.2016.

⁶⁴ Leask, B. (2009). "Using formal and informal curricula to improve interactions between home and international students." *Journal of studies in international education* 13(2): 205–221.



SEEK.

Photo: Kersti Brown



FIND.

Photo: XX



7. Should I stay or should I go?

As mentioned in the introduction, there is an ongoing debate in Norway as to whether a national recruitment strategy is necessary to make better use of international students that receive higher education in Norway. By asking students whether they are considering finding work in Norway after completing their studies, we get an impression of the potential for recruitment to the Norwegian labour market. One indication of the attractiveness of staying in Norway is whether the students invest time and effort in learning the language. The data show that half of the international students in this survey have attended Norwegian language courses. A total of 61 per cent who have attended Norwegian language courses are considering finding a job in Norway after completing their studies, while 39 per cent are not.

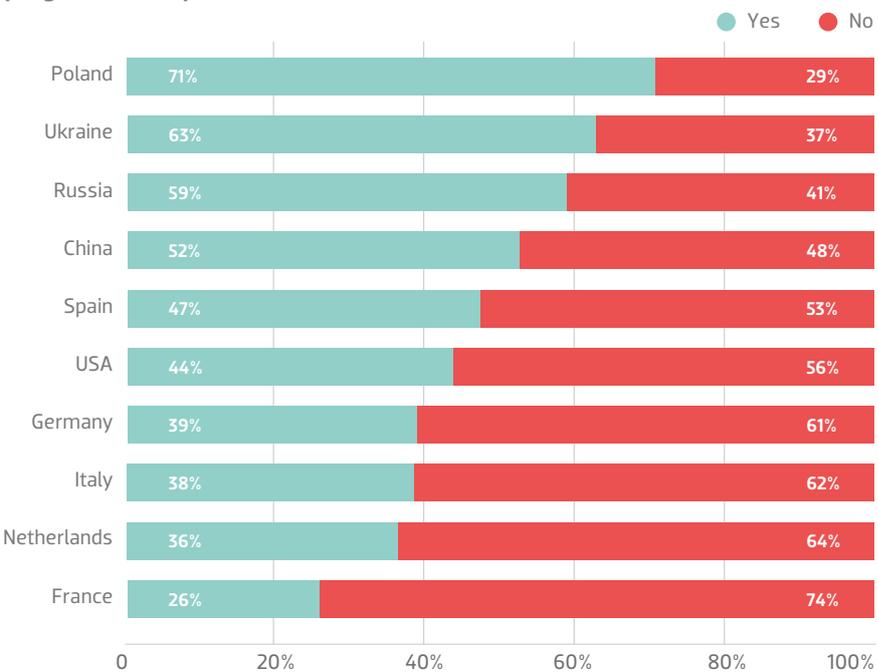


Photo: Shutterstock

When the international students were asked whether they are considering staying on in Norway after finishing their degree or study programme, 46 per cent responded positively. A total of 62 per cent of these are degree students, so the proportion of students who intend to stay and find work after graduation coincides with the length of time they study in Norway.⁶⁵ This is similar to the findings in a 2013 report that looked at international students in Denmark's plans for the future. The study found that degree students, to a greater extent than exchange students, wished to find work in Denmark after graduation. The percentage of international students who wished to stay on in Denmark was, however, higher than among international students in Norway: four of five degree students expected to apply for a job in Denmark after graduation.⁶⁶

Among the ten most represented countries in the survey, Polish students make up the largest proportion of students who are considering staying on, followed by Ukrainian and Russian students (see Figure 27). The large share of Polish immigrants working in Norway is one likely explanation for the high proportion of

FIGURE 27: Are you considering to stay in Norway when you finish your degree/ programme? Top 10 countries



⁶⁵ 54 per cent of the students who have studied for 7- 12 months and 71 per cent of the students who have studied for 1-2 years.

⁶⁶ DAMWAD (2013). Internationale studerendes karriereplaner. Damvad for Styrelsen for Universiteter og Internationalisering, Styrelsen for Fastholdelse og Rekruttering, Aarhus Universitet og VIA University College.



Photo: Paul S. Amundsen/SIU

FIGURE 28: Are you considering to stay in Norway when you finish your degree/ programme? Fields of study.

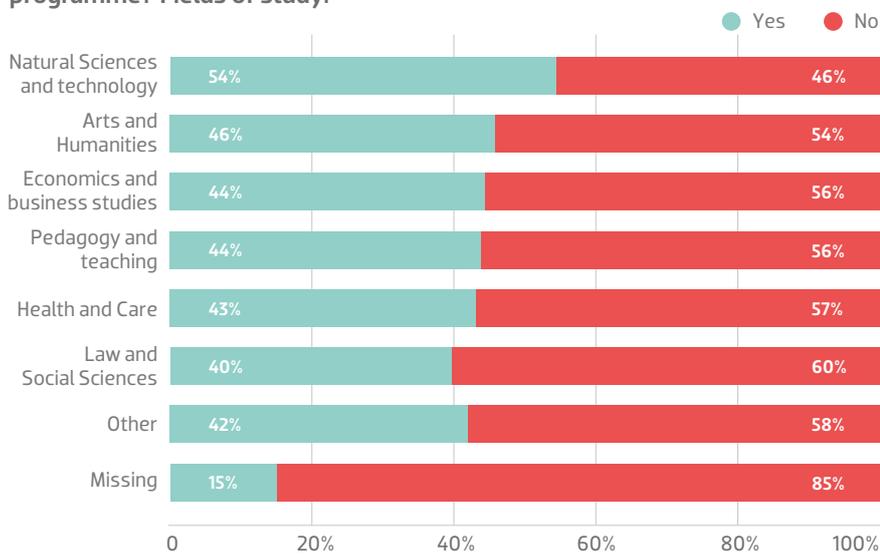
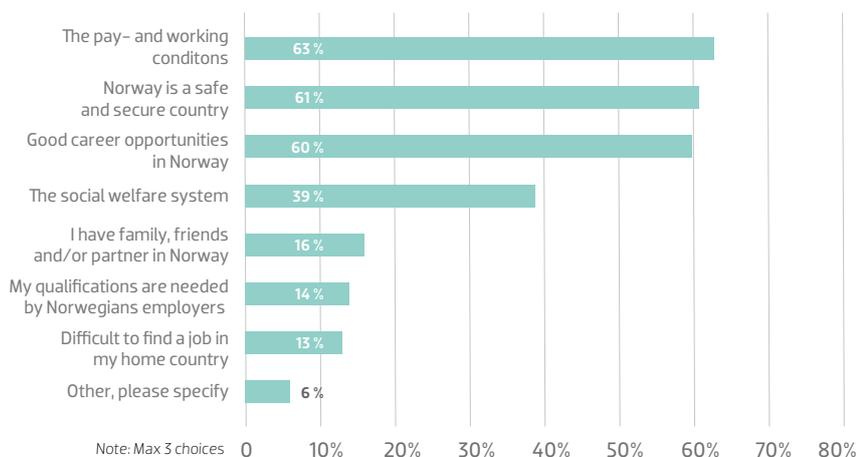


FIGURE 29: Reasons to work in Norway



Polish students. This probably means that many are familiar with the pros and cons of the labour market in Norway when compared to Poland, and that some already have friends or family living in Norway that may help ease the transition to paid work. When examining other countries of special interest to Norway, 74 per cent of the Indian students, 52 per cent of the Chinese students and 43 per cent of the Brazilian students are considering staying in Norway.

More important than nationality are the disciplinary competences found among students who consider staying on. We find that the largest groups of students that are considering staying on study natural sciences and technology (see Figure 28). Among the largest institutions in the sample, the University of Stavanger has the greatest share of students that are considering staying on in Norway after their studies (67 per cent), followed by Oslo and Akershus University College of applied sciences (55 per cent) and the University of Tromsø (53 per cent).

At the opposite end of the scale, French students form the largest group of respondents that are *not* considering staying on in Norway, followed by Dutch and Italian students. This could indicate that more students from Central Europe and Russia consider staying and working in Norway compared to students from Western Europe. Interestingly, a larger share of American students are considering staying than German students. When asked to select a maximum of three factors that motivate students to stay, 'pay and working conditions' (63 per cent) is rated highest, followed by 'Norway is a safe and secure country' (61 per cent) and 'good career opportunities in Norway' (60 per cent). 'The social welfare system' was selected by 39 per cent of the respondents, and merely 13 per cent selected 'difficult to find work in my home country'.

8. Concluding remarks



This report has devoted special attention to factors that can be used by the Norwegian HEIs to further improve their recruitment, reception, integration and education of international students. By doing so, we have mapped important aspects of the essential form of reputation of Norwegian higher education.

A central finding based on the qualitative data in the survey is that educational qualities of courses and study programmes offered in English are important for the students' decision to study in Norway. This finding may be used actively in institutional profiling and information work to focus more on what international students can learn from studying at a HEI in Norway: What are the institutions' special areas of expertise and unique courses? Which infrastructural resources do they offer? What characterises the teaching philosophy and the educational aims of Norwegian higher education?

The survey results show that international students are satisfied with the education they receive at the Norwegian HEIs. The respondents are coping with their studies in Norway, and they are generally happy with their stay. In fact, the international students are overall more satisfied than the Norwegian students with their studies. On the other hand, the international students are less satisfied than Norwegian students with the student group as a social environment. Also, getting to know Norwegians is high-ranked among the

factors as 'much more challenging than expected'. In other words, social interaction with Norwegian students emerges as a central problem.

Only 23 per cent report daily interaction with Norwegian students on campus, and 29 per cent say that they rarely or never interact with Norwegian students. International students interact most frequently with other international students both at the HEIs and in their leisure time. Interaction with Norwegian students is lower than anticipated: In other words, international students receive their training in regards to international competences, and develop their international scholarly networks, but do so mostly in contact with other international students. The qualitative data in the survey indicate that many barriers that hinder contact between Norwegian and international students are related to the ways the institutions organise their work around international students. However, more research is required to identify differences in institutional practices and their effectiveness in this realm.

Four out of five Norwegian students do not travel abroad on student exchange. Lacking English skills of discipline specific terminology are recently identified as a barrier in this regard. Therefore, international students represent a resource that needs to be better used at the Norwegian HEIs to improve the quality of the learning environment. Norwegian students could benefit from such an approach.

Those who frequently interact with Norwegian students at the educational institutions also have more contact with Norwegians during their leisure time. This means that institutional work on developing a productive academic and social study environment for international and domestic students will improve the quality of education in Norway. It will better enable Norwegian students to establish international academic networks within their disciplines, allow them to take part in an international discourse, and acquire language and communication skills. In other words, if international student mobility is to improve the quality of Norwegian higher education, there is a need to look at the various organisational elements around international students, ranging from housing to the way the courses and study programmes are organised and taught. This will ensure that the HEIs have the best possible organisational and educational frameworks to develop an international learning environment, also for Norwegian students.

SIU will continue the dialogue with Norwegian HEIs on how to address internationalisation in a way that includes all students and staff, no matter whether they are inbound or outbound exchange students, or they stay at their home institution throughout their study.

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Appendix 1:

Methodology and data gathering process

This study has been carried out in cooperation with Norwegian HEIs. The institutions have supplied contact information for the students and encouraged their international students to take part in the study. All the institutions that have participated in the study receive a copy of the data material concerning their students, provided the material has a sufficiently large number (N) to draw sound conclusions and protect the anonymity of the respondents.

The survey was distributed to 7,465 students with foreign citizenship registered as students between the spring 2015 and spring 2016, and elicited 2,623 responses. That amounts to a response rate of 35 per cent.⁶⁷ This is 593 fewer responses than the previous survey from 2014, which elicited 3,216 responses and was distributed to a total of 8,022 students.

SIU asked the Norwegian HEIs for access to the email addresses of their international degree or exchange students at bachelor's and master's degree levels. The survey covers foreign students who were admitted at the HEIs in Norway in the spring term/ the autumn term of 2015 or the spring term 2016. The students' contact information was made available by the Common Student System (FS) with assistance from the University Centre for Information Technology. Some of the institutions are not part of FS and have sent contact information directly to SIU.

International students undertaking web-based courses in their home countries provided by Norwegian institutions were not included in this study.

We wanted to make sure the survey was only answered by those students who had come to Norway to study. The first question excluded foreign students who had resided in Norway prior to their enrolment at a higher education institution. A total of 14 per cent of the respondents were excluded based on the screening question, and the material is therefore based on the responses of 2,246 students. The screening question was not included in the former surveys.

The survey lasted from 10 April to 17 May. Two reminders were sent out and the survey was accessible by computer, figures and smartphones. The questionnaire contains 45 questions, of which six are open-ended. The questions are organised into the following sections: Background, motivations for choosing Norway, motivation for choosing institution, funding, information sources, expectations, outcomes and future plans. The questionnaire may be retrieved from SIU's webpage.⁶⁸

The questionnaire was distributed through the data gathering and analysis tool 'Questback'. The questionnaire is made anonymous and the confidentiality of the students is protected. The survey has

been reported to Norwegian Centre of Research Data (NSD), to ensure that the survey data are analysed and stored in accordance with the official data protection guidelines.

The protection of the respondents' confidentiality has been ensured throughout the report, and measures have been taken to ensure that quotes from open-ended questions cannot be traced back to the source of the quote. The respondents have had the opportunity to register their contact details separately from the survey, firstly in order to share their experiences on the www.studyinnorway.no website, and secondly, to participate in a travel check draw for completing the survey (3 travel checks for NOK 1,000 each).

The categories under 'fields of studies' are based on the Norwegian Standard of Educational groups (NUS).⁶⁹

In the 2016 survey, we have removed questions from the set of questions related to buildings, the library and IT services where students are asked to assess the study environment. This was done to ensure that the survey did not become too extensive when questions of internship were added to the 2016 survey.

⁶⁷ The 2014 survey had a rate of 40 per cent. The data material will also be made available at the Norwegian Social Science Data Services (NSD).

⁶⁸ <http://siu.no/Publikasjoner/siu-rapportserie>

⁶⁹ <http://stabas.ssb.no/ItemsFrames.asp?ID=8970788&Language=nn>

Appendix 2: Tables

TABLE 1: Fields of study, top 10 countries

FIELD OF STUDY	Germany	France	Russia	China	Spain	Italy	USA	Nether-lands	Ukraine	Poland
Arts and humanities	19 %	13 %	11 %	8 %	24 %	22 %	15 %	16 %	5 %	48 %
Economics and business studies	24 %	36 %	15 %	40 %	11 %	27 %	31 %	23 %	51 %	10 %
Health and care	5 %	0 %	0 %	2 %	7 %	6 %	1 %	14 %	5 %	2 %
Law and social sciences	8 %	16 %	38 %	10 %	15 %	13 %	28 %	10 %	7 %	5 %
Natural sciences and technology	27 %	20 %	14 %	37 %	33 %	21 %	19 %	17 %	10 %	21 %
Pedagogy and teaching	5 %	2 %	0 %	1 %	0 %	0 %	1 %	7 %	2 %	0 %
Other	12 %	11 %	19 %	2 %	11 %	10 %	5 %	12 %	20 %	14 %
Missing	0 %	3 %	3 %	1 %	0 %	1 %	0 %	0 %	0 %	0 %
Total	100 %									
N	204	199	114	101	89	86	85	69	59	58

TABLE 2: Average student satisfaction with teaching and academic counselling, top 10 countries*

HOME COUNTRY	Germany	France	Russia	China	Spain	Italy	USA	Nether-lands	Ukraine	Poland
The teachers' ability to make the teaching stimulating	3,59	3,67	4,13	4,01	3,93	3,48	3,45	3,61	3,81	4,07
The teachers' ability to facilitate one's understanding of difficult subject matters	3,62	3,75	4,11	4,00	3,83	3,58	3,47	3,62	4,07	4,09
How well the teaching covers the curriculum	3,61	3,76	4,24	4,01	3,83	3,47	3,62	3,65	3,95	4,02
The quality of the feedback on your work	3,40	3,27	4,29	4,00	3,82	3,55	3,06	3,20	3,58	3,86
Individual student counselling	3,55	3,15	4,10	3,84	3,70	3,24	2,85	3,19	3,80	3,97
The teachers' ability to teach in English	4,28	4,53	4,55	4,26	4,37	4,15	4,28	4,13	4,58	4,62
TOTAL AVERAGE	3,67	3,69	4,24	4,02	3,91	3,58	3,45	3,57	3,96	4,10
N	204	199	114	101	89	86	85	69	59	58

Note: Mean scores on a scale 1–5, where 1 = "dissatisfied", 5 = "very satisfied".

TABLE 3: Challenging experiences, top 10 countries*

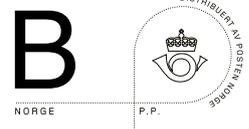
HOME COUNTRY	Germany	France	Russia	China	Spain	Italy	USA	Nether-lands	Ukraine	Poland
Coping with academic demands	2,79	2,90	3,43	3,22	2,88	3,12	2,91	2,71	3,34	3,03
Keeping up an active social life	2,69	2,81	3,27	3,35	2,80	3,12	2,74	2,46	3,22	2,90
Getting to know Norwegians	3,62	3,62	3,45	3,45	3,42	3,33	3,55	3,49	3,49	3,48
Dealing with the costs of living	3,28	3,64	3,42	3,52	3,65	3,88	3,51	3,36	3,41	3,57
Dealing with the climate	2,38	2,71	2,89	2,92	2,82	3,16	2,61	2,35	3,12	2,90
Adapting to Norwegian lifestyle/culture	2,50	2,76	3,01	3,12	2,56	3,13	2,55	2,39	2,98	2,74
AVERAGE SCORE	2,88	3,07	3,25	3,26	3,02	3,29	2,98	2,79	3,26	3,10
N	204	199	114	101	89	86	85	69	59	58

Note: Mean scores on a scale 1–5 (1 = much easier than expected, 5 = much more challenging than expected).

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Returadresse:
Postboks 1093
5809 Bergen



**NORWEGIAN CENTRE
FOR INTERNATIONAL
COOPERATION IN EDUCATION**

Office address:
Fortunen 1, 5013 Bergen

Tel: +47 55 30 38 00

E-mail: post@siu.no

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